



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

SURVIVING OR THRIVING: A REPORT ON DIVERSITY RETENTION

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 people, diversity in the curriculum, and a promotion of awareness and sensitivity through campus programs and activities both in and out of the classroom setting.

Each year the University-wide Committee on Diversity meets to share ideas, assess progress and develop recommendations aligned with the 1993 Regents' Minority Affairs Goals and Strategies for presentation to the Board of Regents. Recognizing the efforts of each campus to attract new faculty, staff and students of color, the members of the committee agree the primary concern is the retention of those who become a part of the University of Nebraska system. Reducing the number of faculty who chose to leave the institution before attaining the academic rewards, retaining staff who have the history, expertise and skill to support our development, and ensuring the academic and personal success of students selecting to study here are just a few of the retention issues demanding our attention. The necessity of creating an environment in which all come to thrive is essential for the future of the institution; the importance of ensuring such an environment for attracting and retaining people of color is critical.

This report will highlight progress, challenges and recommendations associated with retention for each campus and then offer overall recommendations for continued system-wide progress; data tables for each campus appear immediately after the campus narrative. The accompanying presentation will focus on actionable strategies and initiatives to move us toward a thriving environment.

The 2004-2005 University-wide Committee on Diversity members are: Cheryl Bressington (UNK), Bryan Samuel (UNK), Miguel A. Carranza (UNL), Linda Crump (UNL), Valda Ford (UNMC), Rubens Pamies (UNMC), James Freeman (UNO), and Ethel Williams (UNO).

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)

Campus Life: In Search of Community

The 2004-2005 annual University-wide Committee on Diversity Report to the Board of Regents presents a number of recommendations from the campuses designed to create an environment in which students, faculty and staff may thrive. Recognizing the Board of Regents has approved the creation of the Ad Hoc Committee on Minority Faculty Diversity, this report will hopefully serve as a tool in the review of data and policies affecting our ability to create and sustain a diverse and inclusive university.

The attached report is the compilation of the individual campus reports of progress. These reports present the unique challenges and valuable opportunities experienced by each, thereby broadening the view we have of diversity issues and perspectives across the system.

There are five themes evident in the recommendations presented in the campus reports:

Policies and procedures need to be evaluated, monitored and updated to ensure real or perceived barriers are addressed or eliminated.

Community partnerships should be established and enhanced to ensure the broader campus communities are welcoming and responsive to diversity issues.

Campus climate and environment must be receptive to diversity as evidenced by both practices and behavior.

Mentoring programs for students, staff and faculty serve as effective means of connecting individuals to the campus and of providing information associated with the culture of the campus.

“Grow-your-own” type programs appropriate for each campus should be established and supported to increase the number of potential faculty and staff from underrepresented racial/ethnic groups.

An underlying concern discussed by the Committee is the lack of attention given to strategies to **recruit and retain staff** of color. The changing demographics of our state point to the increasing diversity in the workforce and the opportunity for us to enhance the diversity of our office/service and managerial/professional staffs. We often have programs to address students and faculty, but rarely directly address the need to examine the patterns of engagement for staff. This is an area in need of additional attention.

To support the policy and programmatic recommendations, the Committee recognizes the importance of creating **sustainable mechanisms for the dissemination of “best practice” strategies and initiatives** within the University of Nebraska system. Through such mechanisms campuses can share activities which have proven beneficial and avoid repeating unsuccessful efforts. Such mechanisms will also help us to showcase our diversity initiatives internally and externally.

The goal of the University-wide Committee on Diversity is to enhance the overall university environment by maximizing our opportunities and counteracting the threats to a diverse and inclusive environment. We want to ensure students, faculty and staff of color are attracted to our campuses and find the University of Nebraska to be a place where all can achieve their full potential and thrive.

Denise B. Maybank
Associate to the President

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 data¹ the overall trends illustrated in Chart 1 reveal that the population of full-time Tenured/Tenure Track Minority² 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.

¹ Data tables are in the Appendix.

² Minority Faculty = Asian, Black, Hispanic and Native American Faculty

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

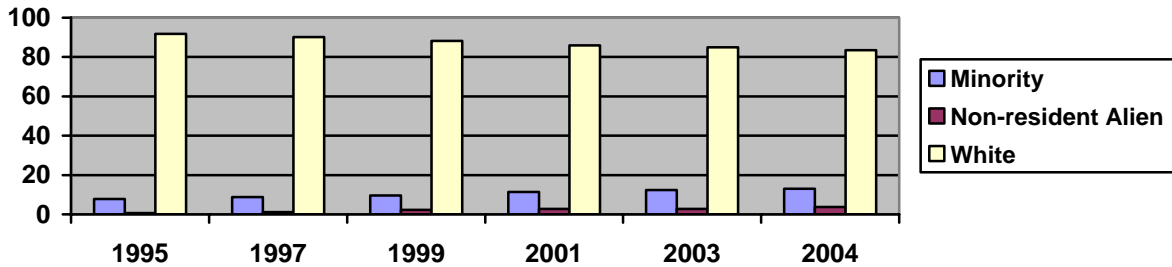


Chart 2 - Full Time Tenure/Tenure Leading Minority Faculty

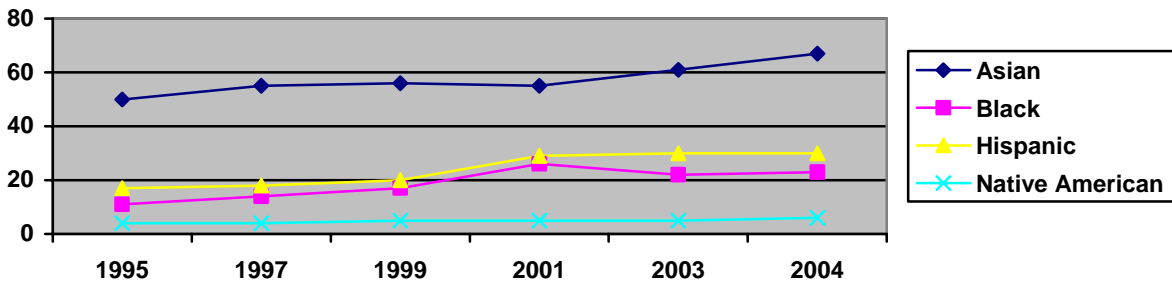
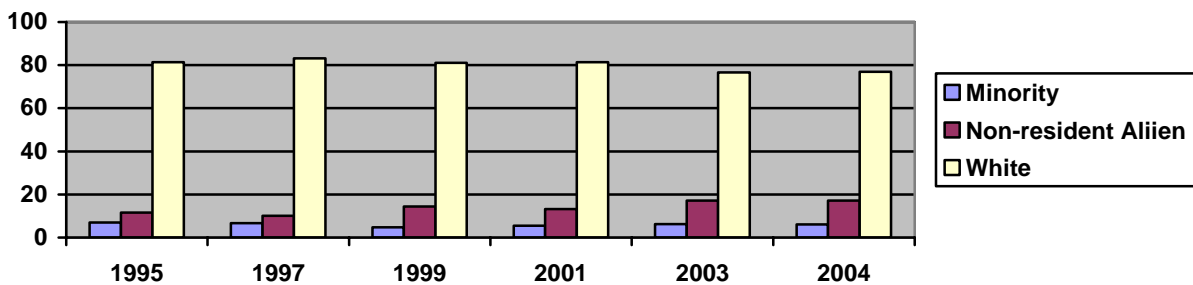


Chart 3 - Percentage of Non-Tenure and Part-Time Faculty



These charts indicate that UNL has made some progress but the trend indicates a relatively flat growth pattern. The critical issue that we face is twofold: 1. What are we doing to recruit and thereby increase the diversity among our faculty? and 2. What are we doing to retain a diverse faculty at UNL?

In previous reports we have highlighted many of the factors that contribute to the success of recruiting and retaining a diverse faculty, such as having diversity funds from within the campus and from Central Administration, and the re-assignment of a position to work directly with each college regarding their efforts to enhance diversity recruitment and retention on our campus.

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 resources and/or the possible shifting of some of our current resources.

Informal discussions about the campus climate with minority faculty reveal a mixed experience. The 'experience' continuum ranges from some high quality departments that are very supportive and effective regarding diversity to other departments where some senior faculty members make outrageous comments not grounded in fact about the qualifications and standards of minority faculty members. If Nebraska is going to be the place for these talented minority faculty members to *thrive*, and thus enable us to fulfill our research, teaching and outreach missions, UNL must provide them with an environment that first recognizes, then cultivates, and finally stimulates the excellence within UNL's minority faculty members.

We have been successful in the development of the infrastructure to recruit the best and brightest junior minority faculty members. However, we still need to develop an innovative infrastructure which allows these talented scholars to attain their greatest potential by remaining at UNL instead of having to go to other campuses for their career growth opportunities.

Staff

The community of staff members on the campus is composed of both managerial/ professional staff and office/service staff. They play a very important and ongoing role in the daily life of

campus diversity efforts. Charts 4 and 5 illustrate the flat growth trend in the minority staff population on our campus.

Chart 4 - Percentage of Managerial/Professional Staff (all FTE)

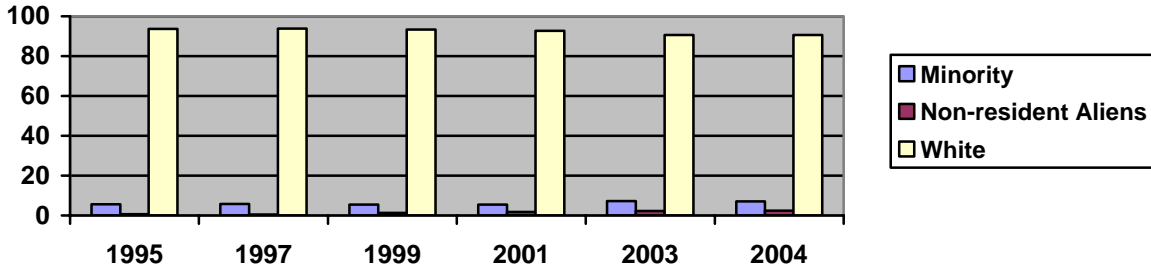
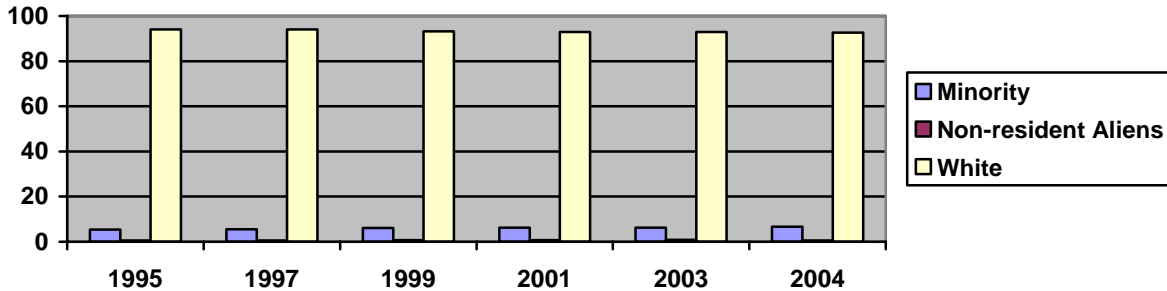


Chart 5 - Percentage of Office/Service Staff (all FTE)



Our campus has utilized many of the traditional models to recruit a diverse staff population. Most of the individuals recruited for these positions come from the local recruitment area and are reflective of the current community workforce population. However, the ethnic/racial demographics of many of our communities are rapidly changing and within the next few years this demographic transformation of the workforce will be even more pronounced.

Recruitment and retention issues for our minority staff are similar to the issues faced by our minority faculty. Searches are monitored to assure equal employment opportunities. We have experienced many reductions in force among the staff positions on campus and they are monitored for adverse impact issues. Again, we have such small numbers that the loss of one staff of color has a profound impact on the bottom line.

The staff on campus can take advantage of the nominal tuition costs for courses, and there are professional development groups for both managerial/professional and office/service employees. Various seminars are offered on campus to allow employees to obtain new skills for professional growth and development. Several attempts at a mentoring program have been tried and they

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.

