



ANNUAL DIVERSITY REPORT 2021



RECOGNITION OF LAND

The University of Nebraska-Lincoln is a public, land-grant institution with campuses and programs across the state that reside on the past, present, and future homelands of the Pawnee, Ponca, Oto-Missouria, Omaha, Dakota, Lakota, Arapaho, Cheyenne, and Kaw Peoples, as well as the relocated Ho-Chunk (Winnebago), Iowa, and Sac and Fox Peoples. Our opportunity to impact the State of Nebraska and beyond and occupy these lands is a result of a history of Native and Indigenous peoples' experience of displacement, violence, settlement, and survival—which continue

As a land-grant institution, we strive to connect the land, knowledge, and access. Truth and acknowledgment are critical to building mutual respect and connection across all barriers of heritage and difference. We begin this effort to acknowledge what has been buried by honoring the truth. We are standing on the ancestral lands of the First Peoples who occupied this area we now call Nebraska. We pay respects to Native elders past and present.

Special thanks to Dr. Margaret Huettl, former assistant professor of history and ethnic studies at UNL and currently director of Indigenous Studies and assistant professor of history at the University of Wisconsin-Oshkosh, and the faculty, staff, and students who contributed to the research on Native and Indigenous peoples and lands of Nebraska.



STATEMENT FROM THE VICE CHANCELLOR

Welcome to the inaugural Annual Diversity Report presented by the University of Nebraska-Lincoln Office of Diversity and Inclusion, or ODI. This report reflects ODI's goal to provide updates and insights on the office's and university's progress on advancing inclusive excellence and provide recommendations on how we build on our momentum.

Since the start of my inaugural role and the office in 2019, we have been focused on learning from the Halualani and Associates Report, the N150 Commission findings, and the histories and stories of diversity, equity, and inclusion (DEI) as told by those who have been engaged in long-term efforts. What we learned from listening, documents, and artifacts was that while there were many efforts at a microlevel (e.g., programs, courses, individualized service and engagement), there had not been comprehensive, institutional change.

In order to scale DEI to a macrolevel, one of the first priorities for the office was to build capacity for ODI and for the institution. This entailed adopting a collective impact approach; additionally, we needed to strengthen our central institutional support, develop a common language or agenda, establish a working framework for inclusive excellence, and engage leaders on inclusive excellence as a practice and mindset. As a result, ODI created the Council on Inclusive Excellence and Diversity, or CIED. CIED comprises leaders from primary units, academic colleges, and governing bodies and DEI professionals, and is designed to build capacity among leaders to advance our institutional prowess for inclusive excellence.

Continued momentum and capacity building called for further organizing ODI. In 2019, the office expanded from my role to include two new staff members (i.e., executive assistant and assistant vice chancellor for strategic initiatives) and graduate assistants; and in 2020, three roles shifted centrally: director for faculty diversity and inclusion (0.49 FTE); assistant vice chancellor for student affairs (now assistant vice chancellor for inclusive student excellence); and director of staff diversity and inclusion (now assistant vice chancellor for inclusive leadership and learning). The reorganization better positioned our amazing ODI team to support the university through what would be a challenging time for our country and university. ODI responded with our Commitment to Change, developed resources and education modules, hosted conversations on a variety of topics, and provided consultations with departments.

Further, ODI directed its attention to supporting the university in its institutional goal to be a place where every person and every interaction matters through monitoring the N2025 inclusive excellence and diversity aim and its Journey for Anti-Racism and Racial Equity. These two bold endeavors required ODI to provide leadership and support to assist our institution in moving from ideas to action. In addition to supporting the university, ODI set eight initial objectives to guide the formation of the office. We directed our attention toward: increasing communication and coordination across the university, building culture, climate, and community, developing leaders and learning opportunities, informing and shaping policies and practices, creating structures, supporting strategy development among units, and branding inclusive excellence at UNL.

In the next phase of our development, ODI has set its attention to our internal strategic planning process where we focus on six key areas. You can read more about them, along with our newly developed vision and core values, in this report and on our website. Part of our strategic plan includes monitoring our institutional progress toward inclusive excellence and diversity.

The Annual State of Diversity, combined with this Annual Diversity Report, is our action step in this goal. The Annual Diversity Report presents an update on the Office of Diversity and Inclusion and highlights selected efforts, collectives, and offices across the university. These efforts enhance our understanding of diversity, equity, and inclusion and demonstrates how inclusive excellence can be fully integrated in our teaching, learning, research, creative activity, operations, and engagement.

The report also includes a snapshot of our diversity data, which allows us to better understand the current state of representation and how individuals of different identities might experience the university. The report is an opportunity for us all to celebrate the contributions of many and be inspired to continue the change needed to make Nebraska a place where every person and every interaction matters.

