

COMPREHENSIVE DIVERSITY PLAN
FOR THE UNIVERSITY OF NEBRASKA-LINCOLN
SECOND DRAFT – JUNE 23, 1999

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.

We do so because:

- **Diversity strengthens the academic quality of the University,**
- **Diversity is the right way to serve an increasingly heterogeneous society,**
- **Diversity keeps faith with the open-access dreams of those who founded the University of Nebraska,**
- **Diversity contributes to the redress of historical inequities that continue to plague our nations,**
- **Diversity addresses our legal obligations, and**
- **Diversity is crucial to our ability to educate our students for the twenty-first century.**

On February 4, 1998, the American Council on Education released a statement affirming the educational value of diversity. The statement has been endorsed by a number of education associations from the American Association of University Professors to the Council of Graduate Schools and the National Collegiate Athletic Association. The University of Nebraska-Lincoln joins in endorsing this statement, since it mirrors our own beliefs in why we are committed to achieving diversity among faculty, staff and students.

A campus community composed of faculty, students and staff of diverse cultural, racial and ethnic backgrounds makes the University of Nebraska both more exciting and more complex. To attain this diverse campus, we must identify ways and means to institute our principles.

Our goals speak to the need to recruit and retain a truly diverse community of faculty, students and staff and to create an environment supportive of such a community.

GOALS

The University must prepare our students for the world beyond the state's borders — since this is the world that will impact their adult lives. When students come to the University, they must learn to negotiate differences and to function in new situations. Learning and interacting inside and outside classroom settings that reflect the diversity of the larger society, students will be comfortable interacting with people different from themselves. They will become more aware of societal and individual diversity, and be able to promote understanding among individuals and groups in our society.

Our commitment to diversity and academic excellence is reflected in initiatives, recommendations, action plans and actions to attain the following goals:

- GOAL 1.** Create a campus climate where tolerance and respect are encouraged and modeled, so everyone enjoys equitable opportunities for professional and personal fulfillment.
- GOAL 2.** Support programs that explore the experiences, perspectives and contributions of various cultures, groups and individuals.
- GOAL 3.** Create a truly diverse community of faculty and staff that reflects both our multi-cultural society and individual differences and achieve among faculty and staff representative numbers of groups historically denied access because of race or gender.
- GOAL 4.** Create a truly diverse community of students that reflects both our multi-cultural society and individual differences and achieve among students representative numbers of groups historically denied access because of race or gender.

INITIATIVES*GOAL 1 INITIATIVES*

GOAL 1: *Create a campus climate where tolerance and respect are encouraged and modeled, so everyone enjoys equitable opportunities for professional development and personal fulfillment.*

INITIATIVE 1 — WORKSHOPS AND EDUCATION***Current Practices:***

Coordinated Efforts. The Office of Equity, Access and Diversity Programs, the Department of Human Resources, the Office of the Senior Vice Chancellor for Academic Affairs, and the Office of the Vice Chancellor for Agriculture and Natural Resources coordinate efforts to ensure that:

- All campus populations — faculty, staff and students — receive the educational information to create a healthy and diverse learning environment
- The University meets its legal obligations.

Equal Employment Opportunity. All faculty and staff serving on search committees attend a required Equal Employment Opportunity (EEO) workshop for certification by the Office of Equity, Access and Diversity Programs.

ADA Training. The Americans with Disabilities Act (ADA) office conducts required training sessions for all faculty and staff in supervisory positions. Services for Students with Disabilities (SSD) conducts new faculty orientation and any additional training regarding student issues to academic and non-academic departments.

Recommendations:

Annual Workshop. Academic Affairs will organize an annual workshop on cultural climate for academic administrators. A representative group of chairs, deans and faculty will work with Academic Affairs to determine the focus of the annual workshop. Workshop topics will include: how to deal with climate issues (stereotyping, preconceptions, harassment, cultural differences and styles of communication, errant or demeaning language and attitudes); skill development and strategies to improve climate; and climate as a factor in retention.

Responsibility: Academic Affairs.

Human Resources Training. Human Resources will continue its training series for managerial/professional and office/service employees on climate issues, stereotypes, preconceptions, sexual harassment, cultural differences and styles of communication, and salient/errant language and attitudes. The Director of Organizational Development will coordinate training.

Responsibility: Human Resources/Director of Organizational Development

Grievance Committee Training. The Office of Equity, Access and Diversity Programs will provide training addressing discrimination, sexual harassment, and professional ethics. Training will be required for any member of the UNL community selected or elected to serve on Academic Rights and Responsibilities Committee panels, the UNL Human Resources Grievance Committee or the Student Judicial Board.

Responsibility: Office of Equity, Access and Diversity Programs (EADP)

Freshman Orientation. Freshmen orientation will continue to include activities which will focus on the responsibility to respect the right of fellow students to an environment free of discrimination or harassment related to gender, age, disability, race, color, religion, marital status, veteran's status, national or ethnic origin, or sexual orientation.

Responsibility: Student Affairs

Education. There must be a coordinated effort to educate the entire campus community that it is an individual's duty and responsibility to prevent discrimination and/or harassment. Education related to issues of individuals rights, how to report incidents of discrimination and/or harassment, and building a welcoming supportive community with diverse individuals needs to be part of the University's educational efforts.

Responsibility: EADP and major administrative units working with the committee appointed to implement the OCR agreement

INITIATIVE 2 — OMBUD-SERVICES

Current Practices:

Ombuds-Persons. Student Affairs and Human Resources currently have ombuds-persons.

Recommendations:

Expansion of Ombud-Services. The University will review the need to expand campus ombud-services, including the appointment of a faculty ombuds-person, and the relationship of ombud-services to current grievance procedures. The faculty ombuds-person will provide informal mediation of complaints related to discrimination or violations of the faculty code of ethics, serve as a resource to the academic community on diversity issues, and coordinate activities with the ombuds-persons in Student Affairs and Human Resources.

Responsibility: Academic Affairs

Central Ombud Office. The University will explore the viability of establishing a central campus ombud office to provide one visible locus of assistance for faculty, staff, and students.