Students

Charts 6 and 8 are profiles of the campus undergraduate, graduate and professional student populations. The data highlights small but sustained growth rate for all minority student populations. Chart 7 illustrates that our campus has been able to recruit more full-time minority undergraduate students within the past decade.

Chart 6 - Percentage of Full & Part Time Undergraduate Students

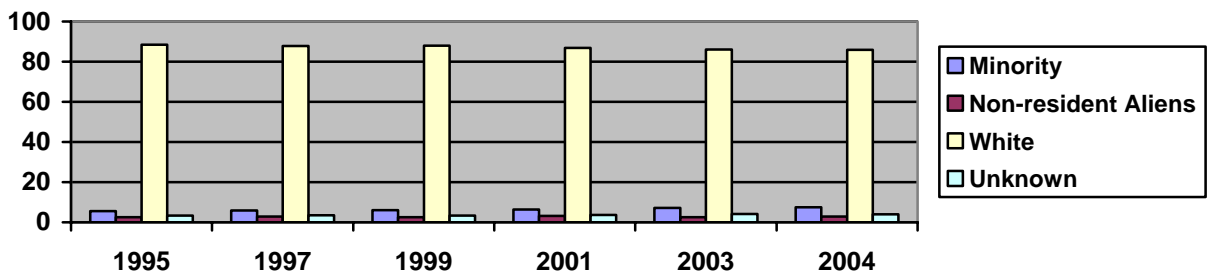


Chart 7 - Minority Undergraduate Students

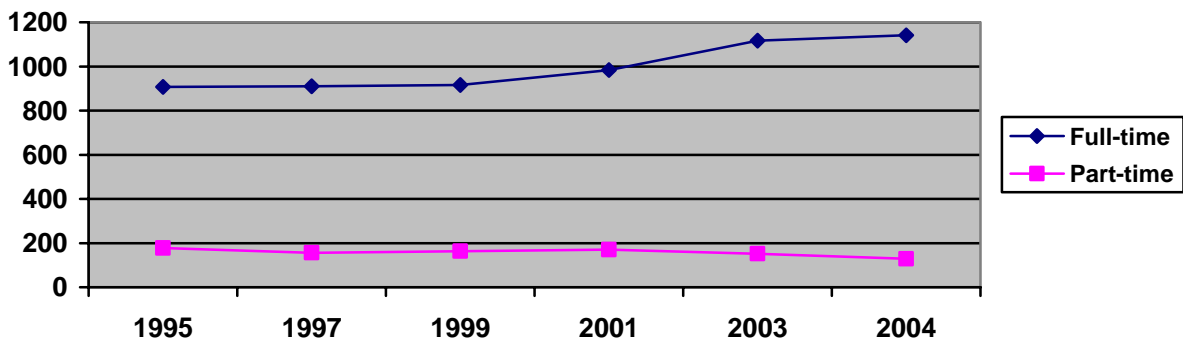
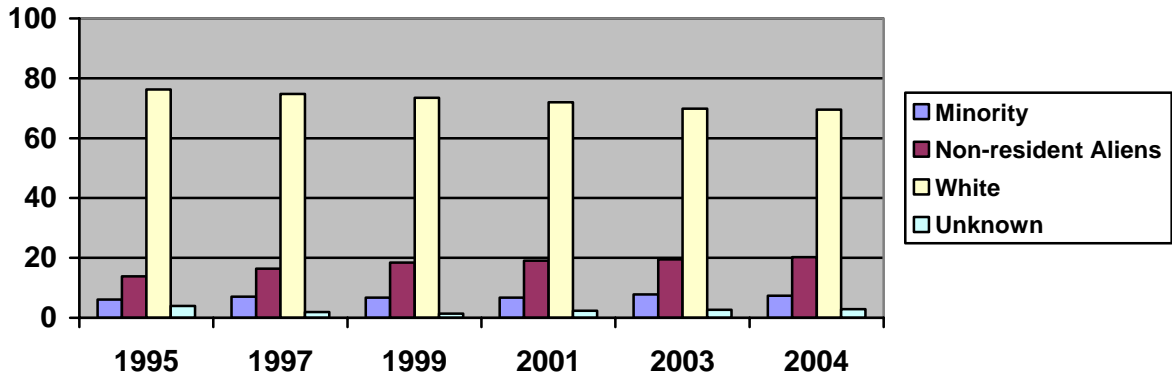


Chart 8 - Percentage of Full & Part Time Graduate and Professional Students



In last year's report we highlighted all of the new initiatives created to recruit and retain minority students, such as the Office of Undergraduate Studies, the Office of Academic Support and Intercultural Services (OASIS), the Jones Scholars Learning Community, the work with Historically Black Colleges and Universities, Hispanic-Serving Institutions, Tribal Colleges and the Law College program. These programs and efforts continue to be successful but must be strengthened to have sustained success.

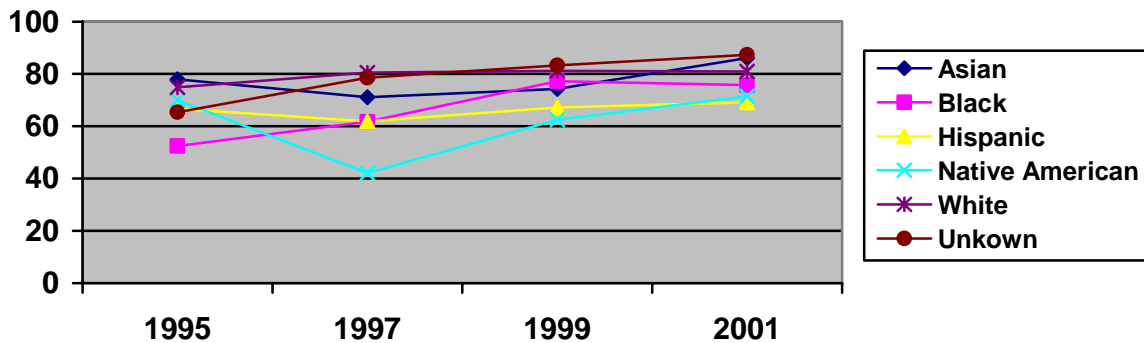
Table 1
Retention & Graduation Rates for First-Time, Full-Time Students by Race / Ethnicity

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
Asian															
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	-	-	-	-	-	-	-	-
Black															
Fall 1995	82	43	52.44	37	45.12	29	35.37	5	6.10	21	16	19.51	8	22	26.83
Fall 1997	60	37	61.67	24	40.00	22	36.67	7	11.67	15	17	28.33	4	19	31.67
Fall 1999	79	61	77.22	47	59.49	38	48.10	10	12.66	28	21	26.58	12	-	-
Fall 2001	70	53	75.71	45	64.29	41	58.57	-	-	-	-	-	-	-	-
Hispanic															
Fall 1995	54	36	66.67	31	57.41	28	51.85	7	12.96	20	20	37.04	9	23	42.59
Fall 1997	55	34	61.82	25	45.45	20	36.36	3	5.45	12	10	18.18	7	14	25.45
Fall 1999	64	43	67.19	40	62.50	34	53.13	7	10.94	25	20	31.25	7	-	-
Fall 2001	68	47	69.12	38	55.88	33	48.53	-	-	-	-	-	-	-	-
Native American															
Fall 1995	10	7	70.00	5	50.00	4	40.00	2	20.00	2	3	30.00	2	3	30.00
Fall 1997	19	8	42.11	5	26.32	5	26.32	1	5.26	4	3	15.79	1	3	15.79
Fall 1999	8	5	62.50	4	50.00	4	50.00	2	25.00	2	4	50.00	0	-	-
Fall 2001	14	10	71.43	9	64.29	9	64.29	-	-	-	-	-	-	-	-
White															
Fall 1995	3,523	2,636	74.82	2,306	65.46	2,135	60.60	577	16.38	1,461	1,599	45.39	438	1,928	54.73
Fall 1997	2,868	2,310	80.54	1,987	69.28	1,871	65.24	631	22.00	1,211	1,565	54.57	289	1,772	61.79
Fall 1999	3,265	2,652	81.23	2,372	72.65	2,210	67.69	750	22.97	1,416	1,757	53.81	363	-	-
Fall 2001	3,092	2,503	80.95	2,166	70.05	2,027	65.56	-	-	-	-	-	-	-	-
Unknown															
Fall 1995	133	87	65.41	75	56.39	68	51.13	15	11.28	48	44	33.08	18	55	41.35
Fall 1997	112	88	78.57	81	72.32	76	67.86	30	26.79	39	60	53.57	9	65	58.04
Fall 1999	72	60	83.33	52	72.22	43	59.72	15	20.83	30	34	47.22	8	-	-
Fall 2001	110	96	87.27	69	62.73	72	65.45	-	-	-	-	-	-	-	-
Total															
Fall 1995	3,900	2,888	74.05	2,515	64.49	2,319	59.46	621	15.92	1,586	1,718	44.05	489	2,074	53.18
Fall 1997	3,200	2,543	79.47	2,169	67.78	2,037	63.66	679	21.22	1,313	1,677	52.41	325	1,900	59.38
Fall 1999	3,599	2,909	80.83	2,590	71.96	2,402	66.74	796	22.12	1,550	1,868	51.90	410	-	-
Fall 2001	3,482	2,814	80.82	2,416	69.39	2,260	64.91	-	-	-	-	-	-	-	-

Contin = Continuing
Cum Grad = Cumulative Graduated

The above retention and graduation rate table (Table 1) is the standard format used to measure the success of undergraduate populations. Chart 9 illustrates a substantial increase from 1995 to 2001 in the percentage of minority students returning for their second year. This is a good illustration that the new initiatives are successful at least initially. We will not know if the same holds true for six-year graduation rates for the 2001 Cohort until 2006.

Chart 9 -Second Year Retention Percentage Rate Undergraduate Students by Cohort



Summary

Over the past decade UNL has demonstrated a commitment to diversity in the recruitment of faculty and students that is evidenced by the increased representation among these populations on campus. However, the recruitment of staff has not received similar attention or resources during the same time period. While many new innovations have been developed and some best practices have been utilized to enhance our recruitment efforts, we still have much to do to sustain these initial successes. UNL remains a predominantly white campus with small facets of diversity.

The development of a ‘best practices’ approach in the area of retention needs to be enhanced in order for us to create the kind of environment where our campus’ minority populations will not just survive on our campus, but can really *thrive* at UNL. We look forward to working with the newly formed Regents Task Force on this issue. We hope to partner with others to enable us to really take some bold steps and achieve meaningful and sustained diversity.