Marco Barker, PhD
Vice Chancellor for Diversity and Inclusion



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OFFICE OF DIVERSITY AND INCLUSION

The Office of Diversity and Inclusion (ODI) was created in 2018 as a culmination of the efforts of engaged members of our campus community advocating for diversity and inclusion leadership, an institutional study by nationally renowned diversity experts Halualani and Associates, a series of workgroups and committees identifying needs, and a five-year university-wide effort to address equity, diversity, and inclusion at Nebraska. There was a real interest in investing time and resources to identify the needs of the institution and the scope and role of a central office.

The office provides vision, leadership, and advocacy in fostering an inclusive, equitable, and welcoming campus central to the land-grant mission of UNL; leads and facilitates the development of institutional policies, protocols, and practices intended to create a more equitable and inclusive campus culture; and utilizes an inclusive excellence framework to foster an engaged, creative, and innovative learning environment for all. The vice chancellor for diversity and inclusion reports to the chancellor.

VISION AND VALUES

The office's vision builds on our belief at UNL that we should create a positive culture and safeguard equity, inclusion, dignity, and respect for all. Specifically, ODI's vision is to facilitate and foster collective action toward the creation of a learning, living, and working environment and culture where inclusive excellence is understood, embraced, and enacted through our policies, practices, and engagement.

At the University of Nebraska, we strive for excellence in all that we do. True excellence requires that each individual be able to work and learn in an atmosphere of respect, dignity, and acceptance. Our commitment to diversity and inclusion requires each of us to continuously ensure our interactions be respectful, protect free speech, and inspire academic freedom. (For complete information: <https://www.unl.edu/about/role-mission/>.)

Our ODI values, below, reflect our core mission and our path toward inclusive excellence.

- Belonging
- Professional growth and transformative leadership
- Collective Impact
- Open, authentic, and reciprocal communication
- Inclusive excellence
- Social justice
- Accountability

STRATEGIC PRIORITIES 2022-2025

The Office of Diversity and Inclusion has identified six core areas to shape and guide the internal and external operations of the unit, all aligning with our mission of leading inclusive excellence at Nebraska and our commitment to excellence guided through operational excellence.

These core areas are:

- **Assessment, Research, and Evidence-Based Practice.** Develop assessment and research practices that support evidence-based programming and improve programming, positioning ODI as an internal and external resource for evidence-based diversity and inclusion approaches.
- **Campus Climate and Education.** Develop and implement high quality, campus-wide experiences and educational resources that model promising practices, engage campus and community constituents, and contribute to the creation of an inclusive institutional culture and climate.
- **External Relations and Community Engagement.** Develop, strengthen, and enhance ODI's relationships with external partners, alums, and the community.
- **Faculty and Staff Recruitment and Retention.** Develop programs and resources to build UNL's capacity to recruit and retain a diverse faculty and staff and create inclusive pathways for professional growth and leadership development, while elevating

UNL's commitment to being a place where all faculty and staff can thrive and succeed.

- **Infrastructure.** Position ODI's staffing, structures, resources, communications, systems, and processes to meet institutional, local, and national trends and needs and enhance unit effectiveness.
- **Student Success and Engagement.** Leverage and develop student success and retention programs that address gaps in promoting inclusive student excellence; and reduce institutional barriers that exacerbate achievement inequities among racial, ethnic, and cultural student populations.

AREAS OF WORK

STRATEGIC INITIATIVES

Support and manage the development, growth, and goals of ODI, assist campus unit leaders in developing and implementing strategies for inclusive excellence, and play an instrumental role in advancing the University's diversity and inclusion strategy.

Responsibilities include: diversity strategic planning and implementation; new ventures and partnerships; and ODI-specific activities such as assessments and data analysis, communication and fundraising, budget and financial management, quality of programs, initiatives, and projects.

FACULTY DIVERSITY

Develop and implement faculty engagement activities and strategies to address diversity issues particularly relating to recruitment, promotion, and retention of faculty.

Responsibilities include: faculty diversity development and recruitment, Academic Diversity Committee support, Faculty of Color Symposium, and underrepresented faculty engagement.

INCLUSIVE LEADERSHIP AND LEARNING

Develop and coordinate efforts that build diverse talent searches, onboarding, retention, and success. Develop and lead education and training in support of formal diversity, equity, and inclusive-based practices and policies.

Responsibilities include: diversity education and training, inclusive leadership development, talent identification and search support, and UNL community building and support.

INCLUSIVE STUDENT EXCELLENCE

Develop and coordinate opportunities that increase the participation of minoritized students in high-impact practices and implement inclusive leadership activities and programs for all students.

Responsibilities include: Office for Academic Success and Intercultural Services, underrepresented student success and support, diversity and intercultural education for students, cultural heritage experiences and awareness, and advising and supporting recruitment and retention of diverse student populations.

UNIVERSITY COMMITTEES AND CAPACITY BUILDING

Develop and coordinate opportunities that increase collective and organized thinking and action, provide opportunities for collaboration and innovation, and provide opportunities to build capacity among leaders to advance our institutional prowess for inclusive excellence.

Opportunities: Council on Inclusive Excellence and Diversity, Diversity Engagement Team, Nebraska Community of Learners - Understanding Diversity Through Education (NCLUDE).

