



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

**Preface**

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

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

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

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





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

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

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

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

## Staff

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

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



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

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

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

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

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

Race/Ethnicity	1995				1997				1999				2001				2003								
	FT	PT	Total	%	FT	PT	Total	%	FT	PT	Total	%	FT	PT	Total	%	FT	PT	Total	%					
Asian	55	53	108	2.1	58	62	120	2.6	47	4n12	137.5	(.99)	-7.5	(-)	-7.7.5	(2.)	6(1)	JTJ0	-1.150	48w[(	47)	07.5	(35)	-7.5	(18)
Black	58	42	100	1.9	52	47	99	2.2																	
Hispanic	50	35	85	1.7	51	32	83	1.8																	
Native American	10	8	18	0.4	9	8	17	0.4																	
<b>Sub-total</b>	<b>173</b>	<b>138</b>	<b>311</b>	<b>6.1</b>	<b>170</b>	<b>149</b>	<b>319</b>	<b>7.0</b>																	

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

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

The Office of Graduate Studies has been working with HBCUs, HSIs and Tribal Colleges to actively recruit underrepresented graduate students to our campus. Dr. Stephanie Adams currently has a part-time appointment with Graduate Studies to work on the recruitment of minority graduate students to our campus. The LaThe Tm8/Cs6 c.008





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

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

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

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

The GLBT Committee administered a survey of faculty, staff and students on climate issues and based upon their findings individuals in the GLBT community do not find the climate on campus to be welcoming. The survey makes many ror

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

### **Conclusion**

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



**Introduction:**

### Undergraduate Student Enrollment by Race/Ethnicity

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

**Table 2**  
**Graduate Student Enrollment by Race/Ethnicity**

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

**Table 3**  
**First-Time Full-Time Degree-Seeking Undergraduate Retention Rate by Cohort by Race/Ethnicity**

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

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

**Table 4**

**Executive Administrative and Managerial/Professional Staff by Race/Ethnicity**

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

**Table 5**

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

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

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

	Full Time	Part Time	Total	Full Time	Part Time	Total	Full Time	Part Time	Total	Full Time	Part Time	Total
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### **Progress on Strategies for Goal 4:**

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

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

## **University of Nebraska Medical Center 2003 – 2004 Diversity Report**

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

### **Executive Summary:**

Activities at UNMC have centered around facilitating an environment where people feel good about being at the university. Two comprehensive reports, the 2002 Workforce Response to Environmental Assessment and the 2002 Employee Satisfaction Survey provided the foundation for subsequent efforts to strengthen positive aspects of UNMC's diversity plan and make improvements as needed.

Collaborations with outside Universities and area organizations, i.e. Urban League and Chicano Awareness Center, that are sensitive to and advocates for diversity have been established or enhanced.

Efforts focus on employee development, leadership enhancement, relationship building, and developing skill-sets and competencies.

### **Recommendations:**

Continue to build or strengthen an infrastructure that supports and protects efforts to enhance diversity.

Evaluate existing policies to ensure that real or perceived barriers are addressed and/or eliminated.

Strengthen existing relationships and build new relationships that foster successful partnerships on the campus and in the community.

Maintain the positive community partnerships in health care access, education, advocacy and research.

Develop a mechanism to adequately assess reasons why applicants for employment and education decide to seek other venues.

## **Introduction**

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

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

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

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

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

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

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

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

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

Campus activities:

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

In-state partnership activities:

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

Out-of-state partnership activities:

- Ø Completed the 3<sup>rd</sup> formal affiliation agreement with the University of Arkansas at Pine Bluff, a historically black university.
- Ø Negotiating with historically black colleges and universities (Tenness

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

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

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

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

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

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*Career Link.* A new print advertising campaign with a focus on diversity,



## APPENDIX

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



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

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

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

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

	7		7		8								
Asian	12	12	15	15	38	0	38	46	0	46	49	0	49
Black	0	0	0	0	4	0	4	4	0	4	5	0	5
Hispanic	1	1	2	2	10	0	10	10	0	10	7	0	7
Native American	0	0	0	0	0	0	0	0	0	0	0	0	0
Sub-total Min.	13	13	15	17	52	0	52	60	0	60	61	0	61
Non-Resdnt Alien	0												
Unknown	0												
White													



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

Race	1995			1997			1999			2001			2003		
	Full-Time	Part-Time	Total	Full-Time	Part-Time	Total	Full-Time	Part-Time	Total	Full-Time	Part-Time	Total	Full-Time	Part-Time	Total
Asian	5		5	6		6	10		10	8		8	8		8
Black				1		1	2		2	2		2	2		26

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The Office of Affirmative Action/Equal Opportunity supplies mailing labels for minority/women colleges and universities to campus departments interested in increasing the number of minority/female applicants for staff positions.

By comparing the affirmative action cards that are returned to the Office of Affirmative Action/Equal Opportunity and reviewing the shortlist submitted for each position, the Office of Affirmative Action/Equal Opportunity oversees the shortlist and may request explanations for shortlists without minority/women candidates.

The Office of Affirmative Action/Equal Opportunity routinely provides advertising source updates departments.

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

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

Fleig-Palmer, M., Murrin, J., Palmer, D. K., & Rath



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

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

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

**Table 5: Undergraduate Student Enrollment by Ethnicity**

Race	1995			1997			1999			2001			2003		
	Full-Time	Part-Time	Total	Full-Time	Part-Time	Total	Full-Time	Part-Time	Total	Full Time	Part Time	Total	Full Time	Part Time	Total
Asian	33	3	36	30	6	36	21	6	27	14	4	18	28	1	29
Black	44	6	50	40	5	45	29	7	36	43	3	46	37	5	42
Hispanic	82	27	109	82	18	100	80	19	99	76	18	94	120	11	131
Native American	17	8	25	12	6	18	13	2	15	11	3	14	9	2	11
Sub-total	176	44	220	164	35	199	143	34	177	144	28	172	194	19	213
Non-res Al	195	20	215	192	22	214	156	22	178	193	73	266	265	62	327
Unknown	266	75	341	293	44	337	281	38	319	229	37	266	261	28	289
White	266														
	266														
	266														



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

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

### **Student Retention**

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

The Office of Multicultural Affairs, established in 2000, continues to offer cultural enrichment programs and services for minority students and the University community.

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

COHORT	YEAR 2		YEAR 6	
	# Return	Retention Rate	Graduation Rate	
		% Return		

**General Recommendations**  
**of the**  
**University-wide Committee on Diversity**

Establish a cycle on which to reassess the Regents' Goals and Strategies. Through this process develop appropriate measurable benchmarks of success.

Maintain data in IPEDS format, in the even numbered years, for consistency of reporting and measuring progress over time.

Develop uniform exit interview items, which may be incorporated into the existing process of each campus, to capture consistent information across the system.