

## Response to the Commission Statement on Diversity

“We value: A diversity of ideas and people.” – from the UNL “Core Values” statement, 2006

This statement on Diversity consists of four parts:

1. Board of Regents and state requirements
2. Statistics on numbers of students and faculty
3. A draft of the university diversity plan being developed by a special task force appointed by the chancellor.
4. Brief analysis of where we are in accomplishing our core value relative to diversity.

### **1. Board of Regents and State Requirements**

In 1997 the Nebraska Legislature passed LB 389 that established goals for the University of Nebraska system relative to the employment of women and minority faculty. The university was required to develop a five-year plan “containing yearly benchmark standards to be met in achieving the minimal goal of being among the top fifty percent among the Board of Regent’s peer institutions in the employment of women and minority faculty.” This law also created budget incentives (actually disincentives) for accomplishing this goal. Since the passage of LB 389 the University has been required to submit an annual report to the Legislature on its progress on hiring women and minority faculty members. UNL, along with the other three campuses within the NU system, provides data for this report.

The Board of Regents have established policy goals relative to equity and diversity and have established system-wide committees to oversee the accomplishment of these goals. The following are the Regents goals.

**Board of Regents Policy Goals Pertaining to Equity for People of Color** *Originally issued February 1993; re-confirmed February 1997*

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

There should be a clear and continuous commitment from all members of the University community. The Regents, President, Chancellors, deans, faculty, staff and students are all key to achieving demonstrable progress towards inclusion and participation for every member of the University community. The example they set is crucial to the development of an institutional commitment to diversity. University leaders should not only state their commitment clearly and continuously, but should exhibit that commitment through their actions. When the commitment to the value of diversity is clearly demonstrated by these leaders, the actions of the entire University community will parallel the standards they set.

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

1. The affirmative action office, or its equivalent on each campus and at central administration, should be responsible for implementing an affirmative action plan designed to achieve employee representation which reflects a position of leadership among similarly situated institutions. Uniform reporting methods should be established in order to provide meaningful university-wide analysis. 2. Performance evaluations at every level should address demonstrated implementation of equity policies. 3. Each campus and central administration should report annually to the Board of Regents regarding the status of diversity concerns and progress made. 4. Exit interviews, or other methods of gathering information, should be established in order to determine whether equity issues have influenced the departure of any employee.

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

1. Faculty and staff of color, as well as volunteers, are crucial role models. 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. 2. Candidates for University employment should be made to feel welcome on our campuses and in our local communities. Sincere and meaningful efforts should be made by the University and friends of the University to cooperate with local communities to develop and maintain the receptive social climate for all people of color, particularly those within the University family. Dual career family policies in cooperation with local business and industry are positive, desirable and recommended. 3. Mentoring and professional development opportunities for people of color should be encouraged and reviewed for effectiveness. 4. The reasons why people of color have declined offers of employment at the University

should be determined and addressed. 5. Recruiting students of color nationally should be implemented, but not to the exclusion of enhancing recruitment efforts aimed towards multicultural residents of Nebraska. Effective formal and informal social support systems should be in place to improve student prospects for success and retention once on campus. 6. Student recruiting methods that are meaningful for bilingual families shall be developed and implemented.

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

1. 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. Every effort should be made to create a university campus climate which in all faculty, staff, and students feel respected and comfortable and in which success is possible and obtainable. Seemingly simple information is greatly appreciated--is there a grocery store nearby that stocks cultural foods or products; where can a student of color purchase personal grooming or health products; does the community have a cultural center. Highly visible programs are valuable, but thoughtful courtesy is priceless. 3. Every effort should be made on campus to dispel the ignorance or anxiety associated with multicultural experiences. The multicultural experience is not to be feared or dismissed; the experience should be viewed and shared by each campus as an important step toward maturity, balance, equity, social justice, and racial harmony.

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

1. Academic freedom is grounded in the faculty's right to teach in an honest, challenging and progressive way. Academic freedom permits teachers to educate their students free from the pressures of dogma or the status quo. It encourages faculty to stimulate growth and maturity in students free from the peril of arbitrary termination of employment. Faculty should be encouraged to evaluate the present curriculum to insure that it is a curriculum which accurately evidences a balanced reflection of the contribution of all peoples, regardless of culture, race, or ethnicity. A quality curriculum should include an appropriate balance. 2. Recognizing that not every field of study may lend itself to total integration of diversity, imaginative thought during the teaching process should encourage the consideration of diversity issues. Studies should consider implementing diversity issues, thoughts, and ideas that are cogent and meaningful when they present a more accurate depiction of those studies. Additionally, inclusion of diversity within the curriculum is desirable to properly prepare students for a successful career upon the completion of the university experience.