Responsibility: Academic Affairs/Student Affairs/Human Resources

INITIATIVE 3 — SUPPORT SERVICES

Current Practices:

Student Involvement. Student Involvement has a strategic plan to generate a positive campus climate for all students and to achieve a campus community that embraces and celebrates diversity. It will continue to assist programs and student organizations to meet the needs of a diverse population.

Culture Center. The Culture Center houses minority student organization offices and provides programs and activities targeted to minority students.

Women’s Center. The Women’s Center sponsors programs that directly target issues impacting women. Working with the Chancellor’s Commission on the Status of Women, it collaborates with departments and colleges to foster programs that encourage women students in their careers. It will continue to offer support groups relating to women in the classroom and workplace. It offers workshops and programs on sexual assault prevention and response and on sexual harassment.

Gay Lesbian Bisexual Transgender (GLBT) Resource Center. A graduate assistant is assigned to the GLBT Resource Center to develop resources and to increase the Center’s programs by promoting collaboration with student organizations.

Student Organizations. A modest amount of funding is provided through the PEPSI Diversity fund to Afrikan Peoples Union (APU), Asian Students Association (ASA), Mexican American Students Association (MASA), and University of Nebraska Inter-Tribal Exchange (UNITE) to help these student organizations maintain operating budgets and increase their ability to program campus activities and events.

University Health Center (UHC). The University Health Center (UHC) researches effective methods to identify and meet the health-care expectations and needs of students of diverse cultural backgrounds.

Education. UHC distributes patient education materials, medication information, and communication manuals in several languages.

Grand Round. Grand Round presentations, open to the UNL community, address multi-cultural health care issues.

International Students. Each semester, staff conducts a special orientation and immunization program for international students.

Housing. Housing actively recruits and employs diverse staff.

Student Education. All Residence Assistants (RAs) are required to develop and deliver diversity education programs to students in residence.

Special Meals. Housing offers culturally appropriate special meals and programs in recognition of minority history events.

Financial Assistance. Housing provides financial assistance to programs and recruiting events.

Management Training. Managerial staff are required to attend at least one diversity training session each year.

Career Services. Career Services assists students of color.

Advisory Committee. There is a Students of Color Career Advisory Committee.

Career Forum. The Alumni Color Career Forum is held annually.

Employer Reception. The Minority Professional Job Fair has developed into an annual Employer Reception for Students of Color.

Office of Multi-Cultural Affairs. The Office of Multi-Cultural Affairs is supported by one privately funded, one state funded, and three federally funded projects.

Student Support. The TRIO programs (SOS, McNair, and ETS) assist racial minority, low-income, first-generation pre-college and college students gain admission to, persist at, graduate from, and move beyond post-secondary education.

National Youth Sports Program. With the National Youth Sports Program, the Office provides a volunteer opportunity and limited employment for college students to work with low-income youth from the Lincoln community. This summer program enhances the academic and leadership skills of the participants.

Minority Assistance Program (MAP). The Minority Assistance Program (MAP) is under the direction of Multi-Cultural Affairs.

Academic Recognition. MAP provides strong academic encouragement for students of color by recognizing academic success.

Academic Assistance. MAP contacts students on academic probationary status at the start of each semester to plan strategies for improvement.

Services for Students With Disabilities (SSD). SSD provides accommodations to students with disabilities.

Recommendations:

Student Support Services. The Minority Assistance Program will assist academic, support service departments, and student organizations to develop supportive programs and services for students of color. Programs will include new student orientation or welcoming programs, mentoring programs with faculty and peers, and tutorial or supplementary learning opportunities. In order for this recommendation to be implemented, the Minority Assistance Program must be sustained with adequate funding and institutional support.

Responsibility: Minority Assistance Program

Employee Assistance Program. The Employee Assistance Program provides confidential, free, short-term counseling for faculty, staff and their immediate family members. It provides confidential consultation to supervisors, departmental chairs and administrators regarding behavioral problems that may be impacting the work arena.

Mediation. When an objective third party is needed to help resolve interpersonal conflicts or hostile climate issues within the workplace, the EAP provides mediation services to assist in fostering effective communication, problem solving and consensus building.

Victim Service Prevention and Crisis Response Team. EAP participates in the Victim Service Prevention and Crisis Response Team. The Team is developing and implementing a comprehensive response plan delivering prevention, education, and counseling for victims of sexual assault and other acts of violence.

Prevention and Education Team. EAP also participates in the Prevention and Education Team, which is creating a brochure on sexual assault and domestic violence for distribution to students, staff and faculty.

INITIATIVE 4 — FAMILY FRIENDLY POLICIES***Current Practices:***

Work Arrangements. Units on campus may provide flextime, non-traditional work arrangements and job-sharing opportunities.

Employee Assistance. The University has a crisis leave bank and provides tuition assistance to employees.

Dependent Care. UNL has two childcare centers, a child care referral program, and provides information on dependent care.

Employee Leave. A parental leave policy clarifies the leave with pay available for University staff and faculty in the event of pregnancy, childbirth and adoption. The Office of Academic Affairs has distributed a statement clarifying the tenure interruption policy as it applies to family medical leave.

Recommendations:

Benefit Extensions. The University will explore extending health insurance benefits to graduate teaching and research assistants.

Responsibility: Graduate Studies

Medical Leave. The Colleges will identify funds departments can use for the teaching release time of employees approved for paid medical leave, including the birth mother in the semester the child is born.

Responsibility: UNL Colleges

Tenure Options. The University will explore flexible tenure options. For example, allow a pre-tenure faculty member with young children the option of a .50 appointment — with two years equivalent to one year of the current tenure clock.

Responsibility: Academic Affairs/IANR

Childcare Options. The University will assess and make recommendations to meet student, faculty and staff needs for expanded childcare options.

Responsibility: Human Resources/Business & Finance

Benefit Equity. The University will continue to express its commitment to and advocacy for an examination of policies, especially those relating to benefits, to ensure they are equitable and accessible, and that the definition of family is broadly defined to include domestic partners. The University also recognizes that the decision-making authority related to this resides at the Regental level.

