



**University-wide Committee on Diversity
2002 Report to the Board of Regents
August 30, 2002**

Preface

The 1993 Report of the Regents Committee on Minority Affairs 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."

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

The University-wide Committee on Diversity, composed of representatives from all four campuses-UNL, UNK, UNO, and UNMC, meets on a regular basis to share ideas, assess progress, and make recommendations to the Board of Regents on the progress of the 1993 Regents Goals on Diversity. The Committee utilized several resources to identify progress, concerns, and recommendations. These resources include a review of the 1993 Regents Goals, a review of the 2001 University-wide diversity committee recommendations, various reports, readings and research on diversity. This report will first, highlight some significant areas of progress towards the realization of the Regents goals; second, summarize some of the significant issues still facing the campuses in achieving the goals; and finally, offer some recommendations to achieve the goals.

The 2001-2002 University-wide Committee on Diversity members are: Linda Crump (UNL), Valda Ford (UNMC), Jane Harris (UNMC), Claude Louishomme (UNK), Denise Maybank (UNO), Marcela Raffaelli (UNL), Bryan Samuel (UNK), and Merry Ellen Turner (UNO).

University of Nebraska-Lincoln 2002 Annual Board of Regents Report on Diversity

The University of Nebraska-Lincoln is committed to the full participation and inclusion of all members of our campus community. We have an institutional commitment to diversity that is demonstrated through our actions and expectations beginning with the senior administrative team and radiating throughout every member of our campus. We strive for a campus that is welcoming and supportive to enable every member of the campus to reach their potential and to enable our campus to achieve excellence in teaching, research and service.

This year's report on our progress toward diversity will highlight campus accomplishment and challenges centered on the *Board of Regents Policy Goals Pertaining to Equity for People of Color* (originally issued February 1993; re-confirmed February 1997) and new and/or major initiative of our campus.

Goal 1: Establish and encourage a clear commitment to the value of diversity on the part of all members of the University community.

The Chancellor and Vice Chancellors, as our campus leaders, have set the tone and expectations for valuing diversity on our campus. At the beginning of the academic year a commitment was made to set in place an effective mechanism to assess the campus climate and to work with all campus administrators to develop a "local neighborhood climate" that would be inclusive and enable all members to be engaged productive members of the campus community. An outside agency specializing in the area of inclusive, engaged, productive workplace research and management training was engaged to assist in this process. This is a major initiative for our campus administrators, faculty and staff. During the end of the spring semester, more than 73% of the administrators, faculty and staff on our campus participated in a survey to assess the current climate on campus. This fall the benchmark assessment will be used as a tool to work within local neighborhood climates to develop action plans to create an inclusive, engaged workplace.

This initiative does not include students. However, our student population participates in a yearly Omnibus Survey that includes a limited inquiry into some climate issues. Through Student Affairs, the Alumni Association and some campus organizations there are some additional initiatives that need to be coordinated into a comprehensive, systematic survey and a mechanism for appropriate action based upon the outcomes of the assessments.

Goal 2: Establish a system of accountability to measure progress toward achieving the recommendations set forth in this report.

The Department of Labor's Office of Federal Contract Compliance Programs (OFCCP) has just completed an audit of our campus equal employment opportunity and affirmative action policies and procedures. This spring the OFCCP issued a letter of compliance with all the federal regulations. This was a random audit and not the result of a complaint or concern by this federal agency.

This is one measure of accountability, however, our campus also goes beyond the federal requirements. Administrators, supervisors and managers are evaluated individually on their participation in implementation of equity policies. The campus is engaged in educational seminars to assist our supervisory staff with the skills needed to be effective and fair supervisors. We are aware that not every current supervisor has been exposed to and/or developed an array of supervisory skills and abilities needed to be successful in their important role at the University. A vital part of our current effort to enhance the local neighborhood climate will involve working with individual supervisors to enhance their individual supervisory skills and abilities.

A yearly assessment comparing our institution to our peers is presented to the President, Board of Regents and the Nebraska Legislature. Exit interviews are provided to all employees that leave the institution or transfer from one unit to another within the institution.

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

The University of Nebraska-Lincoln has a long history of a commitment to increasing the number of underrepresented groups within our campus community. The Office of Equity, Access & Diversity Programs, Human Resources, Admissions and Multicultural Affairs all play a key role in addition to the Chancellor, Vice Chancellors, Deans and Directors to establish effective methods of recruitment and retention. Retention continues to be one of the significant challenges we face. Sometimes we lose very talented campus members for the right reasons. Built upon a foundation set at the University they go on to greater challenges and responsibility with opportunities for greater career development. However, we also know that we lose some individuals because of a lack of effective mentorship and environments that are not supportive. Part of the new initiative to study and enhance the local neighborhood climate on campus should address this concern. For the rising stars that leave our campus without the kinds of opportunities for advancement we will not be able to retain them unless we can offer them competitive opportunities.

The following charts indicate the progress on our campus for this Regents Goal during the five-year period, October 1996 through October 2001. The data contained in the tables is a head count, not FTEs and was submitted by our campus Institutional Research and Planning Office.