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

1. A program and atmosphere designed to raise awareness of diversity issues, increase sensitivity in general, to offer thoughtful approaches to the acceptance of diversity and to recognize the value of diversity should be available for all University staff, faculty, and administrators. 2. A similar program to achieve the goals and objectives as described above should be developed and implemented for the student body of the University in the areas apart from the curriculum and classroom environment. Successful participation and interaction in this program as it is developed in various ways, should be considered a desirable part of the university experience. 3. Workshops, seminars, speakers, forums, and festivals on cultural diversity for students, staff, faculty and Regents should be attended, supported and held with regularity.

**Board of Regents Policy Goals Pertaining to Gender Equity** *Originally issued April 1991; re-confirmed December 1996*

**GOAL 1: Achieve gender representation throughout the University of Nebraska, including faculty, staff, students and administration, which reflects a position of leadership among similarly situated institutions.** a. create incentives for departments in the recruitment of women b. establish Equal Opportunity/Affirmative Action review of job searches before beginning and again after screening, and especially before offer of employment is made c. implement continual, periodic EEO/AA training/educational programs for administrative personnel, designed to account for participation, which shall be strongly encouraged d. implement continual, periodic EEO/AA training/educational programs for faculty and staff, designed to account for participation, which shall be strongly encouraged e. encourage enrollment of women students in those fields of study in which women are now underrepresented.

**GOAL 2: Facilitate hiring, career development, promotion, and retention of women faculty and staff.** a. develop a system of incentives to reward administrators and departments for increased hiring and promotion of women faculty, staff, and administrators, and increased enrollment of women students, where there are deficits; this should be initiated as part of the annual performance review b. establish a pool of faculty lines for distribution, with consideration of need, to departments which are able to recruit outstanding women faculty, especially senior faculty and faculty in areas where women are now underrepresented c. establish programs to assist with spousal employment d. continue development of "family support" policies including relief from tenure timetable, family leave, day care, geriatric day care, etc. e. encourage professional development opportunities and programs for women f. continue pursuit of salary equity.

**GOAL 3: Create and maintain a hospitable environment for women in the classroom and the workplace.** a. initiate appropriate education sessions for managers, directors, department heads, faculty and administrators on gender equity issues, sexual harassment, etc. b. support workshops on women's issues c. support mentoring of women faculty and staff.

**GOAL 4: Improve and maintain a safer campus environment for all.** a. optimize campus safety, lighting b. establish or direct channels for reporting and/or adjudication of student and staff sexual harassment complaints c. find methods to improve student awareness of avenues for help, e.g. advertising in campus

newspapers, production of fliers d. encourage additional development of "self-help" programs to help with campus safety, such as dorm escorts, fraternity-sorority escorts, within-building staff-to-staff help.

**GOAL 5: Establish open and effective channels for review of gender equity issues.** a. appoint Chancellor's Commission on the Status of Women for each campus and University-wide b. establish Ombudsperson for each campus c. support forums on women's issues at each campus d. initiate regular central administration participation and oversight of EEO/AA activities through regular University wide meetings, possible central administration EEO/AA liaison individual (new or designated).

**GOAL 6: Establish and maintain appropriate data bases on gender equity.** a. establish exit interviews for faculty in the office of the academic vice chancellor b. establish exit interviews for managerial/professional and office services personnel at Human Resources/Personnel c. determine why women faculty and administrators decline offers from the University d. establish proper and uniform format for reporting among the campuses and University Administration.