EXTERNAL AND COMMUNITY ENGAGEMENT

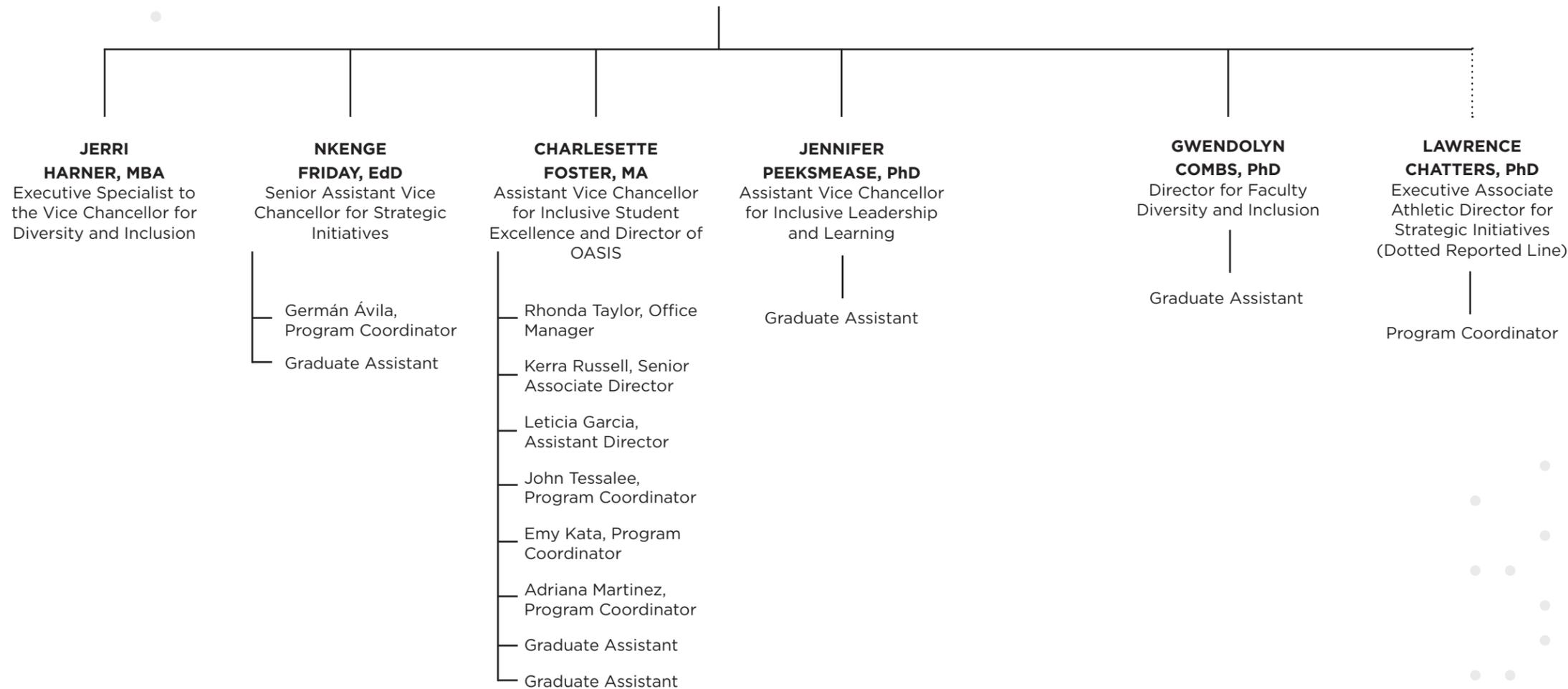
Establish practices and initiatives that focus on engagement and outreach through community networking, alumni relations, donor development, marketing, and outreach throughout the state to build increased visibility of UNL's diversity efforts, increased access to higher education for members of underrepresented groups, and greater responsiveness by the university to the interests of previously underrepresented communities.

Opportunities: UNL Vice Chancellor of Diversity Foundation Fund, diversity education and consultation, National Diversity Advisory Board.

OFFICE OF DIVERSITY AND INCLUSION ORGANIZATIONAL CHART

Office of the Chancellor
RONNIE GREEN, PhD
Chancellor

Office of Diversity and Inclusion
MARCO BARKER, PhD
Vice Chancellor



ACKNOWLEDGMENTS

The Office of Diversity and Inclusion is thankful for the support and collaboration of several partners in the development and release of its inaugural annual report.

We extend our gratitude and thanks to all members of the campus community in the sharing of information, data, and content critical to diversity, equity, and inclusion at the University of Nebraska-Lincoln.