University of Nebraska-Lincoln

Table 1 - Administrators

Race/Ethnicity ¹	1996	2001
Native American	0	1
Asian	1	3
Black	3	4
Hispanic	1	1
TOTAL	5	9
White/Unknown	<i>117/0</i>	<i>173²/0</i>
Total³ & % of total population	122 – 4.10%	182 – 4.95%

University of Nebraska-Lincoln

Table 2 - Faculty⁴

Race/Ethnicity	1996 – Gen. Reg. Faculty (Other Faculty)	2001 – Gen. Reg. Faculty (Other Faculty)
Native American	5 (1)	6 (1)
Asian	78 (68)	87 (87)
Black	16 (4)	35 (10)
Hispanic	32 (6)	43 (10)
TOTAL	131	171
White/Unknown	<i>1381/0 (324)</i>	<i>1340/2 (495)</i>
Total & % of total population	1,512 – 8.66%	1,513 – 11.30%

University of Nebraska-Lincoln

Table 3 - Managerial/Professional Staff

Race/Ethnicity	1996	2001
Native American	9	8
Asian	25	35
Black	29	31
Hispanic	16	16
TOTAL	79	90
White/Unknown	<i>1226/1</i>	<i>1325/0</i>
Total & % of total population	1,306 – 6.05%	1,415 – 6.36%

¹ Race and ethnicity designations for administrators, faculty and staff are set and monitored in accordance with federal guidelines and are listed in alphabetical order.

² During the migration to the SAP/HR database, some positions previously considered managerial/professional were coded in a way that moved them into an administrative category. This accounts for more than half of the apparent increase shown in the Administrators Chart.”

³ For purposes of this report total numbers do not include alien, unknown and white categories or other faculty.

⁴ This table includes General Regular Faculty and Other Faculty in the parenthetical. General Regular Faculty is defined as faculty that are tenured, appointed in tenure leading positions, and special appointments. Other faculty is defined as clinical, research, equivalent rank faculty, and other faculty.

University of Nebraska-Lincoln
Table 4 - Office/Service Staff

Race/Ethnicity	1996	2001
Native American	13	17
Asian	24	19
Black	50	56
Hispanic	42	43
TOTAL	129	135
White/Unknown	<i>2082/0</i>	<i>2002/1</i>
Total & % of total population	2,211 – 5.83%	2,138 – 6.31%

Overall there has been an increase in the diversity of administrators, faculty and staff at the University of Nebraska-Lincoln. However, the group of employees that has had the most substantial increase has been the faculty. For several years the Office of the Senior Vice Chancellor for Academic Affairs has provided both leadership and resources to increase the diversity of our faculty. More recently in addition to the campus efforts resources from the Nebraska Legislature and Central Administration have assisted in the increase diversity among our faculty. However, within the other employment groups where no additional resources have been added we have not seen a substantial rate of change within the five-year period.

University of Nebraska-Lincoln
Table 5 - Undergraduate Students

Race/Ethnicity	1996	2001
Native American	65	85
Asian	331	387
Black	344	369
Hispanic	279	313
TOTAL	1019	1154
Unknown	<i>1236</i>	<i>1208</i>
White	<i>16699</i>	<i>15623</i>
Total & % of total population	18,954 – 5.38%	17,985 – 6.42%

University of Nebraska-Lincoln

Table 6 - Graduate & 1st Professional Students

Race/Ethnicity	1996	2001
Native American	19	22
Asian	119	89
Black	86	116
Hispanic	94	91
TOTAL	318	318
Unknown	870	1020
White	3745	3441
Total & % of total population	4,933 - 6.45%	4,779 - 6.65%

The Office of Admissions and the Office for Graduate Studies along with several colleges have devoted resources to the recruitment of a diverse student body. These efforts and the programs offered by the Office of Multicultural Affairs have enabled the University to increase the total number of diverse students on campus and to provide academic and social support for students on campus. Our numbers are still small and continued efforts and resources are needed to enable us to enroll and graduate a population of students that is reflective of our diverse society.

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

During this academic year the University of Nebraska-Lincoln has initiated a major effort in this area. As described above we have engaged the Gallup Organization to assist us with this effort. Gallup has developed a new instrument to assess the inclusiveness of the workplace. This new instrument called the I10 will be used in addition to the Q12 Gallup instrument that assess an array of important workplace issues. The process and procedures utilized in this initiative will be integrated into the existing campus management procedures. During the next academic year supervisors will receive information about the current climate in their local neighborhood workplace. Workshops to assist supervisors in understanding the outcomes of the survey and seminars to build supervisory skills related to improvements in the local neighborhood workplace climate will be conducted on campus. Supervisors will be expected to work with faculty and staff to develop plans to improve the local neighborhood climate. Units that currently have engaged and inclusive local neighborhood climates will share their best practices with other units. The University is committed to continue this process to build the infrastructure to enable us to continue this important goal.

This new initiative should enhance the current sound structure in place to investigate and remedy any acts of illegal discrimination on campus. The campus has in place the mechanism to resolve efficiently concerns that fall within the jurisdiction of illegal discrimination. Many concerns that are brought forward may not fall within the legal description of discrimination. However, all concerns are important and the campus is working on solutions to resolve all conflicts. The campus is also working with the State Mediation Centers to provide early mediation of campus conflicts. Several leaders in key offices at the University have taken mediation training to assist them in their work at the University. The program is open to all University employees; however, at this time students do not have access to this service. Through Student Judicial Affairs, the Student Ombudsman and others offices within Student Affairs students have the ability to bring forth any concerns.

During the last academic year the Chancellor's Commission on the Status of People of Color has worked with The Mediation Center to revitalize its role and mission on campus. This Commission started from a grassroots effort and over the last two decades participation in the Commission has fluctuated. The Commission and the Chancellor are working together to provide the Commission with a charge that will enable our campus to enhance the campus climate for our diverse population. During the next academic year the Chancellor would like to engage members of the Commission to assist in an evaluation of the University's Comprehensive Diversity Plan.

Goal 5: Support and encourage a curriculum which manifests diversity as a sign of equality.