APPENDIX

2004-2005 Diversity Report University of Nebraska-Lincoln Staff Data

**Table 2
Managerial/Professional Staff by Race/Ethnicity**

Race/Ethnicity	1995				1997				1999				2001				2003				2004			
	Full Time	Part Time	Total	%	Full Time	Part Time	Total	%	Full Time	Part Time	Total	%	Full Time	Part Time	Total	%	Full Time	Part Time	Total	%	Full Time	Part Time	Total	%
Asian	22	1	23	1.5%	28	2	30	1.8%	27	6	33	1.8%	29	1	30	1.6%	49	6	55	2.9%	47	4	51	2.6%
Black	34	5	39	2.5%	36	4	40	2.4%	35	6	41	2.2%	34	6	40	2.2%	39	5	44	2.3%	43	4	47	2.4%
Hispanic	14	4	18	1.2%	17	2	19	1.1%	16	2	18	1.0%	18	3	21	1.1%	22	3	25	1.3%	22	3	25	1.3%
Native American	6	1	7	0.5%	7	-	7	0.4%	8	1	9	0.5%	10	-	10	0.5%	13	1	14	0.7%	12	1	13	0.7%
Subtotal Minority	76	11	87	5.6%	88	8	96	5.7%	86	15	101	5.4%	91	10	101	5.5%	123	15	138	7.2%	124	12	136	7.0%
Non-Resident Alien	9	2	11	0.7%	8	1	9	0.5%	19	5	24	1.3%	28	6	34	1.8%	33	10	43	2.3%	42	5	47	2.4%
Unknown	-	-	-	0.0%	-	-	-	0.0%	-	-	-	0.0%	-	-	-	0.0%	-	-	-	0.0%	-	-	-	0.0%
White	1,278	167	1,445	93.6%	1,394	193	1,587	93.8%	1,498	240	1,738	93.3%	1,553	162	1,715	92.7%	1,586	138	1,724	90.5%	1,612	147	1,759	90.6%
TOTAL	1,363	180	1,543	100.0%	1,490	202	1,692	100.0%	1,603	260	1,863	100.0%	1,672	178	1,850	100.0%	1,742	163	1,905	100.0%	1,778	164	1,942	100.0%

**Table 3
Office/Service Staff by Race/Ethnicity**

Race/Ethnicity	1995				1997				1999				2001				2003				2004			
	Full Time	Part Time	Total	%	Full Time	Part Time	Total	%	Full Time	Part Time	Total	%	Full Time	Part Time	Total	%	Full Time	Part Time	Total	%	Full Time	Part Time	Total	%
Asian	17	15	32	0.9%	18	17	35	1.0%	19	17	36	1.0%	13	8	21	0.9%	19	5	24	1.1%	26	7	33	1.5%
Black	42	22	64	1.9%	53	16	69	2.1%	46	36	82	2.3%	55	6	61	2.6%	41	6	47	2.2%	42	4	46	2.2%
Hispanic	36	28	64	1.9%	41	19	60	1.8%	42	29	71	2.0%	40	5	45	1.9%	44	4	48	2.2%	45	5	50	2.3%
Native American	12	11	23	0.7%	13	9	22	0.7%	17	7	24	0.7%	15	3	18	0.8%	13	2	15	0.7%	11	4	15	0.7%
Subtotal Minority	107	76	183	5.4%	125	61	186	5.5%	124	89	213	6.1%	123	22	145	6.2%	117	17	134	6.2%	124	20	144	6.7%
Non-Resident Alien	3	14	17	0.5%	2	14	16	0.5%	3	21	24	0.7%	6	11	17	0.7%	8	9	17	0.8%	6	5	11	0.5%
Unknown	-	-	-	0.0%	-	-	-	0.0%	-	-	-	0.0%	1	1	2	0.1%	-	-	-	0.0%	-	-	-	0.0%
White	1,937	1,268	3,205	94.1%	1,865	1,296	3,161	94.0%	1,817	1,449	3,266	93.2%	1,814	357	2,171	93.0%	1,762	249	2,011	93.0%	1,726	256	1,982	92.7%
TOTAL	2,047	1,358	3,405	100.0%	1,992	1,371	3,363	100.0%	1,944	1,559	3,503	100.0%	1,944	391	2,335	100.0%	1,887	275	2,162	100.0%	1,856	281	2,137	100.0%

Source: IPEDS Staff Survey for above years

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

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

IRP, 3/8/2004

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**2004-2005 Diversity Report
University of Nebraska-Lincoln
Faculty Data**

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

Race/Ethnicity	1995				1997				1999				2001				2003				2004			
	Full Time	Part Time	Total	%	Full Time	Part Time	Total	%	Full Time	Part Time	Total	%	Full Time	Part Time	Total	%	Full Time	Part Time	Total	%	Full Time	Part Time	Total	%
Asian	50		50	4.7%	55		55	5.3%	56		56	5.5%	55		55	5.5%	61		61	6.4%	67		67	6.9%
Black	11		11	1.0%	14		14	1.3%	17		17	1.7%	26		26	2.6%	22		22	2.3%	23		23	2.4%
Hispanic	17		17	1.6%	18		18	1.7%	20		20	2.0%	29		29	2.9%	30		30	3.1%	30		30	3.1%
Native American	4		4	0.4%	4		4	0.4%	5		5	0.5%	5		5	0.5%	5		5	0.5%	6		6	0.6%
Subtotal Minority	82	-	82	7.7%	91	-	91	8.7%	98	-	98	9.6%	115	-	115	11.4%	118	-	118	12.3%	126	-	126	12.9%
Non-Resident Alien	6		6	0.6%	12		12	1.1%	24		24	2.3%	27		27	2.7%	27		27	2.8%	36		36	3.7%
Unknown	-		-	0.0%	-		-	0.0%	-		-	0.0%	-		-	0.0%	-		-	0.0%	-		-	0.0%
White	983		983	91.8%	942		942	90.1%	900		900	88.1%	863		863	85.9%	815		815	84.9%	813		813	83.4%
TOTAL	1,071	-	1,071	100.0%	1,045	-	1,045	100.0%	1,022	-	1,022	100.0%	1,005	-	1,005	100.0%	960	-	960	100.0%	975	-	975	100.0%

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

Race/Ethnicity	1995				1997				1999				2001				2003				2004			
	Full Time	Part Time	Total	%	Full Time	Part Time	Total	%	Full Time	Part Time	Total	%	Full Time	Part Time	Total	%	Full Time	Part Time	Total	%	Full Time	Part Time	Total	%
Asian	29	7	36	4.6%	23	4	27	3.4%	15	8	23	2.8%	18	7	25	2.7%	15	8	23	2.5%	17	6	23	2.5%
Black	3	2	5	0.6%	7	4	11	1.4%	1	2	3	0.4%	7	6	13	1.4%	7	5	12	1.3%	7	4	11	1.2%
Hispanic	5	6	11	1.4%	7	4	11	1.4%	7	3	10	1.2%	7	3	10	1.1%	12	4	16	1.8%	12	4	16	1.8%
Native American	2	1	3	0.4%	-	4	4	0.5%	1	2	3	0.4%	1	1	2	0.2%	2	3	5	0.6%	2	2	4	0.4%
Subtotal Minority	39	16	55	7.0%	37	16	53	6.7%	24	15	39	4.7%	33	17	50	5.4%	36	20	56	6.2%	38	16	54	6.0%
Non-Resident Alien	68	22	90	11.5%	59	21	80	10.1%	63	55	118	14.3%	110	13	123	13.2%	150	5	155	17.1%	142	12	154	17.1%
Unknown	-	-	-	0.0%	-	-	-	0.0%	-	-	-	0.0%	-	1	1	0.1%	-	-	-	0.0%	-	-	-	0.0%
White	327	309	636	81.4%	338	320	658	83.2%	341	328	669	81.0%	363	393	756	81.3%	325	370	695	76.7%	334	360	694	76.9%
TOTAL	434	347	781	100.0%	434	357	791	100.0%	428	398	826	100.0%	506	424	930	100.0%	511	395	906	100.0%	514	388	902	100.0%

Source: IPEDS Staff Survey for above years

IRP, 3/8/2004

**2004-2005 Diversity Report
University of Nebraska-Lincoln
Student Data**

**Table 6
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	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%
Subtotal Minority	907	177	1,084	5.6%	910	156	1,066	5.8%	916	163	1,079	6.1%	984	170	1,154	6.4%	1,116	151	1,267	7.1%	1,141	129	1,270	7.4%
Non-Resident Alien	430	66	496	2.6%	480	56	536	2.9%	391	69	460	2.6%	457	93	550	3.1%	417	51	468	2.6%	423	60	483	2.8%
Unknown	462	175	637	3.3%	469	161	630	3.5%	468	136	604	3.4%	556	102	658	3.7%	649	97	746	4.2%	585	86	671	3.9%
White	14,752	2,217	16,969	88.4%	14,187	1,827	16,014	87.8%	13,939	1,722	15,661	88.0%	14,112	1,511	15,623	86.9%	14,037	1,333	15,370	86.1%	13,535	1,178	14,713	85.9%
TOTAL	16,551	2,635	19,186	100.0%	16,046	2,200	18,246	100.0%	15,714	2,090	17,804	100.0%	16,109	1,876	17,985	100.0%	16,219	1,632	17,851	100.0%	15,684	1,453	17,137	100.0%

**Table 7
Graduate Student Enrollment by Race/Ethnicity (Includes Professional)**

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	55	53	108	2.1%	58	62	120	2.6%	47	45	92	2.1%	45	44	89	1.9%	71	38	109	2.3%	55	51	106	2.3%
Black	58	42	100	1.9%	52	47	99	2.2%	48	40	88	2.0%	62	54	116	2.4%	61	54	115	2.4%	55	44	99	2.1%
Hispanic	50	35	85	1.7%	51	32	83	1.8%	50	38	88	2.0%	47	44	91	1.9%	58	63	121	2.6%	58	55	113	2.4%
Native American	10	8	18	0.4%	9	8	17	0.4%	11	10	21	0.5%	7	15	22	0.5%	11	13	24	0.5%	14	12	26	0.6%
Subtotal Minority	173	138	311	6.1%	170	149	319	7.0%	156	133	289	6.7%	161	157	318	6.7%	201	168	369	7.8%	182	162	344	7.4%
Non-Resident Alien	532	174	706	13.8%	584	165	749	16.4%	600	199	799	18.4%	710	202	912	19.1%	707	211	918	19.5%	666	272	938	20.2%
Unknown	63	137	200	3.9%	41	47	88	1.9%	32	29	61	1.4%	52	56	108	2.3%	73	56	129	2.7%	74	62	136	2.9%
White	1,775	2,142	3,917	76.3%	1,588	1,837	3,425	74.8%	1,511	1,678	3,189	73.5%	1,594	1,847	3,441	72.0%	1,610	1,682	3,292	69.9%	1,576	1,661	3,237	69.5%
TOTAL	2,543	2,591	5,134	100.0%	2,383	2,198	4,581	100.0%	2,299	2,039	4,338	100.0%	2,517	2,262	4,779	100.0%	2,591	2,117	4,708	100.0%	2,498	2,157	4,655	100.0%

Source: IPEDS Enrollment Survey for above years

IRP, 3/8/2004

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University of Nebraska at Omaha 2005 Diversity Report to the Board of Regents

This report was prepared by James Freeman and Ethel Williams of the University of Nebraska at Omaha as part of the university-wide Committee on Diversity 2005 Report to the Board of Regents. The report focuses on progress toward Regents' goals three and four. Data regarding faculty, staff and students are compared for IPEDS reporting years from 1995 through 2004.

Executive Summary:

- Since 1995 the total percentage of full-time, tenure track faculty of color has increased from 10.29% to 17.83% while total faculty numbers grew by only 2%. Full-time non-tenure track faculty of color rose from 5.27% in 1995 to 7.86% in 2004.
- Undergraduate minority student enrollments were up by a small .44% margin, and graduate students up by 2.59% since 1995.
- Gains in the number of minority staff members are seen in both Executive Administrative and Managerial/Professional, and Office/Service categories.
- Student retention has shown a marked increase across all groups since 1995. The increases in Year 2, especially among Native American students (from 40% to 88.9%) should be noted.
- A number of new programs underscore UNO's effort to maintain a climate supportive of a diverse population of faculty, staff and students.