A special thank you to the following units for ongoing support and partnership in the production and development of this report:

- Jacht Agency (report production)
- Institutional Effectiveness and Analytics (data reporting)
- Bureau of Sociological Research (data processing)
- University Communications (photography and editing)

The ODI Annual Report Committee

- Nkenge Friday, EdD, senior assistant vice chancellor for strategic initiatives
- Germán Ávila, M.Ed., program coordinator
- Jerri Harner, MBA, executive specialist to the vice chancellor for diversity and inclusion



***INCLUSIVE
EXCELLENCE
AT NEBRASKA***



NEBRASKA DIVERSITY, EQUITY AND INCLUSION IMPACT AWARDS

Instituted in 2021 and presented by the Office of Diversity and Inclusion, the Nebraska Diversity, Equity, and Inclusion Impact Awards recognize individuals and groups who actively advance diversity, equity, and inclusion in transformative and sustainable ways at the University of Nebraska-Lincoln.

CHARACTERISTICS OF AWARD WINNERS

Individuals or groups must have demonstrated a significant contribution toward creating a diverse and inclusive UNL community through the implementation of policies, research, procedures, initiatives and/or programs reflective of our core values and beliefs.

This should be reflected in one or more of the following areas:

- Embedding diversity and inclusiveness into a structural/institutional aspect of UNL (e.g., policy, procedure, tradition, vision statement, curriculum, etc.)
- Recruiting and retaining an excellent and diverse faculty, staff or student body
- Demonstrating advocacy for social justice and intercultural awareness

- Raising and deepening awareness of equity, inclusion, and diversity issues from research, employment, and service provision points of view
- Creating a welcoming and supportive campus climate through efforts such as visibility, communication, and education
- Valuing diversity and promoting cultural competency in transformative ways that impact individual/unit/organization/division/department activities
- Other areas critical to establishing inclusive excellence at UNL

Our inaugural Nebraska Diversity, Equity, Inclusion Impact Awards recipients for the 2020-2021 were:

- **Marianna Burks**, Diversity Leadership Staff Award
- **Stephanie Bondi**, Diversity Leadership Faculty Award
- **Batool Ibrahim**, Promising Undergraduate Student Leader Award
- **Brooke Wells**, Promising Graduate Student Leader Award
- **The Bureau of Sociological Research (BOSR)**, Collective Impact Award

GRAND CHALLENGES

Grand challenges are problems or opportunities of such magnitude that, if addressed, will positively impact society. They have their origins in complex causes and require a combination of transformative, interdisciplinary approaches to solve.

It is through this lens that the University of Nebraska-Lincoln commits to thinking bigger and working more strategically to deliver on its mission as the state of Nebraska's comprehensive research, land-grant institution and serve the greater good.

The foundation for this approach is in the second and third aims of UNL's N2025 Strategic Plan, which calls for the institution to **"Establish a culture at Nebraska committed to increasing the impact of research and creative activity"** and **"Focus research, scholarship, creative activity and student experiences to foster innovative, interdisciplinary endeavors and solve challenges critical to Nebraska and the world."**

The community has identified seven grand challenge thematic areas in which to focus its expertise and resources. Now, faculty are charged with imagining how their areas of research, scholarship, creative activity, and outreach intersect with these challenges and what specific opportunities within these areas they could work across disciplines to help solve. The Chancellor's Office and the Office of Research and Economic Development have committed \$40 million over four years to invest in strategic, goal-based solutions. (To read about the Grand Challenges go to <https://research.unl.edu/grandchallenges/>)



In Remembrance of Anna Shavers

February 12, 1946 - January 22, 2022



Anna Williams Shavers, 75, Cline Williams professor of citizenship law and associate dean for diversity and inclusion in the College of Law, was a tireless advocate for inclusion and justice. Shavers had served as a member of the University of Nebraska-Lincoln faculty since 1989. Her primary area of interest was immigration and its intersections with gender issues.

At Nebraska, Shavers served in a number of roles from the classroom to administration, including interim/acting dean for the College of Law; diversity and inclusion subcommittee chair on the N150 Commission; co-chair of the university's Interdisciplinary Conference on Human Trafficking Planning Team; and a co-leader of the university's Journey for Anti-Racism and Racial Equity.

Shavers was a strong advocate for inclusion, dedicating much of her distinguished career to making sure everyone felt valued and supported. In 2017 Shavers was recognized by the College of Law's Dean's Advisory

Board with the Distinguished Faculty Award for her work in supporting the college's mission and furthering her teaching and research. In 2020 she received both the Nebraska State Bar Association's Diversity Award and UNL's Chancellor's Fulfilling the Dream Award for her efforts to make the state's legal profession and our university as inclusive as possible.

She was faculty co-adviser for the Multi-Cultural Legal Society and Black Law Student Association, faculty adviser for the Muslim Law Student Association and the Anti-Trafficking Legal Advocacy Society, section delegate and former chair of the American Bar Association's Section on Administrative Law and Regulatory Practice, and a board member of the Midwestern People of Color Legal Scholarship Conference.

"We understood our roles as diversity officers as difficult and exhausting work but important, critical work. I admired her tenacity to find a path ahead despite the roadblocks; to find the right words when people may not want to listen; and to find the silver lining when the future seemed bleak. She had an uncanny ability to offer insight and wisdom that was perfectly and graciously analytical, practical, and sensible. She also married these approaches with humor. Maybe her style was a reflection of being an attorney and professor, but I think it was core to Anna—caring, smart, genuine, funny, and intuitive."