Several years ago the faculty developed an enhanced undergraduate curriculum including required classes in diversity. Essential Studies provides students a context for understanding the breadth of human endeavor. It maps out a minimum experience for an undergraduate student in a broad range of university offerings. Area H course offerings within Essential Studies covers courses in race, ethnicity and gender. These courses provide knowledge and analysis of theoretical concerns, social experiences, or creative works arising from human diversity in the United States and the world community. Integrative Studies is a UNL experience intended to engage students in actively developing their ability and desire to analyze, evaluate and communicate complex material and positions. Within Integrative Studies courses in the consideration of human diversity explore the way in which cultural differences shape conceptions about the subject matter and discern the intellectual and pragmatic effects on human groups of the subject matter and ideas related to it.

This fall the University of Nebraska-Lincoln, Institute for Ethnic Studies will celebrate its 30th Anniversary. The Institute for Ethnic Studies offers interdisciplinary and intercollegiate degrees through the College of Arts and Sciences and coordinates ethnic studies on campus. Minors in African American Studies, African Studies, Chicano Studies, Ethnic Studies and Native American Studies are offered. A major/minor in Latin American Studies is also offered. Ethnic studies refers to the investigation, exploration, and involvement with those facts and areas that bear on the lives and experiences, both past and present, of the ethnically distinct minority groups in our society. This institute has played a vital role on campus and continues to need additional resources to enhance its mission to enable our students to graduate with the knowledge and skills to be productive citizens in our global society.

Goal 6: Achieve a meaningful improvement in awareness and sensitivity to diversity issues.

Every year various campus organizations present seminars and speakers covering a wide array of diverse topics. Through the Senior Vice Chancellor for Academic Affairs, the Vice Chancellor of Student Affairs and the Office for Equity, Access & Diversity Programs, faculty, students and staff are presented with many opportunities to engage in and become aware of diverse issues. Some of the campus projects for students included programs in Student Affairs, NU Connections and a Student of Color Academic Recognition Program. Other campus programs coordinated through

the Office of the Senior Vice Chancellor for Academic Affairs included the following diversity enhancement projects:

People of Color in Predominantly White Institutions Conference
Artist Diversity Residency Program
A Diversity Workshop and Advisory Group for Northeast Nebraska
Enhancing the Latino Achievement Mentoring Project
Preparing Students for Research with Diverse Populations in the Social Sciences and Humanities
Scholarship IN Society & Adjusting to a NU Community
Pre-Counseling Interventions and Multicultural Counseling at UNL Ethnic Minority Students
Multi-cultural Course Transformation

UNL has been a major participant in the annual Rev. Dr. Martin Luther King Jr. Freedom Breakfast. This event has grown into a major community effort and within the last few years promising high school students of color have received scholarships to continue their education beyond high school. This scholarship fund is generated from the contributions solicited as part of the Freedom Breakfast. The campus also expanded its celebration of the life and works of MLK into a weeklong event. The 2002 MLK campus celebration included a candlelight vigil to honor Dr. King, faculty lectures on human rights issues, a "random acts of kindness" campaign, and a celebration and awards ceremony of campus and community leaders on the MLK holiday.

Within the Chancellor's Office the Assistant to the Chancellor for Community Relations is working with Nebraska's tribal population on the development of University outreach programs designed to support and enhance the relationship between the University and tribal members.

Recommendations:

This report reflects much of the good work and accomplishments that have taken place at the University of Nebraska-Lincoln. However, there is still much work to be done and with the support of our campus leaders in conjunction with the President and Board of Regents we have the opportunity to take the steps to be a truly great University. The following actions are recommended:

1. Continued support for the recruitment and retention of a diverse faculty.
2. Develop additional support mechanisms for the recruitment and retention of a diverse student body.
3. Develop a program for the recruitment and retention of a diverse administrative and staff workforce.
4. Continue and enhance programming to enable the University to create inclusive and engaged local neighborhood workgroups.
5. Coordinate efforts to assess and develop programs to enhance the campus climate for our student population.
6. Enhanced support for curricula programs to enable our students to be prepared to live and work in a diverse global society.
7. Coordinate efforts with other campuses Ethnic Studies programs to enhance student's opportunities for majors and minors within these disciplines.

University of Nebraska at Omaha

2002 DIVERSITY Report to the Board of Regents

As a metropolitan university, UNO is committed to creating a broad-based educational environment reflective of the diverse community it serves. Building on its three strategic goals—**student focus, academic excellence, and active engagement with the community**—the university has made impressive gains in increasing diversity.

I. ACCOMPLISHMENTS

Student Focus

- **Enrollment of students of color at UNO has increased.** In 1996, there were 1612 students of color enrolled in undergraduate and graduate programs, increasing to 1634 in 2001.
- There was a **significant increase in the retention rate for students of color**, from 60.67% in the fall of 1996 to 66.83% in the fall of 2000.
- More than thirty programs and events, promoting cultural awareness and addressing faculty and student diversity, were held across campus. These included ethnic heritage observances, seminars, theatrical and musical performances.

Academic Excellence

- Through judicious use of NU diversity funds, **UNO hired 68% of all new faculty members of color** who joined the NU system in 2001/2002.
- Over the past five years, **faculty of color at UNO have increased nearly 50%**. In 1996, there were 83 faculty of color; in 2001 the number had risen to 124.
- The number of **staff members of color has increased 34%** over the past five years, from 99 in 1996 to 133 in 2001.
- Staffs in the Office of Academic Affairs and the Chancellor's office continue to work with department chairs and all search committees, providing resources and contact information to secure diverse candidates for faculty and staff positions.
- UNO's **Minority Faculty Development program** provides assistance to professionals of color from the metropolitan area who are seeking full-time tenure-track faculty positions.
- **Mentoring plans for new faculty and staff** members improve retention by assisting new employees in acclimating to UNO, clearly explaining university policies, mores, and expectations, as well as maintaining regular contact during the adjustment period.