Responsibility: Chancellor's Office/Human Resources

INITIATIVE 5 — LEADERSHIP DEVELOPMENT

*Current Practices:***Leadership Programs:**

Students. Leadership programs — such as the Chancellor’s Leadership Class, PEPSI Volunteer Service and Leadership Scholars, LeaderShape Nebraska, the Women’s Leadership Conference, Emerging Leader Program, National LeaderShape Institute, Nebraska Human Resources Institute (NHRI), and the Racial Minority Leadership Conference — help students develop a personal philosophy of leadership, enhance their leadership skills and promote student involvement in leadership roles.

Faculty/Staff. Currently, the Chancellor’s Faculty Associate Program is the only ongoing University commitment to professional leadership development. Faculty and staff, including women and minorities, have participated in other leadership programs, including: Harvard Management Development Program, HERS Summer Institute at Bryn Mawr, American Council on Education (ACE) Fellows Program, National Association of Women in Education (NAWE) Institute for Emerging Women Leaders, National Conference on Race and Ethnicity (NCORE), and Leadership Lincoln. We believe these programs provide opportunities for personal development, reduce isolation, and foster commitment to and participation in University initiatives.

Recommendations:

Minority and Women Leadership Training. Each year, UNL will support leadership training for at least three minority and/or women faculty or managerial/professional staff. Leadership program opportunities will be announced annually on the WEB and by means of the *Scarlet*. **Responsibility: Chancellor’s Office/Academic Affairs/Vice Chancellor IANR**

Utilizing Expertise. Expertise of leadership program participants will be appropriately tapped, e.g., for major committee assignments.

Responsibility: All major administrative units

Collaborative Internship Program. A Collaborative Internship Program will be developed to promote internal internship experiences in a major administrative unit for faculty or staff. These internships will address specific projects described in a general call for applications, as well as projects proposed by an individual. The duration and schedule of the internship will vary. In the case of staff, the Department of Human Resources will explore hiring one or two staff members to be cross-trained as substitute staff for employees on internships. Academic Affairs will provide funds to departments for instructional buy-outs of one course per semester for faculty participants.

Responsibility: Human Resources/Academic Affairs/IANR

Faculty Associate to the Chancellor. The Faculty Associate to the Chancellor Program will be revised to expand placement opportunities. For example, a faculty member could be placed in a Dean's office or a chair in a Vice Chancellor's office.

Responsibility: Chancellor's Office

Administrative Exchange. An administrative exchange program will be initiated with institutions having partnership agreements with UNL (e.g., Alcorn State and New Mexico Highlands, Grambling). The program will provide learning and development opportunities for individuals responsible for the attainment of our diversity goals.

Responsibility: Graduate Studies/Academic Affairs/Vice Chancellor IANR

INITIATIVE 6 — MENTORING

Current Practices:

Informal Mentoring. A recent survey by the Chancellor's Commissions on the Status of Women and on the Status of People of Color indicates that most faculty mentoring is informal. Many faculty do not have a mentor and choose not to participate in the mentoring program available through Human Resources. But many faculty want structured mentoring opportunities and support various layers of mentoring.

Human Resources Mentoring Program. Human Resources provides a mentoring program open to faculty and staff, but there is no program structured specifically to meet the needs of minority staff.

Peer Assistants Leading Students (PALS). Student Involvement's PALS program assists first year students by providing mentoring with current students.

NU Connections. MAP develops quality interactions for undergraduate students of color by providing networking and mentoring opportunities with faculty, staff and student peers. A mentoring program called NU Connections will be implemented beginning Fall 1999.

Recommendations:

Faculty Mentor Program. A faculty mentor program will be established for all pre-tenure faculty, with emphasis on new female and minority colleagues. The Office of the Senior Vice Chancellor for Academic Affairs and the Vice Chancellor for IANR will select a Faculty Associate to implement this voluntary mentoring program, in consultation with the Chancellor's Commissions, departments, colleges, the Office of the Vice Chancellor for Research, and the Human Resources Mentoring Program. The Associate will also be charged with developing workshops for untenured faculty on issues of immediate concern, e.g., preparing files and university procedures for annual evaluations.

Responsibility: Academic Affairs/Vice Chancellor IANR/Faculty Associate

Student Mentor Program – NU Connections. The Minority Assistance Program will develop quality interactions for undergraduate students of color by providing networking and mentoring opportunities with faculty, staff, and students peers. A mentoring program called NU Connections will be implemented beginning Fall 1999 and will need continued financial support for its continuation.

Responsibility: Chancellor's Office/Student Affairs/ Multi-Cultural Affairs.

Tenure Support. Department chairs and heads will receive support necessary to fulfill their responsibility to help faculty understand and meet departmental expectations for tenure and promotion.

Responsibility: Academic Affairs/IANR/Department Chairs

Faculty Advancement. Deans will meet on a regular basis with associate professors in the College (in rank for 5 years) to discuss progress toward full professor rank and ways the College can support this goal.

Responsibility: College and IANR Deans

Minority Staff. Human Resources will develop a mentoring program specific to the needs of minority staff.

Responsibility: Human Resources

INITIATIVE 7 — CHANCELLOR’S COMMISSIONS

Current Practices:

Existing Commissions. Currently, two commissions advise the Chancellor on issues affecting the status of women and minorities — Chancellor’s Commission on the Status of Women and Chancellor’s Commission on the Status of People of Color. The Committee for Gay/Lesbian/Bisexual and Transgender concerns is an independently organized group which also serves in an advisory capacity to the Chancellor.

INITIATIVE 8 — EXIT INTERVIEWS

Current Practices:

Academic/Administrative Employees. The Office of the Senior Vice Chancellor for Academic Affairs conducts personal interviews, when requested on the written exit survey distributed to all exiting or transferring academic/administrative employees. The Office reports annually to the Chancellor any issues related to diversity and/or climate.