—Marco Barker—



INCLUSIVE EXCELLENCE IN RESEARCH

Inclusive excellence is designed to help colleges and universities integrate diversity, equity, and educational quality efforts into their missions and institutional operations. It calls for higher education to address diversity, inclusion, and equity as critical to the well-being of democratic culture. It is an active process through which colleges and universities achieve excellence in learning, teaching, student development, institutional functioning, and engagement in local and global communities. – American Association of Colleges and Universities (AAC&U)



DEIRDRE COOPER OWENS

Deirdre Cooper Owens, the Charles and Linda Wilson professor in the history of medicine and director of the Humanities in Medicine program, released a pivotal book, “Medical Bondage: Race, Gender, and Origins of American Gynecology.” It lays groundwork for understanding how structural racism was seeded in health care and how it continues to play a role in the health outcomes of minorities to this day, including in the COVID-19 pandemic, which is disproportionately affecting Black and Hispanic communities.

“One of the most promising things about heading up this department and doing the kind of work that intersects with history, race and racism, and gender, and all of these things, is, in the moment of this pandemic, people have really been looking to the medical humanities and folk who do the history of medicine to be able to provide context for where we are at this moment. People really want to understand this moment, in a way that doesn’t make them feel like this is new and exceptional.”



ALICE KANG

Alice Kang, associate professor of political science and ethnic studies, for the past seven years has been tracking when and how women broke the glass ceiling to be appointed to the highest courts in democratic countries. In a recently published study of 159 high courts in 124 countries over four decades — from 1970 to 2013 — Kang and her co-authors (researchers from Texas A&M University and Arizona State University) found that women often were appointed to high courts when the country was being influenced by the changing norms of nearby countries.

“Most scholarship that exists on women judges focuses on countries in the Global North. We have a really rich literature on the United States, and there’s more and more studies on Germany and France. One thing that scholars focus on in the Global North is whether the person choosing the judge is an elected or appointed official, because an elected official may feel more pressure to appoint a woman.”



KWAME AND LORNA DAWES

Kwame Dawes, George Holmes professor of English, Glenna Luschei editor of *Prairie Schooner*, and editor of the African Poetry Book series published by University of Nebraska Press, and Lorna Dawes, associate professor for University Libraries, were awarded a \$750,000 grant through the Andrew W. Mellon Foundation to lead an international team in the expansion of an online portal for African poetry. The three-year Mellon Foundation grant provides support for the portal’s next phases: expanding research and scholarship relating to African poetry and joining with other institutions to create a digital collections hub that will give access to materials held by institutions worldwide.

“Through poetry, humankind has a special power to express our deepest thoughts and strongest feelings. I am thrilled that the Mellon Foundation shares our recognition of understanding the importance of African history through poetry.” - Kwame Dawes



MARGARET HUETTL

Margaret Huettl, assistant professor of history and ethnic studies, assisted in the erasing of stereotypes and expanding of historical accuracy through an update to the classic Oregon Trail video game. Gameloft partnered with Apple Arcade to update and deliver Oregon Trail to the past, present, and future generations of players. A large part of that work included a push to eliminate historical inaccuracies and stereotypes regarding Native American people. Three Indigenous historians, including Huettl, assisted with the project.

“Particularly in popular culture there are very few positive or accurate representations of Natives. You don’t really think about it as a kid but growing up, Natives are constantly hit with negative connotations of our families. Too often, these depictions leave a lasting impact on self-worth and the value of our heritage.”



THERESA CATALANO AND PEIWEN WANG

Theresa Catalano, associate professor in the Department of Teaching, Learning and Teacher Education, and Peiwen Wang, TLTE research and teaching assistant, led a project to analyze the effects of the use of the term “China virus” and other racially charged terms by government officials and media outlets regarding the coronavirus in a variety of news and social media sources, as well as public comments and conversations connected to those sources.

“It has been eye-opening to see how social media can serve as a dominant channel for people to interact and assist in the politicization of health issues such as COVID-19. We found that social media can be sites of resistance, but they are also sites where solidarity and uniting of racist thought can occur.” - Theresa Catalano

INCLUSIVE EXCELLENCE ACROSS COLLEGES

SUMMARIES FROM THE COLLEGES

COLLEGE OF AGRICULTURAL SCIENCES AND NATURAL RESOURCES

The College of Agricultural Sciences and Natural Resources (CASNR) strives for excellence in all that we do. True excellence requires that each individual be able to work and learn in an atmosphere of respect, dignity, and acceptance. CASNR lives out our commitment for inclusive excellence through our core values of listening, learning, doing, and reflecting.

At CASNR, several workshops were hosted for faculty and students in conjunction with the Racial Equity Institute and the Cultivate Access Team, which provided opportunities for listening, learning, doing, and reflecting by all attendees.