Recommendations

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

Introduction:

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

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

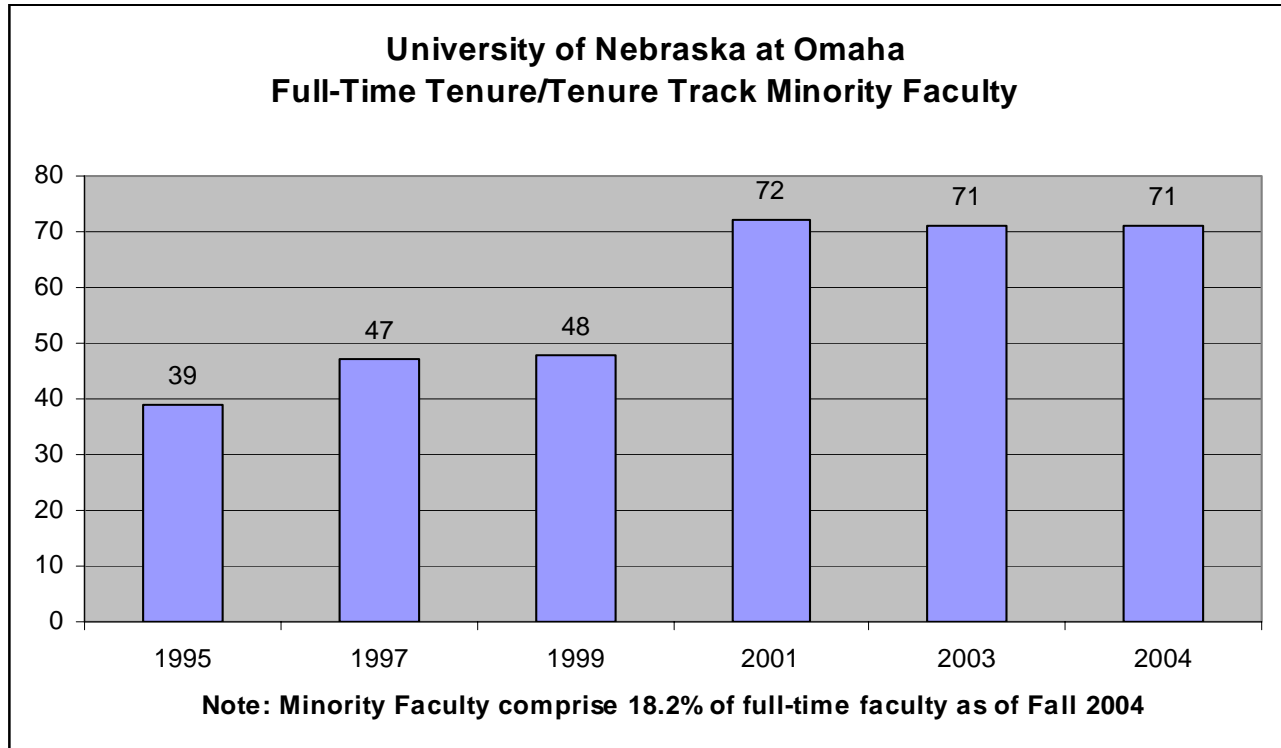
UNO's efforts to retain students, faculty and staff of color have been fruitful since 1995. Tables 1 through 7 show increases across nearly all categories over the 1995 base year.

- 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

	1995	2004
Total Number	39	71
Percent of Total Faculty	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 presentations and career-oriented subject matter. It provides all students with positive African-American role models who have achieved measurable success in a variety of careers.
- The Enrichment and Mentoring Program (EMP) is a support system designed for students to receive year-long guidance so they may achieve their academic and personal goals in order to succeed at UNO. Academic coordinators provide mentoring and advising. Students work with academic coordinators on developing the study habits that work best for them. Mid-term evaluations are available for participants to review with their academic coordinators. This helps students get a realistic picture of their academic progress in order to plan for the best possible outcome at the completion of a semester. Services available to EMP participants include academic skills development, tutoring and study groups, career exploration, and professional development.
- Student retention is clearly linked to successful navigation of the college environment. Access to technology, which is used for online course registration, class schedules, financial aid, bill paying and grading, is a big part of being successful at UNO. While this link is not an issue for the students who own a

computer, it can create an additional barrier for students who cannot afford to buy technology. To better serve these students Information Technology Services partnered with two community-based organizations to create community based technology centers (CTC). These labs, located in the African American and Hispanic communities, provide convenient access to more than 2000 students and also serve community members.

- Retention of faculty and staff is enhanced in a positive environment. The Human Resources Department promotes a family-friendly and thus employee-friendly environment providing and supporting programs that mark UNO as a sought after employer. In particular, the Mentoring Program, designed to assist with the retention of employees including women and minorities beyond the first year of their employment, pairs new employees with long-term employees as a partner for University events and general collegiality; the Faculty/Staff Employee Assistance Program provides free counseling services for employees; and HR provides training on a variety of subjects that enhances supervisory skills and keeps employees in general informed of options in employment and benefits--all in an effort to retain the productive employees UNO attracts.
- The College of Public Affairs and Community Service (CPACS) serves as a model for cooperation with the Omaha community in welcoming candidates for employment and their families. By introducing candidates to leaders in the minority community, often in a social setting, candidates are provided with the opportunity to network as well as initiate potential business contacts if the candidates are hired. CPACS also uses its extensive community network to find employment for dual career couples.
- Recruitment Services and Multicultural Affairs now host minority recruitment events with campus faculty. These assist with retention of underrepresented faculty, as well as increased recruitment of students of color. Recruitment Services and Multicultural Affairs also 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

Race/Ethnicity	1995			1997			1999			2001			2003			2004		
	Full	Part		Full	Part		Full	Part		Full	Part		Full	Part		Full	Part	
	Time	Time	Total	Time	Time	Total	Time	Time	Total	Time	Time	Total	Time	Time	Total	Time	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

Race/Ethnicity	1995			1997			1999			2001			2003			2004		
	Full	Part		Full	Part		Full	Part		Full	Part		Full	Part		Full	Part	
	Time	Time	Total	Time	Time	Total	Time	Time	Total	Time	Time	Total	Time	Time	Total	Time	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	2,125	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	
Asian																
Fall 1995 N= 23	15	65.2	0	10	43.5	0	8	34.8	0	5	21.7	3	5	21.7	0	
Fall 1997 N= 35	26	74.3	0	22	62.9	0	19	54.3	2	14	40	9	8	22.9	3	
Fall 2000 N= 41	34	82.9	0	32	78	0	32	78	7	22	53.7	n/a				
Fall 2001 N= 34	27	79.4	0	24	70.6	0	23	67.6	n/a							
Black																
Fall 1995 N= 78	45	57.7	0	34	43.6	1	28	35.9	3	17	21.8	5	12	15.4	5	
Fall 1997 N= 79	42	53.2	0	35	44.3	0	28	35.4	2	23	29.1	8	9	11.4	6	
Fall 2000 N= 102	61	59.8	0	46	45.1	0	34	33.3	4	28	27.5	n/a				
Fall 2001 N= 89	58	65.2	0	46	51.7	0	41	46.1	n/a							
Hispanic																
Fall 1995 N= 27	16	59.3	0	10	37	0	10	37	1	9	33.3	0	6	22.2	4	
Fall 1997 N= 32	24	75	0	20	62.5	0	16	50	2	12	37.5	6	6	18.8	4	
Fall 2000 N= 53	35	66	0	33	62.3	0	29	54.7	4	21	39.6	n/a				
Fall 2001 N= 46	33	71.7	0	29	63	1	24	52.2	n/a							
Native American																
Fall 1995 N= 5	2	40	0	2	40	0	0	0	1	1	20	0	0	0	0	
Fall 1997 N= 12	5	41.7	0	5	41.7	0	5	41.7	0	1	8.3	1	0	0	0	
Fall 2000 N= 6	5	83.3	0	3	50	0	2	33.3	0	2	33.3	n/a				
Fall 2001 N= 9	8	88.9	0	6	66.7	0	4	44.4	n/a							
TOTAL (does not add intentionally)																
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							

2004-2005 Diversity Report
 University of Nebraska at Omaha
 Staff Data

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

Race/Ethnicity	1995			1997			1999			2001			2003			2004		
	Full	Part		Full	Part		Full	Part		Full	Part		Full	Part		Full	Part	
	Time	Time	Total	Time	Time	Total	Time	Time	Total	Time	Time	Total	Time	Time	Total	Time	Time	Total
Asian	5	1	6	9	0	9	5	0	5	7	1	8	9	1	10	8	1	9
Black	17	0	17	13	0	13	14	0	14	22	0	22	21	1	22	21	0	21
Hispanic	3	2	5	4	1	5	3	2	5	3	0	3	4	0	4	6	0	6
Native American	0	0	0	1	0	1	5	0	5	1	0	1	0	0	0	0	0	0
Sub-total Minority	25	3	28	27	1	28	27	2	29	33	1	34	34	2	36	35	1	36
Non-Resident Alien	0	0	0	1	0	1	1	0	1	3	0	3	2	0	2	3	0	3
Unknown	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
White	273	25	298	306	8	314	316	20	336	351	26	377	336	31	367	330	33	363
TOTAL	298	28	326	334	9	343	344	22	366	387	27	414	372	33	405	368	34	402

Table 5
 Office/Service Staff by Race/Ethnicity

Race/Ethnicity	1995			1997			1999			2001			2003			2004		
	Full	Part		Full	Part		Full	Part		Full	Part		Full	Part		Full	Part	
	Time	Time	Total	Time	Time	Total	Time	Time	Total	Time	Time	Total	Time	Time	Total	Time	Time	Total
Asian	6	2	8	6	0	6	5	1	6	7	1	8	6	0	6	8	1	9
Black	47	0	47	48	1	49	45	1	46	74	1	75	63	1	64	62	1	63
Hispanic	17	0	17	18	20	38	14	0	14	17	0	17	14	0	14	9	0	9
Native American	2	0	2	2	0	2	3	0	3	2	0	2	0	1	1	2	0	2
Sub-total Minority	72	2	74	74	21	95	67	2	69	100	2	102	83	2	85	81	2	83
Non-Resident Alien	0	0	0	2	0	2	1	0	1	0	0	0	0	0	0	0	0	0
Unknown	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
White	373	24	397	376	3	379	363	19	382	338	21	359	324	20	344	317	19	336
TOTAL	445	26	471	452	24	476	431	21	452	438	23	461	407	22	429	398	21	419

2004-2005 Diversity Report
 University of Nebraska at Omaha
 Faculty Data

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

Race/Ethnicity	1995			1997			1999			2001			2003			2004		
	Full	Part		Full	Part		Full	Part		Full	Part		Full	Part		Full	Part	
	Time	Time	Total	Time	Time	Total	Time	Time	Total	Time	Time	Total	Time	Time	Total	Time	Time	Total
Asian	19	0	19	21	0	21	23	0	23	31	0	31	32	0	32	31	0	31
Black	11	0	11	18	0	18	18	0	18	24	0	24	22	0	22	23	0	23
Hispanic	8	0	8	8	0	8	7	0	7	11	0	11	10	0	10	10	0	10
Native American	1	0	1	0	0	0	0	0	0	6	0	6	7	0	7	7	0	7
Sub-total Minority	39	0	39	47	0	47	48	0	48	72	0	72	71	0	71	71	0	71
Non-Resident Alien	2	0	2	7	0	7	6	0	6	7	0	7	8	0	8	8	0	8
Unknown	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
White	338	0	338	343	0	343	331	0	331	322	0	322	321	0	321	319	0	319
TOTAL	379	0	379	397	0	397	385	0	385	401	0	401	400	0	400	398	0	398

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

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

University of Nebraska Medical Center 2004 – 2005 Diversity Report

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

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

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

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

Data regarding faculty, staff and students are compared for IPEDS reporting years from 1995 through 2004, where applicable. Footnotes are used to explain the data tables.

Executive Summary:

- UNMC continues efforts and activities to create and facilitate an environment where people not only feel good about being at the university; but also feel connected to each other. The 2002 Workforce Response to Environmental Assessment provided the foundation, and the 2002 and 2004 Employee Satisfaction Surveys helped clarify UNMCs strengths and opportunities for improvement.
- Efforts continue campus wide to improve employee development through mentoring at both skills and career development. Development of competencies and leadership enhancement are facilitated through organizations such as the Administrative Support Professionals, Employee Diversity Network, and Gender Equity Commission.
- Efforts to increase diversity in students and staffing include continued collaborations with outside Universities and area churches and organizations, i.e. Urban League and Chicano Awareness Center.

Recommendations:

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

Introduction

The information provided in this report will focus on strategies and activities associated with two of the goals of the Minority Goals and Strategies strategic plan, approved by the Board of Regents, and developed to delineate goals, strategies, and activities to increase diversity at the University of Nebraska Medical Center (UNMC):

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

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

Developing an environment where all people feel good about being here is the foundation of all activities at the University of Nebraska Medical Center. Facilitating the development of a social climate that supports and embraces diversity in faculty, staff and students is crucial to recruitment and retention. Equally important is developing an environment for employees to thrive through professional development and mentoring opportunities. This report reflects strategies designed to effect substantive organizational culture shifts that provide for a welcoming, nurturing and productive environment where employees flourish.

Recruitment and Retention

Diverse effective methods of recruitment and retention have been designed to achieve multicultural representation among faculty, staff, students and administration at UNMC. Continued work is needed toward this effort is illustrated in student enrollment (undergraduate and graduate), staff demographics, and faculty representation (frequencies provided in Tables 1-7 enable comparisons between 1995, 1997, 1999, 2001, 2003, and 2004 except for staff; data for staff are not available until 1999, as, due to the merger of University Hospital and Clarkson Hospital in 1998, there was a divestiture of 2800 UNMC employees.) Multitudes of strategies and activities have been implemented and are summarized below.