Managerial/Professional and Office/Service Staff. The Department of Human Resources conducts personal interviews, when requested on the written exit survey distributed to all exiting or transferring managerial/professional and office/service staff. It reports annually to the Chancellor any issues related to diversity and/or climate.

Recommendations:

Personal Interview. The Exit Interview form will include the option of requesting a personal exit interview with a representative of the Office of Equity, Access and Diversity Programs, in addition to the current option of an exit interview with a representative of Human Resources or Academic Affairs.

Responsibility: Academic Affairs

Student Exit Interviews. Student Affairs agrees to explore the development of a system for exit surveys or interviews of students who drop to 0 credit hours in a semester.

Responsibility: Student Affairs

INITIATIVE 9 — ANNUAL PERFORMANCE EVALUATIONS***Current Practices:***

Annual Administrative Performance Evaluation. The Annual Administrative Performance Evaluation, which forms the basis for annual salary increases, has been revised. All deans, directors, and chairs are evaluated on the following: increases the diversity of the University community by identifying affirmative action expectations, implements plans for attracting and retaining women and minorities, fosters inclusive curricula and/or programs, and encourages respect for all persons in the unit.

Recommendations:**Revision of Annual Administrative Evaluations.**

- Annual administrative evaluations of supervisors of managerial/professional and office/service staff will be revised to include the following, as appropriate: increases the diversity of the University community by identifying affirmative action expectations, implements plans for attracting and retaining women and minorities, and encourages respect for all persons in the unit.
- Annual administrative evaluations will consider the following: whether the individual has instituted support systems to enhance the success of new faculty, staff and/or students; and whether the individual has participated in or initiated organized efforts to enhance diversity.

Responsibility: Academic Affairs/Vice Chancellor IANR/Human Resources

Compliance. Policies and systems will include methods to reward activities supportive of diversity and to take corrective action when individuals are not in compliance with University goals.

Responsibility: Academic Affairs/Vice Chancellor IANR/Human Resources

Reporting. Annual performance evaluation results relative to the above criteria will be reported annually to the appropriate vice chancellor.

Responsibility: Vice Chancellors

Recognizing Individual Contributions. Annual evaluations of faculty and staff will explicitly

take into account and recognize an individual's contribution, both in terms of quality and time spent, to the enhancement of the climate for diversity at UNL.

Responsibility: Chairs/Heads/Deans

INITIATIVE 10 — CLASSIFICATION SYSTEM/SALARIES

Current Practices:

Employee Compensation. UNL is currently reviewing its classification/compensation system for office/service and managerial/professional staff to determine flexible ways to compensate, promote and reward employees.

Recommendations:

Salary Equity. Deans and directors will establish a mechanism to track and review faculty and staff salaries for equity prior to annual salary deliberations. The Office of Institutional Research and Planning provides annually a study of salary equity which should be considered. Deans and Directors will report the review results and the disposition of any identified equity funds to the appropriate Vice Chancellor.

Responsibility: Deans/Directors/Vice Chancellors

Cross-Training. Opportunities for cross-training will be increased to enhance staff development. A promotion track that recognizes significant growth in expertise will be implemented.

Responsibility: Human Resources

INITIATIVE 11 — COMMUNICATION AND COORDINATION

Current Practices:

Inter-Campus Coordination. In its 1999 Report to the Board of Regents, the University-Wide Committee on Diversity states that communication and coordination of diversity objectives and efforts needs to be improved within and between the campuses.

Recommendations:

Coordination. More information sharing and coordination will take place between the various campus communities, commissions, and taskforces working on diversity to enhance the efforts of each campus and possibly reduce duplication. An annual diversity summit will be instituted.

Responsibility: Chancellor's Office/Academics Affairs/EADP

Communications. Communications regarding diversity objectives will come directly from Central Administration and/or campus Chancellors to the campuses.

Responsibility: Chancellor's Office

GOAL 2 INITIATIVES

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

INITIATIVE 1 — DIVERSITY PROGRAMS

Current Practices:

Ongoing Programs. A number of ongoing programs support diversity, such as the Artists Diversity Residency Program and the Martin Luther King Day celebration. Student organizations can apply for nominal funding for diversity programs from the following resources: Council of Student directors (CSAD) Diversity Fund, PEPSI Diversity Funds, and the Student Alumni Council Fund. The Office of Senior Vice Chancellor for Academic Affairs provided funding for Diversity Enhancement proposals in 1998-99. These will continue to be supported.

Recommendations:

Diversity Enhancement Proposals. A small grants program will be established in the office of each Vice Chancellor to fund diversity enhancement proposals. Projects will develop or enhance existing programs that positively affect the climate for diversity. Faculty, staff and students will be encouraged to apply.

Responsibility: Academic Affairs/Student Affairs/Business & Finance

INITIATIVE 2 — CURRICULUM

Current Practices:

Diversity Curriculum. Our curriculum is the most explicit and meaningful statement of what our faculty believes college-educated people should know. *There is . . . a significant body of literature which suggests that serious engagement of diversity in the curriculum, along with linking classroom and out-of-class opportunities, positively affects students' attitudes and awareness about diversity, as well as their commitment to education, and their involvement. The research also shows connections between taking such courses and increased satisfaction with college. The classroom appears to be a powerful [focal point] for intergroup dialogue and learning (Daryl G. Smith, et al. 1997. Diversity Works: The Emerging Picture of How Students Benefit. Washington, DC: AAC&U, 36).*

Interdisciplinary Programs. Interdisciplinary academic programs, both degree (e.g. Ethnic Studies, Women's Studies) and non-degree (e.g. University Honors Program, University Foundations Program), create curricular opportunities to study diversity issues.

Comprehensive Education Program. The Comprehensive Education Program requires students to take one Essential Studies course — which deals with issues of race, gender or ethnicity— and a number of Integrative Studies courses — of which one component is human diversity issues.

Teaching Learning Center. The Teaching and Learning Center will continue to offer workshops on diversity in the curriculum. The Teaching and Learning Center works with International Affairs and the English as a Second Language program to conduct the International Teaching Assistant Workshop for international graduate students. This workshop helps international students develop their teaching, language, and cultural communication skills.