- A mini-session course expanding on professional development and inclusive dialogue in the classroom was initiated
- Creation of the student-led organization – Minorities in Agriculture, Natural Resources and Related Sciences (MANRRS) – that welcomes students from all ethnic backgrounds
- A new digital badge – JEDI – explores aspects of cultural awareness, openness, and identity that are foundational to concepts of justice, equity, diversity and inclusion (JEDI)

COLLEGE OF ARCHITECTURE

Diversity and inclusion are central to our mission and pursuit of excellence at the College of Architecture. Each person has something to gain from and offer to our community of learning, discovery, and outreach. Our aim is to foster an inclusive culture with diverse perspectives united by the transformative power of planning and design. All are welcome in the college.

At CoA, the Hyde Lecture Series featured several underrepresented lecturers during the 2020–2021 academic year from across disciplines, united under the theme of “Building Justice – Design and Planning for a Just Society.” The lecture series started in 2008.

COLLEGE OF ARTS & SCIENCES

The College of Arts and Sciences (CAS) is a leader in expanding opportunities and reducing barriers for all

people in Nebraska and beyond through our enduring commitments to diversity, inclusion, and the relentless pursuit of scholarly excellence. We are acting on these core principles through the recruitment, retention, and advancement of diverse faculty, staff, and students, and by investing in education, research, and creative works that address systemic racism and inequality.

2021-2022 was the second year CAS required students to complete a course that meets a Human Diversity in US Communities requirement; 52 courses in the college now meet this requirement that is attentive to both content and pedagogy. Every academic unit in CAS has utilized course-level data to develop plans to support student success and reduce equity gaps. In 2021-22, our Strategic Priorities Grants supported research and creative activities dedicated to anti-racism. Search-related processes were updated with a focus on diversity, which included the development of an expanded template for unit Diversity Recruitment Plans.

In spring 2022, we celebrated fifty years of racial justice education in the Institute for Ethnic Studies and began offering a new minor—Racial Justice, Equity, and Inclusion.

COLLEGE OF BUSINESS

At the College of Business, we believe in the power of every person. This belief is at the core of everything we do and is at the center of our commitment to fostering a more inclusive community. We believe in fully embracing diversity in all forms seen and unseen, making inclusion a top priority, promoting equity across our policies and practices, and ultimately ensuring that excellence is inclusive.

The CoB offers many avenues to explore inclusive excellence, with several student organizations embodying the college’s core beliefs, like Business International Student Association, Multicultural Business Student Association, National Association for Black Accountants, Pride in Business, and Undergraduate Women in Business. In spring 2021, a Diversity and Inclusion Gathering Space — or DIGS — was unveiled to serve as a hub for a student community and maximize the connections and conversations among those who inhabit it.

COLLEGE OF EDUCATION AND HUMAN SCIENCES

The College of Education and Human Sciences is home to 39 majors – ranging from Communication Sciences



and Disorders to Textiles, Merchandising and Fashion Design – each of which may have their own diversity statements or refer to the core beliefs laid out by the university. Both the Departments of Educational Psychology and of Teaching, Learning and Teacher Education have published updates to their websites or diversity statements acknowledging the 2020 death of George Floyd and the Black Lives Matter movement.

The Department of Educational Administration launched a new master’s degree in school administration specifically to expand the pool of school principals for Indigenous education. Faculty worked with the associate dean for DEI and Nancy Engen-Wedin, director of our Indigenous Roots program, on “Creating a Welcoming Climate for Indigenous Students.”

The Department of Educational Psychology concluded a student-initiated department review conducted by an external consultant. The semester-long review, which resulted in recommendations for action steps, is part of the department’s commitment to addressing the diversity and equity climate in the department.

The leaders of the Racial Literacy Roundtables (RLR), a group organized by faculty and students in CEHS, received the 2022 Inclusive Excellence Collaboration Award from the president of the NU system. In addition to its roundtables, RLR sponsored “A Week of Dialogue to Launch Black History Month.”

The Teachers of Color Summit attracted approximately 200 classroom teachers and paraprofessionals from across Nebraska. This was the second annual summit organized by the Department of Teaching, Learning, and Teacher Education. Undergraduate students who are members of the Future Teachers of Color group led by TLTE faculty Dr. Amanda Morales participated in the summit.

COLLEGE OF ENGINEERING

The College of Engineering is committed to increasing diversity and inclusion among our faculty, staff, and student body. Having more diverse faculty and staff strengthens our ability to educate and develop the future workforce of Nebraska by providing role models for diverse students and a place at the table for diverse opinions to be considered as we move the college forward. Educating a more diverse student body provides all students with greater opportunities to learn how to listen, consider, and respect diverse viewpoints, empowering them to be positive citizens for the future.

One of the ways COE celebrates diversity is seen in the Personal Diversity Stories page, which allows the stories of faculty, staff, and students to be showcased in conjunction with nationally recognized heritage months, while also tying in current events in the engineering world and keeping UNL alumni informed with how COE has continued to grow.