Incentives for active and successful participation of highly qualified staff and administrators are being established with success.

- Valda Ford, MPH, Director of Community and Multicultural Affairs completed the Kellogg Foundation International Center for Health Leadership Development at the University of Illinois at Chicago; and
- Antonia Correa, MS, completed the Latino Council on Alcohol and Tobacco Fellowship.

Strategies for the local communities designed to make candidates for UNMC employment feel welcome are in place. Expanding employment-advertising efforts has been implemented to increase multicultural representation among faculty, staff, students, and administration at UNMC. They now include *Nuestro Mundo* (a Spanish-language newspaper) and continue with the *Omaha Star* (traditionally targeted to African Americans) and online with *Career Link*. A new print advertising campaign with a focus on diversity, *I work here . . . Maybe you should too*, featuring current UNMC employees, began March 14, 2004 and continued throughout 2004. The models are UNMC employees and represent a variety of people of different racial/ethnic backgrounds. Posters are in English and Spanish.

Building positive relationships with local community service organizations such as the Urban League, the Chicano Awareness Center, and with Tribal leaders continues to provide a more direct link with community members of color. Continued connections with the community include participation at minority career fairs; partnering with Nebraska Department of Vocational Rehabilitation; and the provision of interview skills training to residents at Girls and Boys Town.

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 Managerial Professional staff members, respectively. Other efforts include initiation of formalized “market pricing” process for all job reclassification, or new job development requests, resulting in externally competitive opportunities and internally equitable establishment at pay levels.

The *Workforce Response to Environmental Assessment* report conducted in 2002, revealed a need for comprehensive training in the area of cultural competency. As such, a formal Training-of-Trainers (T-O-T) program has graduated its first class of trainers. The TOT program is designed to increase the number of faculty, staff, and administrators on the UNMC campus who have in-depth knowledge about cultural competency, e.g., the knowledge and skills necessary to create an environment that respects the values and needs of all people and develops policies and procedures to facilitate such an environment. Participants in the T-O-T program come from a variety of departments and include representatives from clinical programs, human resources, information technology, research programs, counseling services, public affairs, community outreach, and continuing education. Trainers have facilitated several presentations in various departments on campus to introduce the Culturally and Linguistically Appropriate Services (CLAS) Standards to faculty, staff and students. These standards are mandates, guidelines, and recommendations issued by the HHS Office of Minority Health and are intended to inform, guide, and facilitate required and recommended practices related to culturally and linguistically appropriate health services. Additionally, TOT participants will serve as trainers on issues of diversity that encompass everything from respect for others to rules, regulations, and laws that guide clinical practice in the areas of vulnerability, linguistic access and cultural diversity.

Efforts continue to develop a mechanism for addressing the reasons why people of color have declined offers of employment at the University that will inform us about the current environment, unseen barriers to success and participation, and recruitment and retention strategies. The Faculty Senate continues to study data related to faculty candidates’ decisions to decline employment opportunities; however, the evaluation by racial/ethnic status is currently under development and could not be provided in this report.

To learn more about what specific factors contribute to retention, UNMC Human Resources staff developed and implemented the *2002 Employee Satisfaction Survey* in the Fall of 2002. The 30-question survey was designed to gather baseline information concerning employee perspectives about working at UNMC and to identify areas where improvement may be needed. Several employee focus groups took place and included one intensive focus group with an administrative unit. Improved communication between staff and managers was the recommendation of the groups. A follow-up *Employee Satisfaction Survey* was completed in November 2004. Results of the 2004 survey concluded that continued efforts are needed to improve communication between managers and staff and although most people at UNMC are pleased with their jobs, pay and benefits, however, are additional areas of concern. In addition to staff development strategies, *Employee Turnover Data* and *Applicant Tracking Systems* are also being developed as part of this effort.

Mentoring and professional development opportunities for faculty and staff of color are being encouraged and reviewed for effectiveness, where among other things, they also assist in creating a nurturing multicultural environment where all persons at UNMC feel welcome and flourish. Highlighted activities include:

- The development of a mediation training workshop series is being discussed. This workshop would teach negotiation and communication skills and conflict resolution and can lead to certification by the State Supreme Court as mediators with additional course work.
- The redevelopment of a formal mentoring program is currently underway. Allowing staff to select their own mentors from a mentorship pool is recommended and will be tested and implemented in the near future.
- “Foundations for Success”, an in-house staff development program serves many purposes. Its main function is to expose non-managerial employees to the types of training that will help them to advance in the organization. “Foundations for Success” is a four-session career development and networking experience for office service employees. The series is designed to provide participants with career development information and access to UNMC resources that will assist them in their career choices. The goal of the series is to provide an opportunity for employees to acquire additional knowledge and skills that will enhance job performance, maximize career potential and bring value to the University of Nebraska Medical Center. There is a disproportionate representation of underrepresented minorities (URM) in this category and there has been an intentional over-election of URM into the program. By bringing people together from across the campus, new relationships are formed; people who may have felt isolated as “the only” one in their areas have the opportunity to network with similar people or feel empowered because of the quality of learning opportunities offered.
- The “Management Series” is UNMC's management development program that focuses on campus-specific supervisory/management concepts and practices. Participants in this series are full-time UNMC supervisors who have supervisory responsibility for at least one FTE. It is a series of 8 sessions, with a total of 30 contact hours presented from September 2004 through May 2005. Topics include UNMC culture, performance leadership, managing compliance issues and budgeting/accounting practices.
- The “Administrative Colloquium” is a one-year course composed of a series of four 8-hour workshops. In addition, there are two 2-hour meetings that take place during February and August to allow participants to network with each other and to work on their projects. Aside from the required course-work, each participant is required to complete a personal growth project that demonstrates the application of the course content to the very specific need of the participant in his/her daily learning and working activities. The personal growth project may be presented either as a poster display or as a short oral presentation at the Colloquium Graduation.

Finally, the Employee Diversity Network (EDN) continues and has been strengthened. Its mission is to support the growth and development of cultural competency/awareness for all at The Nebraska Medical Center, University of Nebraska Medical Center and University Medical Associates. Members of EDN will participate with a staff advisory group to address barriers within the University, its policies and procedures. Community members are always invited to EDN sponsored events.

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 body are highlighted below:

Campus activities:

- Continue outreach efforts to Omaha Public School elementary, middle, and high school students and Jesuit Middle School through Community Academy, and Career Connections.
- National Cancer Institute funds were secured from the UNMC Comprehensive Umbrella of Research Experiences (CURE) Program for support of high school and undergraduate minority/disadvantaged students in the 2004 summer research experience.
- Undergraduate NU-PATH's students are involved in the new 8-week Summer Enrichment Program.
- Secured funds from the UNMC Minority Health Education and Research Program (MiHERO) to support minority students for the 2004 summer research experience.
- Funding awarded to the OSEMA office by the UNMC Medical Auxiliary for the provision of overnight housing for minority students who are applicants to the UNMC College of Medicine program.

In-state partnership activities:

- Classroom presentations about UNMC programs in area high minority high schools continue.
- Undergraduate students in Nebraska University Preadmission to the Health Sciences Program (NU-PATHS) students at (UNL/UNK) visit UNMC twice a year (once per semester) to meet UNMC faculty and students.
- \$ 30,000 was received from Nebraska EPSCoR to support minority students in research positions at UNMC in summer 2004.
- Davis Scholarships are provided on an annual basis to UNMC minority students who are Nebraskans.
- UNO is now a formal partner in the NU-PATHS initiative with the first students selected for the program enrolling in fall 2005.

Out-of-state partnership activities:

- UNMC academic programs participated in what will be an annual Recruitment Day (exclusively for UNMC) on the campus of Dillard University. They met many of the science faculty, senior administrators, and over 150 students. Eighty-three students completed Student Information cards which were placed in the Track II system for recruitment follow-up.
- Two faculty members and three Ft. Lewis College students in the Minority Access to Research Careers (MARC) program visited UNMC to meet with faculty and students. A Fort Lewis College MARC student will be at UNMC for a summer research experience in summer 2005.

- 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 cultivating rising faculty in the HBCU's and c) spawning collaborative research and other initiatives among Alliance partners. The first Board of Directors meeting was held in Richmond, Virginia in February 2005.

Retention Activities

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

- Minority student academic progress is monitored with their informed and formal consent by Outreach Retention specialists who contact minority students and programs monthly to ascertain student progress.
- A peer tutoring program on all campuses is available to all students as part of the OSEMA Academic Success Program.
- The on-line pre-matriculation program, initiated in summer 2004 for College of Medicine incoming students, was a success and for fall 2005 the Colleges of Pharmacy and Dentistry will also initiate such a program.

Climate Conducive to the Success of All

Organizations are successful because of the quality of work employees perform. When employees are cared for, and the right environment is created where there are no barriers to performance, their true value to the organization can be fully realized. The strategies and efforts described in this report all focus on creating and maintaining a climate conducive to success for all people.

To assess the climate at UNMC for students, a second annual survey was conducted of all students who were accepted to the UNMC College of Medicine, but who declined admission. The purpose of the survey was to determine factors impacting his/her decision to decline and remedy modifiable factors if possible. Survey results echo climate issues such as lack of diversity in student population and less than enthusiastic behavior from student escorts. Efforts to address these responses are being discussed.

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.
 - Every effort should be made to create a university campus in which all faculty members, staff and students feel respected and comfortable and in which success is possible and obtainable.
 - Every effort should be made on campus to dispel the ignorance or anxiety associated with multicultural experiences.
 - Unfair, illegal, and irrational discrimination should not be tolerated in any form within the University of Nebraska. Appropriate steps to eliminate this type of discrimination should be swift and effective.
2. Provide venue/atmosphere for enhancing employee skills and confidence in the workplace and that provides for success of all faculty, staff and students at UNMC.
 - Provide educational, career and professional development offerings that work for all levels of employees.
 - Provide mentoring opportunities for all faculty, staff and students.
 - Continue the peer tutoring program on campus that is available to all students.
3. Provide a method to enhance minority scholarship funding.
 - Make UNMC more competitive with other programs that offer minority scholarship funding by continuing and enhancing efforts to provide scholarship funding to minority students recruited by UNMC.

Conclusion

After reviewing all the activities highlighted in this report—sustained and new—one can conclude that the environment at UNMC is being affected. These targeted efforts seek to achieve an increase in multicultural representation among faculty, staff, students and administration (goal 3) and create and maintain a climate that is conducive to success for all people (goal 4).

Increased or sustained enrollment or employment among the following groups serves as one positive indicator attributed to such targeted efforts: Asian, Black, Hispanic, Native American, and non-resident alien undergraduates (Table 1); Asian, Black, and Hispanic graduate students (Table 2); Hispanic and non-resident alien full-time tenure track faculty (Table 6); and full-time non-tenure and part-time faculty (Table 7). However, there is room for improvements as evidenced by the decline in employment among the following groups: Asian, Black, Hispanic, and non-resident alien managers/professionals (Table 4); office/service staff (Table 5); and Black and Asian full-time tenure track faculty (Table 6).

At minimum, successful implementation and achievement of these two goals is laying a solid foundation for continued and future success as UNMC continues its strategies to equitably represent the diversity of those it serves.