Critical Moments. Student Involvement offers the Critical Moment Case Study seminar to enhance understanding of diversity issues through classroom interaction.

Recommendations:

Essential Studies. The University Curriculum Committee will make Essential Studies Area H — *Race, Ethnicity and Gender* — a distinct distribution requirement in all colleges. Currently it is the only ES Area that fulfills a second, essential studies area requirement in Arts and Sciences, and which can be substituted for another area in Engineering.

Responsibility: University Curriculum Committee

Ethnic Studies and Women’s Studies. A graduate certificate or specialization in Ethnic Studies and Women’s Studies will be developed.

Responsibility: Directors of Ethnic Studies and Women’s Studies/Graduate Studies

Curriculum Committees. Faculty who serve on departmental, college and university curriculum committees will encourage the consideration of diversity — whether in terms of subject matter, professional ethics, or the teaching process — as an integral part of the curriculum. These committees will evaluate the present curriculum to ensure it accurately reflects the contributions of diverse populations.

Responsibility: Department, College, and University Curriculum Committees

Curricular Grants. The Teaching Council will continue to provide faculty small grants to develop new curricular emphases on diversity, cultural studies and multi-culturalism.

Responsibility: Teaching Council

Curricular Opportunities. Appropriate campus units will develop meaningful study-abroad, internship, practicum, service learning, and co-curricular opportunities to enhance our students’ understanding of diversity. These opportunities will be described collectively and distributed to students.

Responsibility: Summer Sessions/International Affairs/Multi-Cultural Affairs/Student Affairs/Colleges/Departments

Co-Curricular Activities. Colleges, departments and student affairs will work together to develop supportive co-curricular activities that help students explore other cultural experiences, respect multiple views, evaluate ideas and make choices.

Responsibility: Student Affairs with Colleges and Departments

Teaching Handbook. The Teaching and Learning Center will adapt the University of North Carolina’s Center for Teaching and Learning *Teaching for Inclusion* for UNL use. The handbook includes chapters on diversity issues for the instructor, strategies for inclusive teaching, in-class and out-of-class behavior, and classroom issues related to gender, race, sexual orientation, disability and religion.

Responsibility: Teaching and Learning Center

Graduate Seminar. Graduate Studies will develop and administer a graduate seminar (1 credit hour) in conjunction with Ethnic Studies and Women’s Studies program activities.

Responsibility: Graduate Studies

International Students. International Affairs will develop a plan to integrate international students into the campus culture.

Responsibility: International Affairs

INITIATIVE 3 — MULTI-CULTURAL SPECIALIST

Current Practices:

Multi-Cultural Specialist. The Senior Vice Chancellor for Academic Affairs will appoint and support a multi-cultural specialist in the Teaching and Learning Center.

Recommendations:

Diversity Consultation. The Multi-Cultural Specialist will serve as a curricular consultant on diversity; support faculty in fostering discussion, understanding and appreciation for diversity; and develop and coordinate diversity programming. The Specialist will coordinate with the Office of Equity, Access and Diversity Programs and the Office of the Senior Vice Chancellor for Academic Affairs.

Responsibility: Teaching and Learning Center/Multi-Cultural Specialist

INITIATIVE 4 — DIVERSITY PROMOTION

Current Practices:

Student Motivation. It is important that students not only have the opportunity, but are also motivated to take courses and engage in community service that enables them to: live in a diverse society, consider differing perspectives, and reflect on their personal values with respect to issues of diversity.

Recommendations:

Advisors Advocacy. College advisors will explore ways and develop plans to motivate and

encourage students to elect courses that consider diversity a necessary component of a quality education. Students will be encouraged to become involved in community service opportunities that enhance their academic experience.

Responsibility: Admissions and Advising Committee/Colleges/Student Involvement – Volunteer Service/Service Learning

GOAL 3 INITIATIVES

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

Underlying this goal is our commitment to equal opportunity and to UNL's non-discrimination policy: It is the policy of the University of Nebraska-Lincoln not to discriminate based on gender, age, disability, race, color, religion, marital status, veteran's status, national or ethnic origin, or sexual orientation.

INITIATIVE 1 — SEARCH PROCESS***Current Practices:***

Monitoring and Oversight. The Office of Equity, Access and Diversity Programs monitors and oversees all searches. The EADP office collects demographic information from applicants regarding gender, age, disability, ethnicity and Vietnam veteran status as required by federal and state law. This information is used to monitor equal employment opportunity for protected status candidates. The EADP office provides required training for individuals involved in the search process.

The Search Process. The primary and predominant way to achieve increased diversity among our faculty and staff is through ordinary search processes. Extra effort devoted early in the search process will increase the available pools of highly qualified candidates. Diversity should naturally follow. Broadly defining fields of specialization will encourage a diverse pool of applicants. Advertising should be placed where diverse candidates will see the ads. Search committee members and others can engage in aggressive networking efforts — calling places, institutions, groups, individuals and programs to increase awareness of job openings and to encourage qualified candidates to apply. We must promote ourselves appropriately to all candidates. Job descriptions should, where appropriate, require candidates to demonstrate an ability to work with a diverse student, faculty and staff population and have a record of incorporating diversity issues within the curriculum and the workplace.

Recommendations:**Search Processes — External**

Recruitment Plan. Supervisors or deans — in consultation with the department chair/head and an identified search committee chair, hiring authority or designate — will develop an annual recruitment plan for open positions, including strategies to develop diverse candidate pools. The Office of Equity, Access and Diversity Programs will offer search committees or hiring authorities expanded educational sessions on: developing a recruitment plan, crafting position descriptions, reviewing documentation, crafting interview questions, analyzing results, matching the best candidate to the position description, and insuring that candidates are treated professionally and kept posted on the status of the process. The recruitment plan should include the following.

Applicant Pool. Information on the available applicant pool for the position(s) (to be obtained from the Office of Equity, Access and Diversity Programs).