**GOAL 7: Establish accountability for achievement of gender equity goals.** 1. initiate appropriate education sessions for managers, directors, department heads, and administrators on gender equity issues 2. include progress toward gender equity in annual performance reviews of administrators at all levels 3. annual report to Board of Regents 4. make gender equity a Board of Regents agenda item each year 5. evaluate implementation of performance reviews of managers at all levels, and of all ranks and descriptions, reflecting the views and evaluations of those under the direction of evaluations reviewed manager

## 2. Statistics

### Trend of Race/Ethnicity of Tenure-line Faculty, 1996 to 2005

#### Fall term

Race/Ethnicity	1996-1997	1997-1998	1998-1999	1999-2000	2000-2001	2001-2002	2002-2003	2003-2004	2004-2005	2005-2006
White-Non Hispanic	1042	1022	1015	990	950	933	920	871	878	879
Black-Non Hispanic	13	15	18	18	22	27	26	23	23	24
Hispanic	20	19	23	22	27	30	31	32	34	33
Native American/Alaskan	3	4	5	4	6	5	4	5	6	7
Asian or Pacific Islander	62	60	63	65	59	58	64	64	69	75
Alien					27	27	26	27	33	40
Grand Total	1140	1120	1124	1099	1091	1080	1071	1022	1043	1058

Percentage Change from 1996 to 2005

Black-Non Hispanic	84.6%
Hispanic	65.0%
Native American/Alaskan	133.3%
Asian or Pacific Islander	21.0%
White-Non Hispanic	-15.6%

Note: Non-resident alien status not available prior to 2000.

Trend of Race/Ethnicity of Undergraduate Student Population, 1996 to 2005

Fall term

Race/Ethnicity	1996-1997	1997-1998	1998-1999	1999-2000	2000-2001	2001-2002	2002-2003	2003-2004	2004-2005	2005-2006
"White, non-Hispanic"	16,699	16,014	15,832	15,661	15,642	15,623	15,688	15,370	14,713	14,505
American Indian/Alaska Native	65	71	67	69	94	85	62	81	89	102
Asian/Pacific Islander	331	369	360	369	377	387	432	443	421	447
"Black, non-Hispanic"	344	348	339	350	376	369	369	384	359	378
Hispanic	279	278	247	291	299	313	330	359	401	456
Nonresident alien	535	536	517	460	498	550	565	468	483	463
Race/ethnicity unknown	701	630	591	604	682	658	672	746	671	686
Grand Total	18,954	18,246	17,953	17,804	17,968	17,985	18,118	17,851	17,137	17,037

Graduate/Professional Enrollment by Race/Ethnicity and Gender.

	2000-2001	2001-2002	2002-2003	2003-2004	2004-2005	2005-2006
	<b>2,329</b>	<b>2,464</b>	<b>2,503</b>	<b>2,391</b>	<b>2,368</b>	<b>2,373</b>
American Indian/Alaska Native	15	17	14	18	20	18
Asian/Pacific Islander	55	47	53	51	59	51
Black, non-Hispanic	56	63	62	57	56	53
Hispanic	36	46	46	66	67	56
Nonresident alien	305	349	351	325	369	339
Race/ethnicity unknown	36	46	46	58	54	78
White, non-Hispanic	1,826	1,896	1,931	1,816	1,743	1,778
<b>Male</b>	<b>2,336</b>	<b>2,315</b>	<b>2,367</b>	<b>2,287</b>	<b>2,287</b>	<b>2,265</b>
American Indian/Alaska Native	8	5	5	6	6	13

Asian/Pacific Islander	42	42	51	58	47	48
Black, non-Hispanic	44	53	48	58	43	48
Hispanic	47	45	45	55	46	42
Nonresident alien	506	563	610	593	569	516
Race/ethnicity unknown	58	62	65	71	82	97
White, non-Hispanic	1,631	1,545	1,543	1,446	1,494	1,501
<b>Grand Total</b>	<b>4,665</b>	<b>4,779</b>	<b>4,870</b>	<b>4,678</b>	<b>4,655</b>	<b>4,638</b>
American Indian/Alaska Native	23	22	19	24	26	31
Asian/Pacific Islander	97	89	104	109	106	99
Black, non-Hispanic	100	116	110	115	99	101
Hispanic	83	91	91	121	113	98
Nonresident alien	811	912	961	918	938	855
Race/ethnicity unknown	94	108	111	129	136	175
White, non-Hispanic	3,457	3,441	3,474	3,262	3,237	3,279

### 3. Draft of Revised Diversity Plan for UNL

Note: Our intention to develop a new Diversity Plan for UNL was announced by Chancellor Perlman in his 2005 State of the University Address. During the 2005-06 academic year a committee worked to develop a new plan. The draft plan below will be taken to the campus for discussion during the 2006-07 academic year with a goal of having a final draft approved and in place by the end of the year.