COLLEGE OF FINE & PERFORMING ARTS

Diversity and inclusion are central to our mission and pursuit of excellence here at the Hixson-Lied College of Fine & Performing Arts. Each person has something to gain from and offer to our community of learning, discovery and outreach. Our aim is to support and contribute to the collaborative multicultural and intercultural programs that each school within the college provides and to serve as a cultural resource for the state through exhibitions, performances, and educational outreach programs.

The We Are Nebraska Internship—co-sponsored by the Colleges of Law, Education and Human Sciences, Arts & Sciences, Business, Engineering and Agricultural

Sciences and Natural Resources and the Executive Vice Chancellor — allows any UNL student to explore and express their personal stories and social impact through improvisational theatre techniques. The Glenn Korff School of Music hosted “Mosaic”, a festival focused on kickstarting commitment to more inclusive and equitable curriculum and public performances.

COLLEGE OF JOURNALISM AND MASS COMMUNICATION

Diverse viewpoints and inclusion are vital to the role of journalism and central to the mission that we at the College of Journalism and Mass Communications hold every day. We value diversity of people and ideas to foster discovery and creative, collaborative problem solving. Our students and graduates face the future with confidence, prepared to nimbly evolve with the changing media landscape.

At CoJMC, the inaugural Anchor Week - a celebration of diversity and inclusion, which featured mini-sessions on social justice through non-violent communication and Husker Dialogue type sessions - was launched by Jacht Agency in 2021. The Jacht Agency is a full service, student-run advertising agency founded in 2010.

COLLEGE OF LAW

Our excellence is our people. Together, we create and foster connections within the broader university as well as local, national, and international communities, develop and promote areas of excellence, and produce well-rounded graduates to enhance Nebraska Law’s impact.

The CoL was awarded the Inclusive Excellence Collaboration Award—given to two or more academic units that move the university toward inclusive excellence—in 2020 for our Rural Law Opportunities Program and the Underserved Law Opportunities Program. The RLOP aims to ensure all Nebraskans have access to legal representation by encouraging the practice of law in the state’s rural communities. The ULOP aims to provide the opportunity for a legal education for students in underserved communities, and to encourage students to provide legal services to those communities.

UNIVERSITY LIBRARIES

At the core of our campus and library is inclusive excellence. As defined by UNL, this commitment means that “[w]e believe in fully embracing diversity in all forms seen and unseen, making inclusion a top priority, promoting equity across our policies and practices, and ultimately ensuring that excellence is inclusive.” Our

ambition is to make this commitment present in each of our objectives and in everything we do at the University Libraries. [2020 Strategic Plan]

In our commitment to inclusive excellence, the University Libraries integrates diversity, equity, and educational quality efforts into its mission and institutional operations. We will be organizing conversations about how we see inclusive excellence playing out in our planning and daily responsibilities. The Diversity and Inclusion Committee drafted the following statement to focus our discussion.

“In our institutional operations, we embrace differences in our library collections, facilities, spaces, and services, as well as among the people who use and work in the UNL Libraries. We strive to create opportunity for full participation from people of all backgrounds across our public-facing library operations, and for all of our faculty and staff, across all backgrounds, in our internal operations and processes. We believe that UNL and the University Libraries only do well when every individual student, faculty, and staff member does well.

To achieve inclusive excellence, we recognize that we must consider the experiences of all, even when they are not present, or we do not understand them. We recognize that we must work continuously to make everyone feel included.”

Significant additions to our resources were the USC Visual History Archive and Hispanic American Newspapers: 1808-1980. The Visual History Archive is an extensive collection of interviews and videos from eyewitnesses and survivor testimonies of genocides and mass violence, including the Holocaust, the Nanjing Massacre in China, the Guatemalan Genocide, the Tutsi genocide in Rwanda, and others across the world. Hispanic American Newspapers is one of the largest compilations of Hispanic and Spanish language newspapers covering this period. These valuable resources will provide faculty and students access to the authentic voices of racial and ethnic groups.





EVENTS

STATE OF DIVERSITY



The Office of Diversity and Inclusion hosted its third annual State of Diversity forum on October 28, 2021. Since 2019, this event has provided historical and key data points, reporting, and measurements of our institutional progress toward inclusive excellence.

The event was offered in a hybrid format. The forum provides the campus community with critical diversity updates, highlighted the achievements and successes of inclusive excellence at Nebraska, and featured a panel of nationally recognized diversity experts and leaders.

The forum featured the following diversity leaders across the country, in a moderated conversation with Vice Chancellor Marco Barker.

2021 PANEL DISCUSSION ON DIVERSITY



Amer F. Ahmed
Vice provost for diversity, equity, and inclusion at the University of Vermont



Allison Davis-White Eyes
Vice president of diversity, equity, and inclusion and associate faculty at Fielding Graduate University



Georgina Dodge
Vice president for diversity and inclusion at the University of Maryland



Antonio Farias
Vice chancellor for diversity, equity, and inclusion at the University of Colorado, Denver

MLK WEEK 2022

Each year, the Office of Diversity and Inclusion presents a week-long celebration of the legacy of Dr. Martin Luther King Jr. Events are designed to facilitate both reflection and action toward a better appreciation of and respect for the dignity of every person.