Past Searches. Information on the number of searches conducted over the last five years, number of candidates for each position, number of candidates interviewed, and individuals hired.

Responsibility: EADP

Process Review. The recruitment plan and the position advertisement will be attached to all search authorization requests submitted to: the Senior Vice Chancellor for Academic Affairs or the Vice Chancellor for IANR (for faculty/administrative positions); the appropriate Vice Chancellor (for managerial/professional positions); or the Department of Human Resources (for office/service positions).

Responsibility: Vice Chancellors/Human Resources

Essential Functions Review. Position descriptions, announcements, and advertisements will be reviewed by the appropriate Vice Chancellor to ensure they reflect the current characteristics of the position. We want to eliminate criteria that provide significant barriers to obtaining a diverse applicant pool.

Responsibility: Vice Chancellors

Candidate Review. As appropriate, the Associate Vice Chancellor for Academic Affairs, Associate Vice Chancellor for IANR, or Director of the Department of Human Resources will review the final applicant pool with the Office of **Equity, Access** and Diversity Programs before any offer is approved.

Responsibility: Associate Vice Chancellors/Human Resources

Search Processes – Internal

In the case of internal searches to fill administrative positions at the level of chair, director and above:

Recruitment Plan. Deans will develop, in consultation with a search committee chair, a recruitment plan with strategies to actively solicit applications from a diverse pool of candidates. The recruitment plan will contain information on the available applicant pool.

Responsibility: Deans

Process Review. The plan and position advertisement will be submitted to the Senior Vice Chancellor for Academic Affairs or the Vice Chancellor for IANR before the position is announced.

Responsibility: Academic Affairs/Vice Chancellor IANR

Candidate Review. The final applicant pool will be reviewed by the Senior Vice Chancellor for Academic Affairs or Vice Chancellor IANR before any reassignment or offer is approved.

Responsibility: Academic Affairs/Vice Chancellor IANR

Tracking Offers. Department chairs/heads will submit to the Office of **Equity, Access** and

Diversity Programs the names of any applicants who have declined interviews or rejected offers of employment, so that it becomes possible to track the reasons for non-acceptance. Surveys will be summarized and reported on annually.

Responsibility: EADP

INITIATIVE 2 — DUAL CAREER PROGRAM

Current Practices:

Target Population. The Dual Career Program plays an important role in the recruitment and retention of excellent faculty and administrators at UNL. It is important that the program have sufficient resources, not only to maintain its current level of success, but also to meet new challenges and demands. The *Gender Equity Task Force Report* recommended increasing staff time and fellowship support for the UNL Dual Career Program. The current program, however, does not address long-term solutions for academic partners. It is aimed at faculty whose academic partner is at an early point in his or her academic career (the one-year Faculty Fellowship Program) or where the partner is interested in non-academic employment.

Recommendations:

Coordinated Advertising. The Senior Vice Chancellor for Academic Affairs and the Vice Chancellor for IANR will coordinate the advertising of faculty and administrative openings at UNL with our sister campuses and with private colleges and universities in the area.

Responsibility: Academic Affairs/Vice Chancellor IANR

Managerial and Professional Positions. Resources will be identified for dual career internships for managerial/professional partners of new faculty and managerial/professional staff.

Responsibility: Human Resources

INITIATIVE 3 — ANCILLARY EFFORTS

Recommendations:

Exchange Programs. Enhance exchange programs (in the United States and abroad) for faculty and staff.

Responsibility: International Affairs/Graduate Studies

Distinguished Scholars. Bring distinguished scholars to campus for long-term visits.

Responsibility: Academic Affairs/Vice Chancellor IANR/Deans

INITIATIVE 4 — INCREASING FACULTY DIVERSITY***Current Practices:***

Gender and Racial Diversity Plan. A *Plan for Increasing Diversity within the Faculty* has been implemented. It contains new recruitment initiatives to ensure we reach and attract an expanded pool of highly qualified applicants.

Women Faculty. Over the next five years (1997-2002), increase in the overall representation of tenured and tenure-track women faculty at UNL so the percent of women faculty exceeds the midpoint of UNL's peer institutions.

Minority Faculty. Over the next five years (1997-2002), increase the overall representation of tenured and tenure-track minority faculty at UNL so the percent of minority faculty exceeds the midpoint of UNL's peer institutions.

Funding. The Office of the Academic Affairs will redirect \$400,000 of permanent funds to colleges as bridge funding for recruitment packages that are attractive and competitive.

Recommendations:

Incentives. The Deans and Academic Affairs will provide incentives to units that successfully diversify their staffs. Incentives could include enhanced equipment funds or enhanced travel funds.

Responsibility: Academic Affairs/Vice Chancellor IANR/Deans

Mission Statements. Department mission statements will include a commitment to and plan for diversity.

Responsibility: Deans/Department Chairs/Heads

Best Practices. Vice Chancellors will identify ways for units/departments to share good practices for recruitment and retention.

Responsibility: Academic Affairs/Vice Chancellor IANR

INITIATIVE 5 — DISTINGUISHED VISITING SCHOLARS PROGRAM***Current Practices:***

Senior Scholars. The presence at UNL of recognized, senior level scholars who are members of under-represented groups has a positive impact on diversity. This representation is needed throughout the institution, especially in colleges and departments where tradition and culture has limited the diversity of scholars. While it would be difficult for UNL to recruit significant numbers of such distinguished individuals, we can develop a program to "borrow" scholars.

Recommendations:

Distinguished Visiting Scholars Program. UNL will seek funding, both university and non-state, to implement a Distinguished Visiting Scholars Program. Departments will recruit the scholars (taking advantage of existing partnerships agreements) who will make a long-term (3-5 year) commitment to UNL. Their on-campus commitment will be for a specified period of time each year — at least 2 weeks per visit; ideally an occasional semester or summer session. Scholars will collaborate with our regular faculty on research, teaching and/or outreach activities. They will work with our students in the field, but will also address cultural/diversity issues (including race, gender, age, disability, religion or sexual orientation) important to the field. The program will provide the senior level contacts to recruit and retain junior level faculty.