- UNO has the distinct privilege of being the first predominately white institution to participate in the **National Urban League's Black Executive Exchange Program (BEEP)**. BEEP attracts top-level African American executives from major corporations to provide on-campus presentations and mentoring for African American students.
- The university's **Diversity Action Plan**, is developed in collaboration with the Strategic Planning Steering Committee, ensuring alignment with the campus Strategic Plan.

Community Engagement

- **Community Advisory boards**, with representatives from Omaha's African American and Hispanic communities, provide counsel to the Chancellor on issues related to recruitment, retention, and economic development.

II. CHALLENGES

Recognizing success in some areas and the need for improvement in others, UNO will address the following challenges next year:

- Continued recruitment and retention of students of color;
- Continued recruitment and retention of staff and faculty of color; and
- Communication and promotion of the many successful and varied programs on campus to internal and external audiences.

III. GOALS FOR 2002-2003

The following goals will be measured and communicated via the institutional portfolio through the corresponding diversity quality indicators:

- Emphasize increasing enrollment opportunities for African American students, and the number of Hispanic students, faculty and staff
- Focus on quality indicators within the Diversity Action Plan to allow progress in student and faculty recruitment and retention, and improvement in the campus culture
- Develop a comprehensive website for resources and information associated with campus diversity initiatives

University of Nebraska at Omaha
Table 1 – Minority Student Enrollment

Race/Ethnicity	1996	2001
Native American	65	67
Asian	287	362
Black	889	803
Hispanic	371	402
TOTAL	1612	1634
Total (% of total population)	15,000 – 10.75%	15,106 – 10.82%

Note: Counts are undergraduate and graduate students, not including students whose ethnicity is unknown

Data Source: Fall Delivery-site Student Enrollment Files

Prepared by: Office of Institutional Research

University of Nebraska at Omaha
Table 2 – Minority Faculty Recruitment (Revised 8/21/02)

Race/Ethnicity	1996 – AAUP Faculty (Other Faculty)	2001 – AAUP Faculty (Other Faculty)
Native American	1 (2)	8 (2)
Asian	24 (4)	34 (4)
Black	18 (17)	29 (25)
Hispanic	10 (7)	13 (9)
TOTAL	53	84
White / Non-resident Aliens/Unknown	415 (299)	410 (312)
Total (% of total population)	468 – 11.3%	494 – 17%

Data Source: Fall AAUP Faculty Files

Prepared by: Office of Institutional Research

University of Nebraska at Omaha
Table 3 – Minority Staff Recruitment

Race/Ethnicity	1996	2001
Native American	3	3
Asian	11	17
Black	65	93
Hispanic	20	20
TOTAL	99	133
Total (% of total population)	765 – 12.9%	828 – 16%

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Data Source: Fall AAUP Faculty Files

Prepared by: Office of Institutional Research

University of Nebraska at Omaha
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Total (% of total population)	765 – 12.9%	828 – 16%

Data Source: UNO Human Resources

Table 4
 UNIVERSITY OF NEBRASKA AT OMAHA
 FIRST-TIME FULL-TIME DEGREE-SEEKING MINORITY STUDENT RETENTION

Cohort	Cohort Size	Return Year 2	Return Year 3	Return Year 4	Return Year 5
African American					
Fall 1996	70	54.3%	38.6%	30.0%	20.0%
Fall 2000	102	59.8%	N/A	N/A	N/A
Asian American					
Fall 1996	23	69.6%	56.5%	52.2%	30.4%
Fall 2000	41	82.9%	N/A	N/A	N/A
Hispanic American					
Fall 1996	54	64.8%	63.0%	42.6%	31.5%
Fall 2000	53	66.0%	N/A	N/A	N/A
Native American					
Fall 1996	3	66.7%	33.3%	33.3%	33.3%
Fall 2000	6	83.3%	N/A	N/A	N/A
Total					
Fall 1996	1,129	61.9%	51.6%	44.2%	27.5%
Fall 2000	1,537	72.2%	N/A	N/A	N/A

Data Source: Administrative-site First-time Full-time Degree-seeking Student Cohort Files.

Prepared by: Office of Institutional Research.

Diversity Progress Report University of Nebraska Medical Center 2002 Report to the Board of Regents

Cultural Competence Initiative

The University of Nebraska Medical Center is committed to the development and implementation of a comprehensive cultural competence initiative to: 1) create and maintain a cohesive, multi-cultural and multi-generational workforce; 2) continuously attract and successfully educate a multi-cultural student population and 3) maintain a multi-cultural focus in the provision and development of our organizations' services to our community and the region.

This initiative will positively impact faculty, staff and student recruitment/retention as well as improve the ability of UNMC to deliver healthcare to diverse populations. It will improve the practices of the organization from recruitment strategies and materials to the healthcare professions curriculum.

The Cultural Competence Initiative responds to suggestions made by Dr. Joseph White, Professor Emeritus, University of California, Irvine and Consultant on Diversity, University of Nebraska in a presentation to the Board of Regents on May 12, 2000, "Major Components of an Effective Diversity Plan."