The Strategic Plan for Diversity  
At  
The University of Nebraska-Lincoln  
2006-2011

A Comprehensive Diversity Plan for the University of Nebraska-Lincoln was drafted in 1999 outlining the principles and goals for our campus and demonstrating our commitment to diversity and academic excellence through initiatives, recommendations and action plans. This plan was designed to create a campus definition for diversity and to catalogue campus diversity initiatives and make recommendations for programs to enhance diversity efforts on campus. The plan called for periodic reviews and updates. Many of the recommendations were realized even though accountability and responsibility for the initiatives was not clearly defined in the plan. The evolution of diversity plans on college campuses has led

to a system of a few campus wide strategic goals and objectives and an assessment of how these goals and objectives are being met at the unit level. In the 2006-11 Strategic Plan for Diversity on our campus we have reaffirmed the principles and goals of the 1999 Comprehensive Diversity Plan with minor revisions to incorporate the campus core values<sup>1</sup> and the campus wide strategic planning process.

### Principles

“Diversity is the multiplicity of people, cultures and ideas that contribute to the richness and variety of life. Diversity broadly encompasses the mixture of similarities and differences along several dimensions: race, national origin, ability, religion, sexual orientation, age and gender. It includes values, cultures, concepts, learning styles and perceptions that individuals possess. By its very nature, diversity fosters inclusiveness, encourages the exchange of new ideas, improves decision-making, and broadens the scope of problem solving.

Diversity in all its dimensions must be valued. Where there is diversity, there is evidence of openness, emergence of inclusiveness, and a respect and appreciation for differences. Where diversity exists, there is indeed an enriched environment.

Diversity is about creating an equitable, hospitable, appreciative, safe and inclusive campus environment – one that embraces the full spectrum of all community members’ contributions. We must respond with effort and vigor to issues of diversity. We commit ourselves to enhancing the quality of experience for all members of the University community by enhancing our diversity.”<sup>2</sup>

### Goals and Objectives

**GOAL 1.** Create a campus climate where respect and inclusiveness are modeled and expected, so everyone enjoys equitable opportunities for professional and personal fulfillment.

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<sup>1</sup> Learning that prepares students for lifetime success and leadership; Excellence pursued without compromise; Achievement supported by a climate that celebrates each person’s success; Diversity of ideas and people; Engagement with academic, business, and civic communities throughout Nebraska and the world; Research and creative activity that inform teaching, foster discovery, and contribute to economic prosperity and our quality of life; Stewardship of the human, financial, and physical resources committed to our care.

<sup>2</sup> Comprehensive Diversity Plan for the University of Nebraska-Lincoln Second Draft – June 23, 1999

### Objective 1.1

Annual evaluation of all faculty, staff and administrators will include an assessment of the individual's contribution in creating a climate where respect and inclusiveness are modeled and expected as a part of the regular evaluation process.

### Objective 1.2

All supervisors will be held responsible for engaging the members of their neighborhood in developing plans to improve both engagement and climate; and will be held responsible for actively implementing climate plans to achieve improvement; and will be evaluated annually on outcomes, i.e. the Gallup scores will be one important measure of accountability.

### Objective 1.3

Those in formal leadership positions will:

- Create a plan for sharing relevant information at all levels in their Department/Unit/"Neighborhood." This plan will be assessed as a part of the leader's annual evaluation.
- Hiring Officials will proactively address the issue of campus climate with all candidates in the interview process and include their ability to contribute positively to this climate in the selection process.
- Be aware of, disseminate and review policies and procedures that impact campus climate.
- Encourage their employees to participate in campus programs and activities on climate and leadership (the Gallup Climate Survey).
- Engage members of their neighborhood to develop and implement plans to improve the climate.
- Be evaluated on the implementation of climate improvement plans.
- Elevate issues beyond neighborhood control to the appropriate level for action.

### Objective 1.4

All University employees will:

- Actively participate in campus programs to improve climate and leadership

- Treat colleagues, stakeholders, campus visitors and the public with a standard of behavior that demonstrates respect, civility and inclusiveness
- Annual evaluations will include an assessment of these expectations

GOAL 2. Support programs and curriculum that explore the experiences, perspectives and contributions of various cultures, groups and individuals.