Responsibility: Academic Affairs/Vice Chancellor IANR

INITIATIVE 6 — MULTI-CULTURAL TEACHING FELLOWS PROGRAM**Current Practices:**

Multi-Cultural Teaching Fellows Program. The Multi-Cultural Teaching Fellows Program (MTF), administered by the Graduate Studies, invites scholars from under-represented groups who are recent Ph.D. graduates to teach at UNL in the summer. MTF provides the scholars and their respective departments the opportunity to “look over” a teaching appointment at UNL with the possibility of being hired by a department. As a recruitment strategy, this program has yielded six tenure track hires at the assistant professor level.

Recommendations:

Expansion of Program: The Graduate Studies will explore expanding the program by:

Identification of Gaps. The Graduate Studies, Academic Affairs, and the Colleges will identify gaps in core academic programming, e.g., Asian American history and Native American arts.

Long-range Plan. The Graduate Studies, Academic Affairs, the colleges and departments will develop a long-range programmatic plan to prioritize hiring in the above areas.

Recruitment. The MTF program will be expanded to recruit in these areas.

Hiring. A central pool of permanent funds will support hiring in these areas.

New Fellows Programs. The MTF program will be expanded to include a Research Fellows Program and an Outreach Fellows Program.

Responsibility: Graduate Studies/Academic Affairs/Vice Chancellor IANR/Deans

INITIATIVE 7 — ETHNIC STUDIES AND WOMEN’S STUDIES**Current Practices:**

Ethnic Studies and Women’s Studies. The strength of the Institute for Ethnic Studies and the Women’s Studies Program manifests the University’s commitment to racial and gender diversity.

Recommendations:

Faculty Lines. The University will develop strategies to strengthen faculty lines in both

programs and will recruit and/or promote senior faculty to share leadership responsibility for these programs.

Responsibility: Academic Affairs

Joint Appointments. The University will partner with the two programs and appropriate departments to fund joint appointment faculty lines, particularly at the senior level, in Ethnic Studies and Women’s Studies.

Responsibility: Academic Affairs

Funding. UNL will increase funds for program support.

Responsibility: Academic Affairs/Deans

INITIATIVE 8 — INCREASING EMPLOYEE DIVERSITY

Recommendations:

Diversity Plan. *A Plan for Increasing Diversity within Office/Service and Managerial/Professional Employees* will be developed. The goal is to increase women and minority representation in units where they are currently under represented. This plan will be aligned with the University of Nebraska-Lincoln Affirmative Action Plan.

Responsibility: EADP/Human Resources

GOAL 4 INITIATIVES

GOAL 4: *Create a truly diverse community of students that reflects both our multi-cultural society and individual differences and achieve among students representative numbers of groups historically denied access because of race or gender.*

INITIATIVE 1 — GRADUATE STUDENT RECRUITMENT*Current Practices:*

Office of Graduate Studies. The Office of Graduate Studies has initiatives to recruit minority students and women in disciplines where they are under represented.

Recruitment Grants. Grants support departmental recruitment efforts at institutions with high minority enrollments.

Graduate Recruitment Fairs. The Office participates in and supports attendance at graduate recruitment fairs of institutions with which UNL has a relationship or at institutions with a history of sending students to UNL (e.g. Mississippi universities, New Mexico Highlands University, Grambling, and southern Texas universities).

Big XII Minority Graduate Council. Travel to one annual meeting of the Big XII Minority Graduate Council is supported.

Campus Visits. The Office supports campus visits by top racial and ethnic minority and women graduate prospects applying to programs where they are under represented.

Summer Research. Summer research opportunities for students from under-represented groups (SUROP) are supported.

Coordinator of Graduate Student Services. A coordinator of graduate student services works with NU colleges and programs, other universities, and professional or association meetings to enhance recruitment efforts — especially those recruiting racial and ethnic minorities and women in fields where they are under represented

INITIATIVE 2 — RONALD E. MCNAIR PROGRAM*Current Practices:***Ronald E. McNair Post-Baccalaureate Achievement Program and the Student**

Opportunities and Services Program. Under the aegis of Multi-Cultural Affairs and the Office of Graduate Studies, the McNair Program provides information and opportunities for graduate education. The McNair Program allows 30 qualified undergraduate students to pursue doctoral degree programs. It is estimated that 75 percent of program participants actually enroll in doctoral degree granting programs. Both programs work with UNL Nebraska EPSCoR to provide up to eight \$5,000 technical science summer research internships for under-represented racial minority students entering Graduate School at UNL. Up to four, \$14,500 one-year graduate assistantships are available for under-represented minority students entering graduate school at UNL. The Graduate College provides application fee waivers for under-represented racial minority Ronald E. McNair Scholars from all 99 project programs in the U.S.

INITIATIVE 3 — STUDENT RECRUITMENT AND ADMISSIONS***Current Practices:***

Outreach. The Office of Admissions collaborates with various departments to reach under-represented racial minority students. Initiatives include marketing tools (e.g., a multi-cultural brochure and video) and campus events (Multi-Cultural Senior Days, Multi-Cultural Achievers Banquet for seniors, Multi-Cultural Invitational for 10th and 11th graders, and Middle School Pep Rallies). The Office engages in community networking with the Urban League, Chicano Awareness Center, the Malone Center, the Hispanic Center and the Indian Center. It supports attendance at college fairs in Iowa, Missouri and Illinois that are geared toward students of color.

Recruitment Programs. The Office of Multi-Cultural Affairs assists the Office of Admissions in student recruitment.

Minority Students. The Minority Assistance Program (MAP) provides information about services for racial minority students during Red Letter Days, New Student Enrollment, recruitment days, and the Summer Institute for Promising Scholars.

Low-Income and First Generation Students. The Educational Talent Search Program (ETS) and the National Youth Sports Program enhance the college exploration process for low-income and first-generation youth in Lincoln.