APPENDIX

Table 1. Undergraduate student enrollment by race/ethnicity

Table 2. Graduate student enrollment by race/ethnicity

Table 3. First-time full-time retention rate by cohort by race/ethnicity

Table 4. Managerial/professional staff by race/ethnicity

Table 5. Office/service staff by race/ethnicity

Table 6. Full-time tenure track faculty by race/ethnicity

Table 7. Full-time non-tenure and part-time faculty by race/ethnicity

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Student Data

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	10	3	13	12	3	15	14	3	17	7	2	9	6	0	6	6	0	6
Black	13	3	16	14	3	17	6	2	8	2	2	4	13	1	14	13	3	16
Hispanic	27	0	27	12	1	13	18	1	19	17	3	20	16	1	17	16	3	19
Native American	6	2	8	5	1	6	4	1	5	0	0	0	1	0	1	2	2	4
Sub-total Minority	56	8	64	43	8	51	42	7	49	26	7	33	36	2	38	37	8	45
Non-Resident	1	0	1	4	1	5	1	2	3	1	0	1	5	2	7	9	0	9
Alien	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	3	0	3
Unknown	775	83	858	707	73	780	653	59	712	541	88	629	617	80	697	658	64	722
White																		
TOTAL	832	91	913	754	82	836	696	68	764	568	95	663	658	84	742	707	72	779

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

Table UNMC 2
Graduate Student Enrollment by Race/Ethnicity¹

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	70	12	82	63	6	69	95	8	103	92	4	96	85	7	92	99	6	105
Black	30	4	34	26	5	31	30	4	34	32	5	37	19	9	28	30	7	37
Hispanic	29	1	30	29	1	30	27	3	30	22	3	25	31	8	39	35	8	43
Native American	8	0	8	10	1	11	10	0	10	7	1	8	10	1	11	5	0	5
Sub-total Minority	137	17	154	128	13	141	162	15	177	153	13	166	145	25	170	169	21	190
Non-Resident	71	10	81	53	13	66	71	7	78	103	18	121	106	18	124	68	20	88
Alien	0	0	0	0	0	0	0	0	0	0	2	2	0	0	0	5	1	6
Unknown	1334	273	1607	1365	210	1575	1351	220	1571	1489	283	1772	1528	301	1829	1548	293	1841
White																		
TOTAL	1542	317	1859	1546	236	1782	1584	242	1826	1745	316	2061	1779	344	2123	1790	335	2125

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

**University of Nebraska Medical Center
Student Data**

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

Cohort	Year 2			Year 3			Year 4			Year 5			Year 6		
	# 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=															

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

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Staff Data³

Table UNMC 4
Managerial/Professional Staff by Race/Ethnicity⁴

Race/Ethnicity	1995			1997			1999 ⁴			2001 ⁵			2003 ⁶			2004 ⁷		
	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 ⁸		
	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

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

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

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

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

⁷2004 data includes all managerial/professional employees (POA 63), House Officers, and executive administrative (POA 61)

⁸2004 data includes all employees in POA 64; POA 65; POA 66; POA 67.

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University of Nebraska Medical Center
Faculty Data

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

Race/Ethnicity	1995			1997			1999 ⁸			2001			2003			2004		
	Full Time	⁷ Part Time	Total	Full Time	⁷ Part Time	Total	Full Time	Part Time	Total	Full Time	Part Time	Total	Full Time	Part Time	Total	Full Time	Part Time	Total
Asian	12	0	12	15	0	15	38	0	38	46	0	46	49	0	49	48	0	48
Black	0	0	0	0	0	0	4	0	4	4	0	4	5	0	5	4	0	4
Hispanic	1	0	1	2	0	2	10	0	10	10	0	10	7	0	7	8	0	8
Native American	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Sub-total Minority	13	0	13	15	0	17	52	0	52	60	0	60	61	0	61	60	0	60
Non-Resident	0	0	0	0	0	0	0	0	0	18	0	18	22	0	22	23	0	23
Alien	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Unknown	183	0	183	180	0	180	418	0	418	430	0	430	449	0	449	447	0	447
White																		
TOTAL	196	0	196	197	0	197	470	0	470	508	0	508	532	0	532	530	0	530

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

Race/Ethnicity	1995 ⁹			1997 ⁹			1999			2001			2003			2004		
	Full Time	⁷ Part Time	Total	Full Time	⁷ Part Time	Total	Full Time	Part Time	Total	Full Time	Part Time	Total	Full Time	Part Time	Total	Full Time	Part Time	Total
Asian	32	0	32	24	0	24	13	4	17	12	4	16	16	2	18	23	6	29
Black	5	0	5	6	0	6	4	0	4	4	0	4	4	2	6	6	1	7
Hispanic	10	0	10	9	0	9	7	0	7	2	0	2	2	2	4	4	2	6
Native American	2	0	2	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Sub-total Minority	49	0	49	39	0	39	24	4	28	18	4	22	22	6	28	33	9	42
Non-Resident	17	0	17	16	0	16	0	0	0	13	1	14	24	6	30	22	9	31
Alien	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Unknown	359	0	359	354	0	354	142	178	320	138	149	287	128	167	295	133	173	306
White																		
TOTAL	425	0	425	409	0	409	166	182	348	169	154	323	174	179	353	188	191	379

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

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

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

University of Nebraska at Kearney 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 Appendix for comparison years of 1995, 1997, 1999, 2001, 2003 and 2004. Student retention data is also provided for the 1997, 1999 and 2001 entering year students.

Executive Summary

1. The University of Nebraska at Kearney has piloted a faculty and staff incentive program designed to increase the number of women and minorities interviewed for and offered faculty and staff positions.
2. The University of Nebraska at Kearney has devoted significant resources to the recruitment of multicultural students. Since 2001, the number of multicultural students enrolled at UNK has increased 41% with the Asian American population increasing almost 100%.
3. In partnership with community agencies, the University of Nebraska at Kearney works to maintain a community rich in mutual respect and appreciation of all peoples.
4. The University of Nebraska at Kearney has increased the fiscal and human resources devoted to retaining multicultural students.
5. Opportunities for ownership in student life and activities, as well as creative culturally based programming, has been realized by the emergence of several new culturally based student organizations that assist the Office of Multicultural Affairs with multicultural community building.
6. The University of Nebraska at Kearney continues to offer sensitivity and diversity training for all employees.

Recommendations

Based on the findings of this report, and the recommendations of the North Central Association of Colleges and Schools and the National Council for Accreditation of Teacher Education accreditation visits in 2004, the following recommendations are made in regards to diversity.

1. Efforts to recruit multicultural faculty and staff should remain a priority. When possible, additional funding should be provided to assist in this effort. This should include further development of the "grow your own" program initiated this year.
2. Efforts should be increased to encourage minority students to pursue advanced degrees.
3. Continue efforts to establish the ethnic studies minor at UNK.
4. Conduct a campus climate study to provide an assessment of practices and behaviors.
5. Continue to provide diversity and sensitivity training for all employees.
6. Review websites to show the degree of commitment to diversity and the available activities and training opportunities.
7. Continue benchmarking the campus' progress in hiring, retaining and promoting faculty and staff of color. This should include implementing steps to retain the diverse staff already employed.
8. Complete plans for reorganization to provide more effective campus-wide oversight of our multicultural situation and strategy.
9. Continue establishing partnerships with community members to identify strategies that enhance the attractiveness of the Kearney community for multicultural persons and their families.

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.**

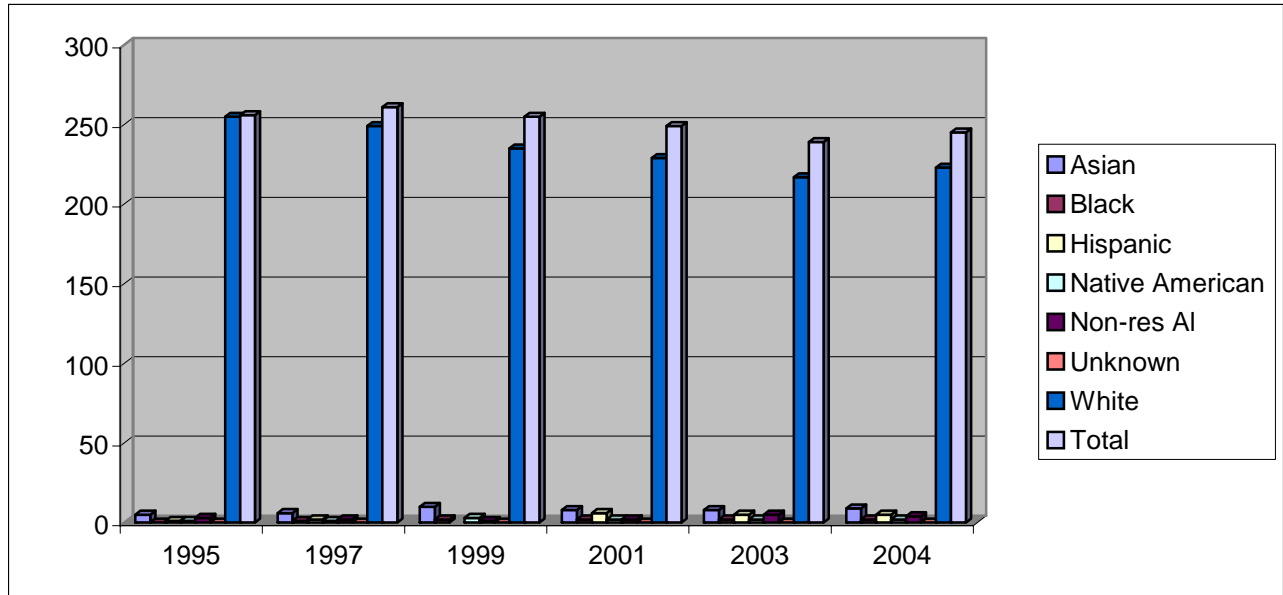
Ph.D. Graduate List: The Affirmative Action Office creates regional and national mailing lists to distribute job vacancies and purchases listings of minority Ph.D. graduates so departments can contact potential applicants directly. **Responsibility: Director, Affirmative Action.**

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 to help increase the number of minorities who may become strong candidates for tenure-track positions in the future.

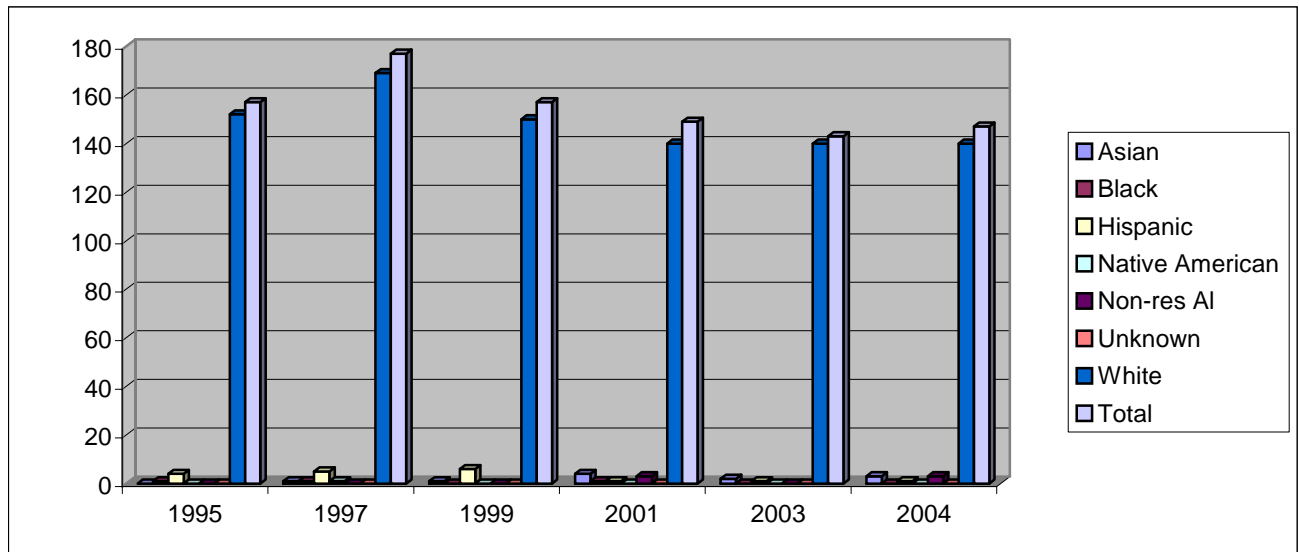
Responsibility: Senior Vice Chancellor of Academic Affairs and Student Life.