Identified below are some of the ways in which UNMC's Cultural Competence Initiative is addressing each of the points:

1. *Develop a clear workable plan:*

- Cultural competence and employee loyalty and satisfaction have been established as critical success factors in the UNMC Strategic Plan.
- In January 2001, the Cultural Competence Executive Steering Committee was formed and charged to review, revise and accept a cultural competence plan. The Committee is in the process of developing a five-year cultural competency plan complete with educational components that will be delivered within the first two years.
- The Cultural Competence Executive Steering Committee developed and approved an environmental assessment tool designed to establish baseline data on the organizational culture. The survey process used a face-to-face presentation approach. The survey was completed in June 2002. The data collected are being collated and analyzed by an outside source with an anticipated Report to Chancellor in October 2002.
- Data from the environmental assessment tool will be used to identify patterns or trends of behavior and practices that enhance or obstruct UNMC's ability to provide a culturally competent environment for students, faculty, staff and patients. Further information and insight will be gained by the use of focus groups on specific topics and smaller ongoing surveys and forums will provide campus constituents' ideas, concerns and feedback.
- Public relations strategies for the cultural competence initiative and environmental assessment are being planned in collaboration with UNMC's Office of Public Affairs.

- The Cultural Competence Initiative includes efforts to improve recruitment of a representative workforce and student body. It also includes efforts to strengthen relationships. Some accomplishments are:

UNMC's continued relationship with Community Care Councils formed with North and South Omaha constituents provide direction and guidance in recruitment of students and employees, the provision of healthcare, and the maintenance of a positive community relationship.

Eleven under-represented minority students were successfully recruited for summer research experiences at UNMC. UNMC secured NIH funding in order to provide stipends for most of the students.

The under-represented student minority applicant pool was increased by 17%.

The video for new employee orientation was enhanced to portray the diversity of UNMC's population.

UNMC's Clinical Perfusion Program graduated the first African American to be trained in the state of Nebraska.

UNMC's College of Dentistry is matriculating the first Native American dental student in the modern history of the program.

The NU-PATHS program is a cooperative program between UNL and UNMC. The objective of the program is to recruit academically talented underrepresented minority students to UNL for enrollment in pre professional programs that will prepare them for entry into one of 10 UNMC health care professional programs. After successful completion of their pre-professional program at UNL, NU-PATHS students receive guaranteed admission to their health professional program choice. This fall two students from the NU-PATHS program will be matriculating at the College of Dentistry in the dental and dental hygiene programs respectively.

Employment advertising efforts have expanded and include the use of diverse sources for advertising such as the *Omaha Star* and online with *Career Link*.

2. Designate high ranking academic affairs administrator to manage/direct program:

- Ward Chambers, M.D., Executive Director of the Office of Community Partnership and Multicultural Affairs has been designated to create a culturally competent organization with a direct reporting relationship to the Chancellor regarding the UNMC Cultural Competence Initiative. This role and responsibility is also identified in the UNMC Strategic Plan.
- Valda Boyd Ford, MPH, M.S., RN, has been hired as the Director of the Office of Community Partnership and Multicultural Affairs through the reallocation of funds. This position reports to the Executive Director of the Office of Community Partnership and is identified on the organizational chart. Her role and responsibility is to develop and direct the cultural competence initiative through the direct supervision, monitoring, facilitation and implementation of the cultural competence initiative. Her charge is to improve organizational climate to support cultural competence.

- UNMC established the part-time position, Chief Recruitment Officer for Latino Students. Dr. José Romero had begun the process of establishing relationships with Latino-focused institutions in Texas and California.
- Designated employees in each unit or department have been identified to “Champion” the initiative.

3. *Resources to implement plan, follow-up, evaluation:*

- In addition to designating an academic affairs administrator, Dr. Ward Chambers, and the Director of Community Partnership and Multi-cultural Affairs, Valda Boyd Ford, Linda Cunningham was hired as the cultural competence coordinator, with primary responsibilities for operational implementation of the initiative. Monies to fund this position were reallocated from other sources.

4. *Organizational Development:*

- Command Spanish@ courses were presented on campus with two courses for health professionals and third for administrative support staff, by UNMC Human Resources in cooperation with Metropolitan Community College Workforce Development Institute.
- Developed in collaboration with Human Resources, “*Foundations to Success*”, short, targeted presentations designed to promote employee development and job satisfaction at all levels of the organization.
- A template for the cultural competence campus curriculum was developed and general workshops, inservices, and formal and informal training and education have been presented. A comprehensive plan for campus-wide cultural competency education will begin after the assessment data has been analyzed.
- Leadership and management development programs are being created with emphasis on cultural competency in all areas of decision-making and skill development.

5. *Get out ahead of the game: Proactive vs. Reactive:*

The UNMC cultural competency initiative seeks to establish pipelines and relationships with potential future faculty, staff and students. Some examples of these efforts are:

- An affiliation agreement made with Dillard University, an historically Black college, for establishment of student pipelines, faculty exchanges, and collaborative research. The Dillard University President visited UNMC in April 2002 and numerous Dillard University Deans will visit UNMC in August to finalize specific program agreements.
- Pipelines have been created with Metro Community College whereby specific credit hours earned are fully transferable to UNMC.
- The Community Academy, a program targeted at school-age youths also provides a networking opportunity to attract future students or employees.
- The Girls, Inc Science Program for young females has been designed to increase interest in science.

- Pipelines Plus is a program developed with Omaha Public Schools to provide health education classes for credit.
- Established a youth program with the Omaha Jesuit Middle School that brought 4th - 6th grade African-American boys to the campus monthly. This program is a companion to the Career Connections initiative engaging African-American girls (4th - 7th grade).
- Facilitated the involvement of 5 Omaha Public Schools African-American youth (grades 9-11) in the Gilbert Academy, administered by Dillard University. The six-week program, on the Dillard campus, provides enrichment in math, science, reading, and study skills.
- UNMC participates in INROADS Nebraska- Western Iowa, an organization dedicated to preparing students for corporate America. INROADS brings to campus high-potential minority college students for internships and other activities.
- UNMC participates in the X-files project of Opportunities/Jobs/Careers, which is sponsored by the Omaha Public Schools and Omaha Chamber of Commerce. The project targets high school students and prepares them for jobs with UNMC upon completion of high school.
- UNMC Student Services is planning an expansion of Community Academy into the Lincoln area as early as 2003.
- OSEMA has collaborated with UNMC Medical Technology program and Chicano Awareness Center (CAC) to identify bilingual students for phlebotomy training. Students receive tuition reimbursement from CAC foundations upon satisfactory completion of the program. Four students have completed the program.
- UNMC Student Services established an Affiliation Agreement with Fort Lewis College (Durango, Colorado), whose student population is comprised of significant numbers of Native-Americans and Latino- Americans. The affiliation will become operational in 2004. Student Services provided technical assistance to Fort Lewis College in the submission of a MARC proposal, providing summer stipends for under-represented minority students who will come to UNMC.