Student Opportunities and Services. Student Opportunities and Services provide information about the program to the Office of Admissions staff, as well as prospective students and the community.

Transportation Careers. The ETS Program, in partnership with Mid-American Transportation Center, enhances the academic summer program and introduces under-represented, low-income youth to transportation career options.

Volunteer Experiences. The ETS Program and Tabitha Health Care Services have a “Learn and Serve Grant” that provides volunteer experiences for under-represented, low-income youth.

Summer Institute for Promising Scholars (SIPS). Under the auspices of the Vice-Chancellor for Student Affairs, SIPS is a six-week residential institute for high school seniors who will be attending UNL in the coming fall semester. As a summer residential learning community, SIPS offers participants an interactive classroom environment, leadership development opportunities, meaningful community service, part-time employment on campus, orientation to student services, and the opportunity to form relationships with faculty, staff, and other students.

Recommendations:

Recruitment. Each College working with the Office of Admissions will develop a plan to recruit under-represented racial minority undergraduate students and will coordinate the recruitment efforts.

Responsibility: Deans/Admissions/Faculty

Increased Participation. The Office of Admissions will forge stronger links between academic affairs, student affairs, departments, and faculty to bring more students to current campus events.

Responsibility: Admissions

Summer Institute for Promising Scholars (SIPS). Continue to provide funding for SIPS to both Nebraska and out-of-state prospective students.

Responsibility: Student Affairs.

INITIATIVE 4 — SCHOLARSHIPS

Current Practices:

Financial Aid. The Office of Scholarships and Financial Aid (OSFA) administers scholarship programs focused on minority groups in all fields of study. Special programs seek to increase the representation of minorities and women in the areas of the sciences, engineering and business. OSFA distributes a Spanish language version of the Free Application for Financial Student Aid (FAFSA).

Recommendations:

Scholarships. Continue scholarship support for the Davis Scholarship, Larson Scholarship, Gupta/Larson Scholarship, Minority Distinguished Scholar Award, and the Summer Institute for Promising Scholar Award for prospective students of color.

Responsibility: Admissions/Scholarships & Financial Aid/Student Affairs

Exchange Programs. Enhance exchange programs (in the United States and abroad) for students. **Responsibility: International Affairs/Graduate Studies**

International Students. Recruit more international students.

Responsibility: Admissions/International Affairs/Graduate Studies

ASSESSMENT

The diversity plan is dynamic; thus Initiatives will be launched with appropriate campus input as soon as feasible. The Initiatives will be assessed periodically (2 years) by the Diversity/Gender Equity Resource Group, so the plan can be adjusted to meet our goals.

PURPOSE

Opinion sessions, focus groups, reproducible cultural audits and climate inventories will meet the following objectives.

Participation. Encourage campus constituents to contribute to the University's on-going assessment of campus climate.

Feedback. Obtain feedback on campus climate and diversity.

Updates. Revise existing documents.

Communication. Create on-going, meaningful communication.

Analysis. Analyze progress.

FORUMS

Annual campus open forums will assess progress toward our goals and allow input into the plan.

ASSESSMENT PLANS

During the next two years (1999-2001), colleges and departments will develop and implement an assessment plan for the Comprehensive Education Program, including diversity as expressed in Integrative Studies and Essential Studies. Both the plan and the student learning outcomes will be included in the annual report to the Senior Vice Chancellor, Mid-Cycle Review of Program Assessment Activities and either the Academic Program Review or Accreditation Review.

DIVERSITY/GENDER EQUITY RESOURCE GROUP

The Diversity/Gender Equity Resource Group will gather information and report each year on:

Search Process. The total number of searches completed for faculty and staff and the number of positions filled by women and/or people of color.

Diversity Initiatives. Diversity initiatives, including recruitment of and educational programs for faculty, staff, and students during the past year.

Annual Evaluation. Results of the annual evaluation of administrators and supervisors.

Exit Interviews. Results of exit interviews and the tracking surveys of those declining offers.

ANNUAL REPORTS

The Office of **Equity, Access** and Diversity Programs will report annually to the Chancellor on the status of UNL's recommendations to enhance campus diversity.

DATA

Integrated Postsecondary Education Data System (IPEDS), American Association of University Professors (AAUP) and an internal data set developed by Institutional Research and Planning (IRP) will be used to track UNL's progress toward achieving race and gender equity.

Workforce Analysis Data. Institutional Research and Planning and the Office of Equity, Access and Diversity Programs will provide work force analysis data to track changes

in departmental diversity.

Tenure and Promotions. The Office of the Senior Vice Chancellor for Academic Affairs will report annually all tenure and promotion decisions by gender and ethnicity.

Salary Equity Study. IRP will provide an annual update of the salary equity study, last done in 1996.

Profiles. *Profiles* will be used to analyze institutional characteristics and make projections.

Student Data. IRP will develop retention and recruitment data for students.

INTER-CAMPUS COORDINATION

The individuals who monitor diversity/gender equity on each of the four UNL campuses meet at least once each semester with the newly appointed Assistant to the President for Diversity to exchange ideas and review plans and progress.

SUPPORTING DOCUMENTS

The *Diversity Plan for UNL* is guided by goals and principles previously adopted, articulated and contained in:

Strategic Plan and Agenda, UNL, October 9, 1996

Minority Affairs Goals and Strategies, approved by the Board of Regents, February 1993

Gender Equity Goals and Strategies, approved by the Board of Regents, September 1991

Report of the Gender Equity Task Force to President Dennis Smith, August 1997

UNL's non-discrimination policy:

It is the policy of the University of Nebraska-Lincoln not to discriminate based on gender, age, disability, race, color, religion, marital status, veteran's status, national or ethnic origin, or sexual orientation.

LB 389, passed 1997

Resolution Agreement for Preventing and Remediating Racial Harassment, between UNL and the Office of Civil Rights, September 1998

1999 Report to the Board of Regents, submitted by the University-wide Committee on Diversity

1999 Report on Progress toward the Regents' Gender Equity Goals and Strategies, submitted by the UNL Chancellor's Commission on the Status of Women