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



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



Recruitment of Staff

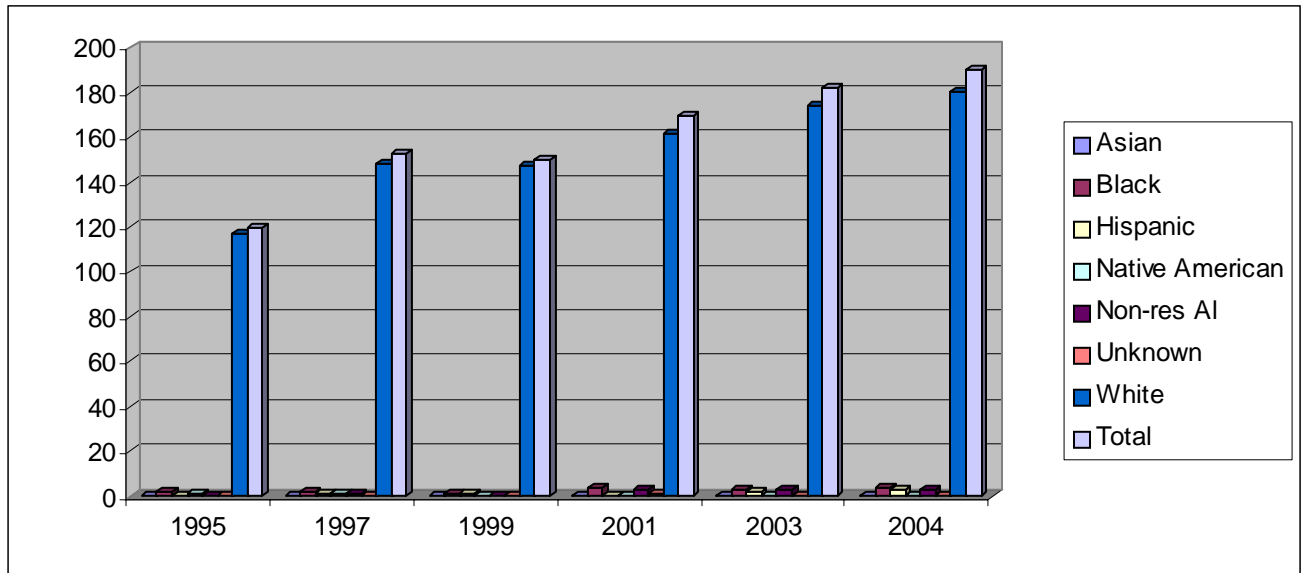
In response to the recommendations from the 2002 report, current strategies to recruit women and minority staff are focused on reaching viable prospects in larger communities throughout the state as well as metropolitan areas in the contiguous states. Advertisements are also placed in national publications and on websites that reach a rich pool of prospects. Specific strategies include the following:

Diversity Incentive Program (Previously Described)

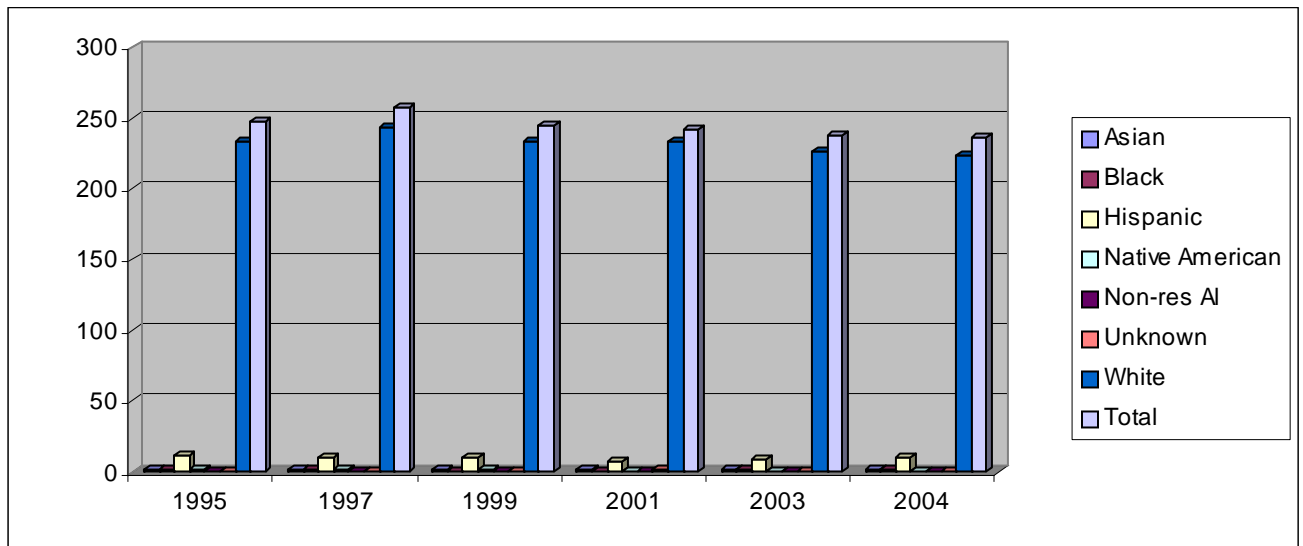
Search Initiatives: Recruitment ads in media that are used by multicultural groups, i.e., Spanish newspapers, The Hispanic Outlook in Higher Education, Black Issues in Higher Education, and advertising position vacancies through professional networks and Historically Black Colleges and Universities;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

Data on multicultural staff recruitment yield are represented in graphs 3 and 4 below. For complete details please refer to the Appendix, Tables 3 and 4.

Graph 3: Managerial/Professional Staff by Race/Ethnicity



Graph 4: Office/Service Staff by Race/Ethnicity



Recruitment of Students

Since 2001, the number of multicultural students attending UNK has increased 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.**

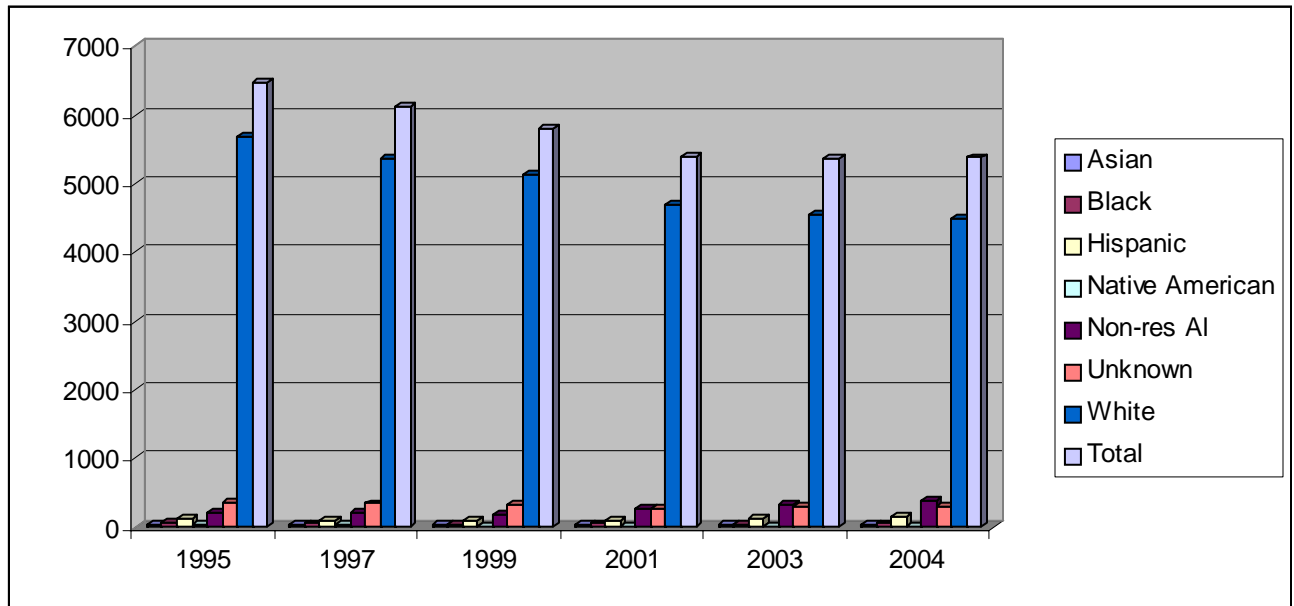
Outreach/Inroads Contact Strategies: These strategies include campus visits, target mailings, phone calls, emails and informational brochures/flyers that are used to inform prospective multicultural students, high school administrators and parents, and to enhance prospects' awareness of scholarships, 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.**

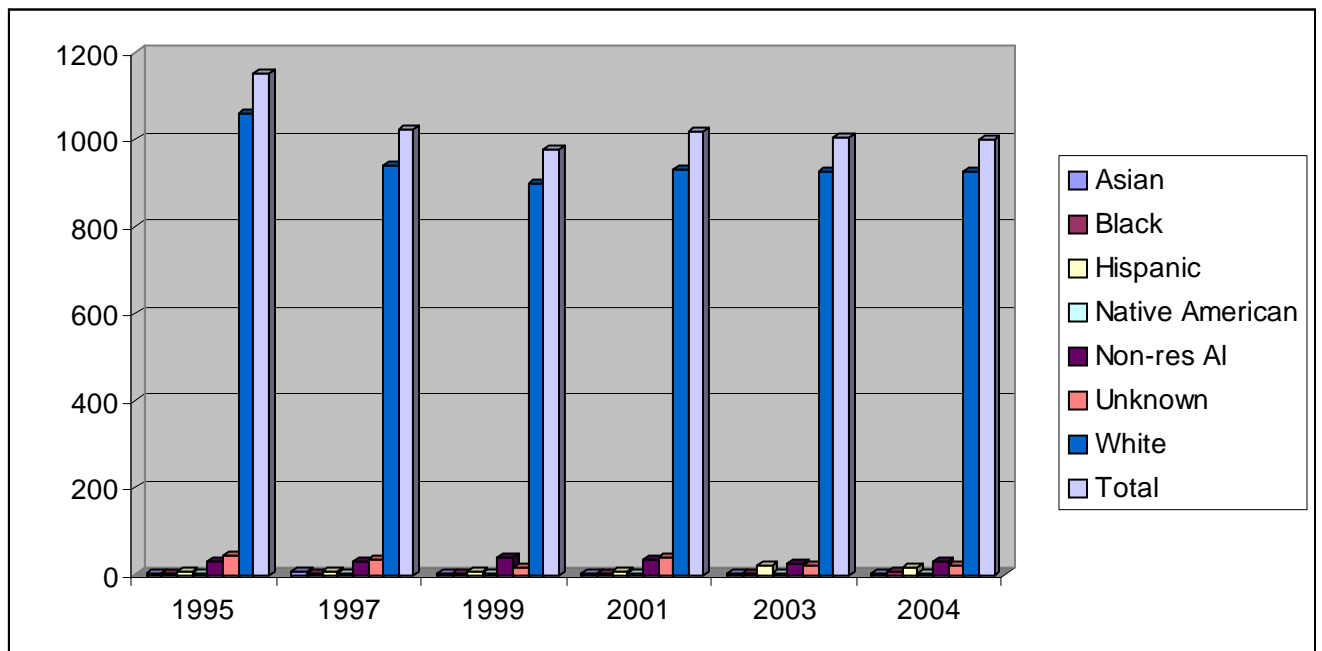
Ethnic Studies Minor: UNK is in the process of submitting a recommendation to add an Ethnic Studies minor to the current offerings at UNK. The recommendation should be submitted yet this academic year and then go through the process for approval. It is hoped that the minor would be available starting the fall of 2006. **Responsibility:** Senior Vice Chancellor of Academic Affairs and Student Life.

Data on multicultural student recruitment yield are represented in graphs 5 and 6 below. For complete details please refer to the Appendix, Tables 5 and 6.

Graph 5: Undergraduate Student Enrollment by Ethnicity



Graph 6: Graduate Student Enrollment by Ethnicity



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 every untenured faculty member to review progress, discuss goals, and offer assistance. Additionally, the college holds a workshop for untenured faculty, conducted by senior faculty, every semester. Lastly, every new tenure-track faculty member is matched with a faculty mentor for informal consultation. **Responsibility: Dean, College of Natural and Social Sciences.**

The College of Education Diversity Strategic Mission Committee: The Committee provides training and resources to all faculty in the COE to enhance their multicultural knowledge and skills and to maintain the diversity strand in the revised Teacher Education program. The Associate Dean of the College of Education is also responsible for mentoring first-year faculty members.