University of Nebraska Medical Center

Table 1 – Minority Faculty

Race/Ethnicity	1995 ¹ Regular Fulltime Faculty	2001 ² Regular Fulltime Faculty
Native American	2	0
Asian	44	58
Black	5	8
Hispanic	11	12
TOTAL MINORITY FACULTY	62 10%	78 11.6%
White	542	568
Non-Resident Alien	17	31
Total Regular Faculty	621	677

¹ Source 1995 IPEDS Fall Staff Report, Part F (IPEDS Report produced in odd years only)

² Source 2001 IPEDS Fall Staff Report, Part F

University of Nebraska Medical Center

Table 2 – Non-Academic Staff Workforce Analysis

The University of Nebraska Medical Center reduced its workforce by approximately 2800 employees in 1998, due to the merger of University Hospital and Clarkson Hospital. On September 15, 1998, a new UNMC non-academic staff workforce analysis was completed, producing the baseline snapshot of the new non-academic workforce demographics. The analysis is a headcount of all non-academic staff. The analysis excludes temporary staff, post-doctoral research associates, research associates, and research assistants.

Race/Ethnicity	September 14, 1998		October 28, 2001	
Native American	7	0.35%	8	0.35%
Asian	118	5.89%	97	4.20%
Black	104	5.19%	132	5.72%
Hispanic	30	1.50%	54	2.34%
TOTAL MINORITY STAFF	259	12.93%	291	12.61%
White	1,744	87.07%	2,016	87.39%
Total Staff	2,003		2,307	

University of Nebraska Medical Center

Table 3 - Minority Student Enrollment

Race/Ethnicity	1996		2001	
Native American	16	0.60%	8	0.30%
Asian	92	3.40%	105	3.80%
Black	41	1.50%	41	1.50%
Hispanic	35	1.30%	45	1.70%
White	2465	90.70%	2403	88.20%
Non-Resident Alien	69	2.50%	122	4.50%
Total Enrollment	2718		2724	

Source Fall Enrollment statistics supplied by UNMC Academic Record

University of Nebraska at Kearney

2002 Diversity Report to the Board of Regents

The University of Nebraska at Kearney has continued its strong commitment to diversity among students, faculty and staff. This commitment was a focal point in the Administrative Council Retreat in August of 2001 and this report will address the recruitment and retention of minority students, faculty, and staff as well as campus climate.

Minority Student Recruitment

Enrollment of American minority students has declined, since 1996. In 1996, UNK had 206 minority students enrolled; that number has declined to 172 in 2001 (see Appendix, Table 1). Of the several underrepresented minority groups, only Hispanic enrollment has kept pace with white enrollment. However, UNK has continued its commitment to recruit minority students. These efforts include the following:

- The Campus Visit Program, established in 2000, produced a 23% yield. This concerted effort to bring prospects to campus and to engage them meaningfully with our programs, faculty and students was expanded to include Scottsbluff and Omaha, NE and Garden City, Kansas.
- A feeder partnership with the Ada S. McKinley Program, established in 2000, Chicago, IL, was continued.
- The Admissions Office hired a full time Hispanic recruiter in August 2001.
- The Go for the Gold Receptions, an institutionalized recruitment collaborative that mobilizes not only Admissions recruiters but also key auxiliaries, including: academics, students, alumni, and community, was continued.
- The College of Education has hired a minority recruiter to target regional areas heavily populated with Hispanic prospects.
- UNK has successfully recruited 11 of 18 (61%) Kiewit Hispanic Education Opportunity Scholarship recipients. The Kiewit Hispanic Education Opportunity Scholarship was established in 1999, by the Peter Kiewit Foundation, to assist Hispanic students from Grand Island and Lexington, NE, pursuing degrees in education at the University of Nebraska-Lincoln or the University of Nebraska at Kearney.

These efforts have showed some degree of progress toward diversity. For example, during the academic years 1997 and 1998, there was an average of 30 first year minority students entering UNK. As a result of these efforts, this average has since increased to 33 between the years 1999 and 2001.

Minority Student Retention

Prior to 1997-1998, The University of Nebraska at Kearney did not track the persistence rate of its students by ethnicity. Since 1997-1998, UNK has been most effective at retaining Asian and Hispanic students (50 % and 47% respectively). By cohort, this data includes all first year minority students entering UNK as first-time, full-time degree seeking freshmen and the percentage of

minority undergraduates who returned, reentered, or graduated (Appendix, Table 2). The need to retain all minority students at similar rates has been recognized and resulted in a number of initiatives including, but not limited to, the following:

- The Office of Multicultural Affairs, established in 2000, continues to offer cultural enrichment programs and services for minority students and the University community.
- The Office of Multicultural Affairs coordinated a Multicultural Think Tank. Designed to identify effective strategies for enhancing the educational experiences of minority students, the Think Tank involved faculty and staff who possessed a genuine interest in improving the retention of minority students.
- Utilizing a diversity awareness and appreciation philosophy, Student Affairs professionals in the offices of Multicultural Affairs, Academic Advising and Student Support Services continue to work with minority students. During Summer Enrollment and Advising, these units offer a special diversity session allowing entering minority students to speak with faculty and staff about multicultural issues as well as co-register for selected general education courses.
- The Office of Multicultural Affairs and the Office of the Vice Chancellor for Student Affairs continue to provide minority students an opportunity to attend various regional cultural enriching activities such as the Big XII Conference, Hispanic Leadership Conference and the Black Male Empowerment Summit.
- Two minority student groups, the Tribunal Council of Black Students and the Student Council of Intertribal Nations, were created in the fall 2001. These groups in association with the Office of Multicultural Affairs, and various other units, have offered creative cultural programs and activities for minority students and the university community. The Hispanic Student Association, established in 1998, also continues to offer creative cultural programs and activities for minority students and the university community.

As noted in Table 2, these efforts have shown progress toward diversity. For example, review of the data reveals that since 1997-1998 the retention of African American, Native American and Hispanic American students after the first year has increased by an average of 18 percent. Thus, these efforts will be continued as well as expanded.

Minority Faculty Recruitment

The respective colleges at UNK utilize various strategies, formal and informal, to recruit minority faculty. These strategies include, but are not limited to, the following:

- Job descriptions for searched positions concentrate on disciplinary and interdisciplinary specializations (including Ethnic Studies) likely to maximize the number of minority/female applicants.
- Search committees must have minority and/or female representation.
- Search committees are chaired by the department chair, to ensure direct reporting to the Dean.

- Deans have encouraged that short lists for positions have minority and/or female candidates. Shortlists without such candidates are discussed with the Dean.

- Departments, with actual or anticipated vacancies, are encouraged to scan for target of opportunity hires.
- As encouraged by Dr. Joseph White, departments are attempting to “grow their own” minority faculty.
- Informal network searches of other institutions and graduate schools to identify potential minority and/or female candidates.
- Deans have made it clear that departments whose hires trigger the special diversity hiring funding made available by the UNCA will benefit directly through increased resources.

As noted in Table 3, these strategies have helped to diversify UNK’s faculty. Since 1996, with some ethnicities increasing by more than 200%, every minority ethnicity has seen an increase in the number faculty members present at UNK.

Minority Staff Recruitment

The efforts to recruit and retain minority staff have not been as successful as those associated with faculty recruitment. However, this is due in part to the fact that, unlike faculty positions which are usually advertised nationally, most staff positions draw from a local or regional pool of applicants. The strategies to recruit minority staff include, but are not limited to, the following:

- Departments interested in increasing the number of minority/female applicants for staff positions can receive from the Office of Affirmative Action/Equal Opportunity, mailing labels for minority/women colleges and universities to which they may send their announcements.
- Dual Career Program brochures are sent with each letter to candidates for positions.
- By comparing the affirmative action cards, sent to the Office of Affirmative Action/Equal Opportunity, and the shortlist for each position, the Office of Affirmative Action and Equal Opportunity can oversee the shortlist and request explanations for shortlists without minority/women candidates.
- The Office of Affirmative Action/Equal Opportunity routinely updates departments on new advertising sources.

These and other initiatives are designed to provide minority candidates with knowledge of job opportunities at UNK and an opportunity to fully compete for staff positions.

Campus Climate

In order to promote intercultural understanding and to create a more embracing and culturally appreciative campus, for several years, the University of Nebraska at Kearney has sponsored a broad range of programs to educate the University and Kearney community on the history and contributions of minority groups to society and the present state of race relations in

America. These programs have been offered by various units across the campus and have included speakers and entertainers. UNK has provided the following programs and activities:

- **Morris Dees**, renowned civil rights lawyer and founder of the Southern Poverty Law Center, visited our campus on February 6, 1997 to discuss his work on remedying the radical militia movement. His work was recently portrayed in the 1996 film, *Ghosts of Mississippi*, about the life of slain civil rights worker Medgar Evers.
- **John Harris**, popular keynote and conference speaker, visited our campus on January 18, 1999 to deliver a feature presentation on the many faces of the civil rights movement, Dr. King's life and philosophy, the civil rights agenda, the present state of race relations in America, and each person's responsibility in the struggle for racial and social justice.
- **Henry "Hank" Aaron**, Major League Baseball legend, visited our campus on January 21, 1999 to share his memories and insights from his life during and after Major League Baseball.
- **Anthony Cohen**, historian and author, visited our campus on February 4, 1999 to share his knowledge of the Underground Railroad and secret hiding places slaves used to escape to the north.
- **Phillip Edwin Williams**, historian and renowned expert on the American Revolution, visited our campus on February 29, 2000 to present "Hidden Truths of the American Revolution," which introduced listeners to African Americans, Native Americans, and other unsung heroes of the American Revolution.
- **Herman Boone**, speaker and educator, known for his work with the integration of three high schools, two Black and one White, in Alexandria, Virginia that formed T.C. Williams High School visited our campus on March 29, 2000. Boone's message called for the need to recognize the value of all people and to respect one another as individuals. Boone's work was depicted in the 2000 Disney film, *Remember the Titans*.
- **Darryl Van Leer**, actor, visited our campus on February 15, 2001 to perform "Power on Earth," a one-man, tour-de-force performance in which he displayed portrayals of some of history's most important and influential African-American figures.
- **Tamelyn N. Tucker-Worgs**, educator, visited our campus on October 26, 2001 to deliver a University Colloquium on "Black Megachurches and Community Development: Bringing The Church Back In."
- **Mr. Frank LaMere**, social and political activist, known for his efforts to empower Native Americans and others by building bridges and fostering understanding, visited our campus on November 14, 2001. Mr. Lamere was named 2001 Peacemaker of the Year by Nebraskans for Peace.
- **Byron Motley**, speaker, visited our campus on February 20, 2002 to present on the history of baseball in America and the impact the game had on a segregated society in "Oh How They Lived: Stories of the Negro Baseball League."
- **Dr. Joseph White**, renowned African American Psychologist, was retained as a consultant to the University of Nebraska. Through this retainer, Dr. White has frequently visited UNK to assist the Chancellor on multiple diversity issues. Dr. White also delivered the address at the Spring 2002 Commencement exercises.
- **The Salem Baptist Choir**, Omaha, NE, has visited our campus, on several occasions, to perform traditional African American spiritual hymns. This dynamic choir was pleasantly

received by a large number of UNK faculty, staff and students of all ethnicities and members of the Kearney community.