- The University General Education program will include curriculum to ensure that students graduate with intercultural/international/multicultural competencies: colleges will periodically report the impact of their programs in this area upon student learning and outcomes.
- The Chancellor and Vice Chancellors will provide administrative and staff workshops for all campus administrators, supervisors and employees to educate them in intercultural/international/multicultural competencies and these workshops will be assessed on a periodic basis to determine their impact with the assistance of Equity, Access and Diversity Programs.
- All units will assess their diversity curricula and extracurricular initiatives for the impact on student learning and outcomes; this curricula and programming will be periodically reported up to the deans and directors of each unit.
- The diversity template of the strategic planning tools will be revised to reflect unit efforts and outcomes of diversity programming.
- All units will be invited to report their best practices in this area to Equity, Access and Diversity Programs for posting to the entire campus.

GOAL 3. Create a truly diverse community of faculty, students, administrators and staff that reflects both our multi-cultural society and individual differences and achieve among faculty, students, administrators and staff representative numbers of groups historically denied access because of race or gender.

The broad definition of diversity in the principles section of this document is essential to the overall goals of inclusiveness, however, without diminishing the importance of this broad meaning this diversity plan will

focus on achieving a holistic integration into our campus for females and underrepresented African American, American Hispanic, Native American and Asian American students, faculty and staff.

- Institutional Research and Planning and Equity, Access and Diversity Programs will provide data to deans and directors regarding the demographic profile of their faculty and staff on an annual basis.
- Institutional Research and Planning and Equity, Access and Diversity Planning will provide demographic data based upon relevant recruitment pools and peer data to deans and directors to assist in the development of recruitment targets for faculty and staff from underrepresented groups; this report will be included in the strategic hiring plan for faculty.
- Deans will work with the Special Assistant to the Chancellor for Organizational Development to develop faculty recruitment plans for underrepresented groups.
- A parallel position will be developed for staff and the Vice Chancellors will work with that person to develop staff recruitment plans for underrepresented groups.
- Institutional Research and Planning and Admissions will provide data to deans regarding the demographic profile of undergraduate and graduate students by program area.
- Deans will work with Admissions in the development recruitment targets for students from underrepresented groups.
- Each dean and director will develop retention plans for faculty, staff and students from underrepresented groups.
- All units will be invited to report their best practices in recruitment and retention to Equity, Access and Diversity Programs for posting on the web.
- Through the Strategic Planning Process units will report annually on achievements and activities related to progress made in achieving unit recruitment targets and successes of retention efforts

#### **4. Analysis of where we are**

UNL has a long history of commitment to diversity including such highlights as the very early entrance of women students to graduate study and inclusion of African-American representative on an athletic team (see chapter 1 of the Self-Study for more information on these), the welcome provided for Nisei students during World War II, and early support for students with disabilities. UNL continues to make considerable effort to accomplish a campus environment of a diversity of people and ideas. Inclusion of diversity in the core value statement and as a special template in the strategic planning process indicates a level of commitment of the university to progress in this arena. However, this is an area in which special effort will need always to be a part of our planning and programming. In some areas we have been more successful than others. For example, we have continued our history of being an especially hospitable place for persons with disabilities but continue to struggle to increase the number of racial minority students, faculty, and staff. While part of this struggle is undoubtedly related to the population makeup of Nebraska, which of course is the primary source of students for UNL, this cannot be accepted as an excuse.

Some tactics that have worked at one time (e.g., minority student targeted scholarships; special funds for the hiring of minority faculty) appear now to be less viable. Other new approaches, such as the Jones Learning Community for students from underrepresented groups, however, show considerable promise. The revitalization of the International Affairs Office has the potential of bringing more international students to campus as well as to support UNL students studying abroad.

The existence of the Chancellor's Commission on the Status of Women and the Chancellor's Commission on the Status of People of Color as well as the GLBT organization serve to keep key issues before the campus community. While efforts in the arena of academic diversity are less structured there is evidence of more consideration of the importance of such diversity in recent years.

The self-study document contains descriptions of many programs and activities that help UNL be a more diverse institution. These include:

- Special efforts of the Office of Admissions to recruit students from underrepresented groups
- The establishment of the assistant to the chancellor for diversity position

- The Summer Institute program in the College of Law
- Programs of the Office of Academic Support and Intercultural Services (OASIS)
- The Brightline Course
- Campus programs such as the Martin Luther King Day celebration and the Voters' Rights program.

Although there are many positive examples that may be noted UNL certainly desires to make even more progress on many dimensions of diversity. Progress is uneven in many ways and we recognize that only continuing substantial efforts will enable us to accomplish our core value of a diversity of ideas and people.