The UNK Mentor Advantage: The mentoring program, developed and administered by Staff Senate, is designed to assist new staff employees (Office Service, Managerial/Professional or Administrative) with gaining a "sense of place." The mentor helps the new employee achieve a comfort level within the university system. This is accomplished as the mentor assists the new employee to become a full participant in the university system through instruction on learning policies, procedures, campus values, customs and expectations. The program is designed to be an ongoing, flexible program that will be updated and expanded as needed. The program is voluntary and offered to all new employees.

Retention of Students

Retention of multicultural students is increasing. Resources devoted to retain students in these populations have been enhanced. The Office of Multicultural Affairs, in particular, witnessed a complement of staff including an Interim Assistant Director and a full-time secretary. The increase in human resources has allowed the office to devote significant time to community building and creating more opportunities for ownership in student life and activities. Other initiatives are also hard at work in the colleges and departments. A summary of current strategies and initiatives to retain multicultural students include the following:

Enhanced Opportunities for Ownership: The campus has devoted fiscal and human resources to the enhancement of opportunities for ownership in campus life for students in diverse populations. These initiatives include supporting and assisting with the realization and acquiring a colony of the institution's first historically minority fraternity (Sigma Lambda Beta). Currently, the members of Sigma Lambda Beta are in the process of initiating their second cohort of members. Through the Multicultural Community Service Scholarship, students are provided an opportunity to assist the Office of Multicultural Affairs with the planning and realization of cultural enrichment and educational programs. The Office of Multicultural Affairs also serves in an advisory capacity for each of the minority student organizations which include: the Hispanic Student Association (HSA), the Student Council of Intertribal Nations (SKINS), the Tribunal Council of Black Students (TCBS), the Asian American Student Association (AASA), the Ladies Mix (dance team), Sigma Lambda Beta Fraternity and an informal interest group created to establish a Latino-based sorority. These organizations, in association with the Office of Multicultural Affairs and various other campus departments, have offered creative cultural programs and

activities for minority students and the university community. The Hispanic Student Association, established in 1998, assisted by faculty and staff, organizes the annual Cultural Unity Conference and provide tours for prospects participating in the Multicultural Scholars and Leaders Day. **Responsibility: Office of Multicultural Affairs with invaluable assistance and cooperation from Residential and Greek Life, faculty/staff advisors, Office of Admissions and Student Activities.**

Acclimation Counseling/Services: The Counseling Center provides individual, group counseling, and outreach services for all students. Programs developed by the Counseling Center to provide multicultural and international students with meaningful connections at UNK include: Transitions, a group which provides a "connection" focus, stress management, time management, study skills and a cultural awareness course for Japanese students; referral to various student organizations for Hispanic and Latino students, Open Door (Gay/Lesbian/ Bisexual) etc. **Responsibility: Counseling Center.**

The College of Education: The College of Education's Diversity Strategic Mission Committee advocates for diversity in the curriculum and works with the Dean of Libraries to enlarge the selections of Multicultural Education Resources.

Regents' Goal #4: Create and maintain a climate conducive to success for all peoples: (b) Every effort should be made to create a university campus climate in which all faculty, staff and students feel respected and comfortable and in which success is possible and obtainable.

Campus Climate

The University of Nebraska at Kearney continues to foster and promote intercultural understanding and create a campus community characterized by respect. Efforts to retain a campus conscious of the present state of race relations are primarily driven by faculty and staff. Each year, faculty and staff submit requests to host landmark conferences that advocate for equitable treatment of all peoples and enhance the multicultural competencies of all employees. This year, the University of Nebraska at Kearney will be one of thirty institutions to host the 2004-2005 NCCA Diversity Education Workshop, April 6-7. The objectives of the workshop include providing basic concepts of diversity and definitions of diversity that allow participants to analyze personal cultural identity and how "isms" impact workplace behavior. Other initiatives coordinated by various departments are permanent components of the campus' diversity efforts and they include the following:

World Affairs Conference: Various campus departments assist and participate in the annual James E. Smith Conference on World Affairs. The annual three-day conference is sponsored on a rotating basis by the four undergraduate colleges Fine Arts and Humanities, Education, Natural and Social Sciences, and Business and Technology. Coordinated through the Office of International Education, the World Affairs Conference has been included in the annual budget of the university. The three main goals of the World Affairs Conference are (1) to introduce important global issues to the students and local community; (2) to expose conference participants to a variety of viewpoints from other countries; and (3) to promote international education. **Responsibility: College Deans, faculty and Office of International Education.**

Ethnic Studies Minor: Faculty from the four colleges are working to realize an Ethnic Studies Minor.

The CORE (Creating Opportunities for Respect and Equity) Program: Developed for UNK by faculty, staff and administrators, the program is patterned after the Pathways to Harmony at the University of Nebraska at Omaha. The mission of CORE is to nurture a respectful community characterized by awareness, integrity, cooperation and equal opportunities through open and constructive dialogue among all people. The mission is accomplished by a team of facilitators who guide participants through a daylong program of information, activities and discussions. **Responsibility: Director, Affirmative Action.**

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
Non-res Alien	3	0	3	2	0	2	1	0	1	2	0	2	5	0	5	4	0	4
Unknown	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
White	255	0	255	249	0	249	235	0	235	229	0	229	217	0	217	223	0	223
Total	265	0	256	261	0	261	255	0	255	249	0	249	239	0	239	245	0	245

Table 2: Full-Time Non-Tenure and Part-Time 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	0	0	0	1	0	1	1	0	1	2	2	4	1	1	2	1	2	3
Black	0	1	1	1	0	1	0	0	0	0	1	1	0	0	0	0	0	0
Hispanic	2	2	4	2	3	5	1	5	6	1		1	1		1	1	0	1
Native American	0	0	0	1	0	1	0	0	0	0	0	0	0	0	0	0	0	0
Sub-total	2	3	5	5	3	8	2	5	7	3	3	6	2	1	3	2	2	4
Non-res. Alien	0	0	0	0	0	0	0	0	0	1	2	3	0	0	0	2	1	3
Unknown	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
White	44	108	152	49	120	169	64	86	150	59	81	140	55	85	140	50	90	140
Total	46	111	157	54	123	177	66	91	157	63	86	149	57	86	143	54	93	147

Table 3: Managerial/Professional Staff 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	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Black	2	0	2	2	0	2	2	0	2	4	0	4	3	0	3	4	0	4
Hispanic	0	0	0	1	0	1	1	0	1	0	0	0	1	1	2	2	1	3
Native American	1	0	1	1	0	1	0	0	0	0	0	0	0	0	0	0	0	0
Sub-total	3	0	3	4	0	4	3	0	3	4	0	4	4	1	5	6	1	7
Non-res. Alien	0	0	0	1	0	1	0	0	0	3	0	3	2	1	3	2	1	3
Unknown	0	0	0	0	0	0	0	0	0	1	0	1	0	0	0	0	0	0
White	104	13	117	134	14	148	132	15	147	147	15	162	145	29	174	151	29	180
Total	107	13	120	139	14	153	135	15	150	155	15	170	151	31	182	159	31	190

*Data includes Exec and Mgr/Prof

Table 4: Office/Service Staff 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	1	0	1	1	0	1	1	0	1	1	0	1	0	1	1	0	1	
Black	1	0	1	1	0	1	0	0	0	0	0	0	2	0	2	2	0	2
Hispanic	10	1	11	9	1	10	9	1	10	6	1	7	8	1	9	9	1	10
Native American	1	0	1	2	0	2	1	0	1	0	0	0	0	0	0	0	0	0
Sub-total	13	1	14	13	1	14	11	1	12	7	1	8	10	2	12	12	1	13
Non-res. Alien	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Unknown	0	0	0	0	0	0	0	0	0	1	0	1	0	0	0	0	0	0
White	213	20	233	223	21	244	213	20	233	216	17	233	207	19	226	207	16	223
Total	226	21	247	236	22	258	224	21	245	224	18	242	217	21	238	219	17	236

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

Table 5: Undergraduate Student Enrollment by 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	33	3	36	30	6	36	21	6	27	14	4	18	28	1	29	32	5	37
Black	44	6	50	40	5	45	29	7	36	43	3	46	37	5	42	42	3	45
Hispanic	82	27	109	82	18	100	80	19	99	76	18	94	120	11	131	134	17	151
Native American	17	8	25	12	6	18	13	2	15	11	3	14	9	2	11	8	1	9
Sub-total	176	44	220	164	35	199	143	34	177	144	28	172	194	19	213	216	26	242
Non-res. Alien	195	20	215	192	22	214	156	22	178	193	73	266	265	62	327	307	61	368
Unknown	266	75	341	293	44	337	281	38	319	229	37	266	261	28	289	259	24	283
White	4757	934	5691	4607	754	5361	4467	664	5131	4196	507	4703	4119	425	4544	4099	388	4487
Total	5394	1073	6467	5256	855	6111	5047	758	5805	4762	645	5407	4839	534	5373	4881	499	5380

Table 6: Graduate Student Enrollment by 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	1	2	3	2	4	6	1	5	6	1	2	3		3	3	1	2	3
Black	2		2	1		1	1	1	2		2	2	1	1	2	1	6	7
Hispanic	2	6	8	2	6	8	1	8	9	3	6	9	3	19	22	3	13	16
Native American	2	2	4	1	1	2		2	2		2	2		2	2	1	1	2
Sub-total	7	10	17	6	11	17	3	16	19	4	12	16	4	25	29	6	22	28
Non-res Alien	25	6	31	20	11	31	34	5	39	24	9	33	18	9	27	22	8	30
Unknown	8	38	46	7	28	35	3	14	17	2	38	40	1	22	23	1	18	19
White	206	853	1,059	178	761	939	139	761	900	172	758	930	163	764	927	151	774	925
Total	246	907	1,153	211	811	1,022	179	796	975	202	817	1,019	186	820	1,006	180	822	1002

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
Asian													
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
Black													
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
Hispanic													
Fall 1995 N= NA	-	-	-	-	-	-	-	-	-	-	-	-	-
Fall 1997 N= 17	12	70.6%	10	58.8%	11*	64.7%	0	7	41.2%	1	3	17.6%	7
Fall 1999 N= 20	12	60.0%	12	60.0%	11	55.0%	0	7	35.0%	1	6	30.0%	1
Fall 2001 N= 15	12	80.0%	9	60.0%	8	53.3%	0	0	0	0	0	0	0
Native American													
Fall 1995 N= NA	-	-	-	-	-	-	-	-	-	-	-	-	-
Fall 1997 N= 0	0	0	0	0	0	0	0	0	0	0	0	0	0
Fall 1999 N= 2	2	100%	1	50.0%	1	50.0%	0	0	0	0	0	0	0
Fall 2001 N= 1	0	0	0	0	0	0	0	0	0	0	0	0	0
White													
Fall 1995 N= NA	-	-	-	-	-	-	-	-	-	-	-	-	-
Fall 1997 N= 885	667	75.4%	537	60.7%	568	64.2%	0	371	41.9%	170	124	14.0%	385
Fall 1999 N= 950	782	82.3%	692	72.8%	647	68.1%	3	409	43.1%	199	131	13.8%	447
Fall 2001 N= 896	735	82.0%	644	71.9%	607	67.7%	2	0	0	0	0	0	0
Unknown													
Fall 1995 N= NA	-	-	-	-	-	-	-	-	-	-	-	-	-
Fall 1997 N= 95	67	70.5%	55	57.9%	54	56.8%	0	41	43.2%	11	8	8.4%	36
Fall 1999 N= 60	36	60.0%	35	58.3%	21	35.0%	0	13	21.7%	5	4	6.7%	24
Fall 2001 N= 111	33	29.7%	25	22.5%	25	22.5%	2	0	0	0	0	0	0
TOTAL													
Fall 1995 N= 1038	735	70.8%	603	58.1%	549	52.9%	4	374	36.0%	132	156	15.0%	410
Fall 1997 N= 1005	751	74.7%	605	60.2%	635	63.2%	0	420	41.8%	183	139	13.8%	434
Fall 1999 N= 1035	832	80.4%	740	71.5%	693	67.0%	2	437	42.2%	207	141	13.6%	474
Fall 2001 N= 1038	855	82.4%	746	71.9%	700	67.4%	4	0	0	0	0	0	0

*Student returned

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.