However, the most influential event to address the climate of the campus, and the world, was the historical visit of the 42nd President of the United States, President William Jefferson Clinton. On December 8, 2000 President Clinton visited UNK and delivered a speech on Foreign Policy for the Global Age. During the speech, President Clinton called for Americans to “share the risks and opportunities of the world and to achieve a global community of free nations in which everyone counts.”

We have also sought to address the climate in the classroom. A committee has been formed to create an Ethnic Studies Minor. Also, the entire faculty in the College of Education completed diversity training through which several diversity goals were realized. These goals include, but are not limited to, the following:

- Promote the understanding of diverse cultures and recognizing the importance of integrating a multicultural philosophy into one's work and/or educational experience.
- Promote the reasons why multicultural education is important to the development of all students and/or faculty and staff.
- Use principals of multiculturalism to critique existing knowledge base, pedagogy and work environment for possible bias and discriminatory practices, and for their appropriateness or inappropriateness for diverse populations.
- Promote the importance of continued professional development in maintaining multicultural competencies.
- Promote understanding the influence of culture on personal growth and encourage respect for cultural differences as manifested in personal points of view.
- Promote the historical and current status of relations between minority-majority populations and how such relations affect student learning and the university community.

In accordance with the Minority Affairs Goals and Strategies established by the Board of Regents on February 13, 1993, the University of Nebraska at Kearney has initiated necessary strategies to accomplish said goals. Further, our accomplishments are reflective of peer institutions at the state and national level. UNK has aggressively sought to develop and maintain a social climate that is receptive of all people and to create support systems, formal and informal, to insure their success. Lastly, we have commenced efforts to appropriately allow our curriculum to reflect the contributions of all peoples. These studies, accompanied by the continuation of workshops, seminars, speakers, forums and festivals on cultural diversity for students, faculty, staff

and members of the Kearney community, should serve us well as we move further into the new millennium.

Recommendations

- Continue diversity training for all UNK employees
- Devote more resources to attracting and retaining minority students
- Continue the practice of attracting and retaining qualified minorities on faculty and staff
- Increase the number of minority student organizations and opportunities for ownership in student activities
- Establish a formal network association of minority faculty and staff
- Provide support staff for students of color through the Office of Multicultural Affairs
- Establish an appropriate welcoming location for students of color
- Increase the number of culturally specific research resources
- Increase the diversity of staff and students in the department of Residential and Greek Life
- Increase the number of minority graduate students attending UNK
- Establish a Multicultural Educational Lecture Series
- Encourage existing faculty to attend culturally sensitive diversity education workshops that expand their base
- Establish the consideration of the awareness of diversity issues/trends as a part of the tenure review and staff evaluation process

University of Nebraska at Kearney
Table 1 – Minority Student Enrollment

Race/Ethnicity	1996	2001
Native American	26	14
Asian	33	18
Black	49	46
Hispanic	98	94
TOTAL	206	172
Total (% of total population)	6,289 – 3.3%	5,407 – 3.2%

University of Nebraska at Kearney
Table 2 – Minority Student Retention

Cohort	Cohort Size	After Year 1	After Year 2	After Year 3	After Year 4	4 Year Graduation Rate
African American						
1997-1998	6	66.7%	33.3%	33.3%	16.7%	16.7%
2000-2001	14	85.7%	N/A	N/A	N/A	N/A
Asian American						
1997-1998	2	50%	50%	0	50%	0
2000-2001	6	83.3%	N/A	N/A	N/A	N/A
Hispanic American						
1997-1998	17	70.6%	58.8%	64.7%	47.1%	5.9%
2000-2001	23	73.9%	N/A	N/A	N/A	N/A
Native American						
1998-1999	2	100%	100%	100%	N/A	N/A
1999-2000	2	100%	50%	N/A	N/A	N/A

University of Nebraska at Kearney
Table 3 – Minority Faculty Recruitment

Race/Ethnicity	1996	2001
Native American	1	2
Asian	8	10
Black	1	2
Hispanic	2	7
TOTAL	12	21
Total (% of total population)	317 – 3.8%	312 – 6.7%

University of Nebraska at Kearney
Table 4 – Minority Staff Recruitment

Race/Ethnicity	1996	2001
Native American	3	0
Asian	1	1
Black	3	4
Hispanic	9	6
TOTAL	16	11
Total (% of total population)	348 – 4.6%	379 – 2.9%

General Recommendations

of

University-wide Committee on Diversity

- Continue and increase support for the recruitment and retention of a diverse faculty, staff, administration and student body.
- Coordinate efforts among campus Ethnic Studies programs to enhance student opportunities for majors and minors within these disciplines.
- Develop a comprehensive, system-wide website for resources and information associated with each of the campuses diversity initiatives.
- Increase the number of minority student organizations and opportunities for ownership in student activities on a system-wide basis and encourage minority student interactions between the campuses.