The 2022 MLK Week theme, “When the problems of the world are gigantic in extent and chaotic in detail, give us the power of endurance,” was inspired by a quote by King.

“This year, we worked diligently to provide opportunities for several ways of engagement — whether that be through community service, informational panels, or conversations with national thought leaders,” said Nkenge Friday, chair of the MLK Week committee.

“MLK Week 2022 is designed to ignite in our community ongoing ways to engage in the critical work of inclusive excellence through intentional actions.”

As part of its MLK Week observance, the Fulfilling the Dream awards for 2022 were presented to Batool Ibrahim, senior global studies and political science major, and Judi gaiashkibos, director of the Nebraska Commission on Indian Affairs and an enrolled member of the Ponca Tribe of Nebraska.

Presented during the university’s annual MLK Week observance, the annual awards honor the life and legacy of King. The honors are reserved for individuals who have contributed to the university or Lincoln communities through their action in promoting King’s goals and vision.



MLK Week 2022

2022 events included:

- **Jan. 18:** Dish It Up
- **Jan. 18-21:** MLK Community Service (over 2,000 meals packed)
- **Jan. 19:** MLK Commemorative Celebration (featuring Lisa Ling)
- **Jan. 20:** MLK Mentoring Luncheon
- **Jan. 21:** APU MLK Banquet

HUSKER DIALOGUES

Husker Dialogues is an annual initiative designed to introduce first-year students to communication resources and tools to engage in meaningful conversations to help create an inclusive community.

Husker Dialogues is operated through the Office of Diversity and Inclusion. It includes a community of supporters (students, faculty, staff, and community partners) who serve in a variety of capacities that include conversation guides to facilitate the discussion between first-year students, logistical coordination and support, communication and marketing services, curriculum development and learning resources, and campus and community outreach teams.



1,300

**FIRST-YEAR STUDENTS
ATTENDED THE EVENT IN 2021**

92.8%

of attendees agreed that the student stories increased their awareness of diversity in the campus community

90.47%

of attendees found the event thought-provoking

92.13%

of attendees agreed that learning about diversity and inclusion is important in their university experience

99.32%

of attendees agreed that the conversation guides promoted respectful discussion.

91.75%

of attendees felt more confident in discussing diversity and inclusion issues

74.86%

of attendees agreed that they will attend an event focused on diversity and inclusion in the next year

MULTICULTURAL HOMECOMING 2021

The University of Nebraska–Lincoln’s homecoming celebration featured six distinguished alumni of color returning to campus to share expertise within their respective colleges and directly with students. Organized by the Chancellor’s Commission on the Status of People of Color, the visits were part of Multicultural Homecoming events being offered during Homecoming Weekend 2021.

Participating alumni, year of graduation and respective college are:

- **Kevin Abourezk** (2012), Journalism and Mass Communications
- **Olukemi “Kemi” Akinyemi** (2004), Business
- **Brad Brooks** (1996 and 2006), Architecture
- **Pablo Rangel** (2011 and 2013), Arts and Sciences
- **Eulanda Sanders** (1997), Education and Human Sciences
- **Susie Owens** (2011 and 2019), Agricultural Sciences and Natural Resources

Also as part of Multicultural Homecoming, the Office of Academic Success and Intercultural Services inducted its fourth class into the Jackie Gaughan Multicultural Center Hall of Fame on October 1.

The hall of fame was created to honor outstanding multicultural alumni who have made a significant impact on students, university and community. All inductees embody inclusive excellence and continue to create positive and sustainable change in the community. The recognition is given to individuals who continue to serve as an advocate and support for students.

The 2021 Jackie Gaughan Multicultural Center Hall of Fame inductees are:

- **Romulo “R.J.” Vega**, Mexican American Student Association
- **Cynthia K. Gooch-Grayson**, Afrikan Peoples Union
- **Vernon J Miller**, University of Nebraska Inter-Tribal Exchange
- **Chau Nguyen**, Asian Student Union
- **Kalu Osiri**, Dr. Michael W. Combs Legacy award recipient
- **Marty Ramirez**, JGMC Influencer award recipient

FACULTY OF COLOR SYMPOSIUM

In 2020, the Office of Diversity and Inclusion held its inaugural Faculty of Color Symposium (FOC), an event to recognize the perspectives and unique experiences of faculty of color, observe scholarly contributions and successes, and determine paths forward in fostering a UNL community that celebrates diversity, inclusion, and equity in teaching, research, service, extension, and outreach.

The 2021 symposium, held on November 12, featured as keynote speaker Erika Tatiana Camacho, program director for the Social, Behavioral and Economic Sciences Directorate of the National Science Foundation (NSF), and panelists Kellina M. Craig-Henderson, deputy assistant director for the Social, Behavioral and Economic Sciences Directorate of the NSF, Joanna Nordhues, senior director of development for the University of Nebraska Foundation, and Jaci Klein, senior director of foundation relations for the University of Nebraska Foundation.

The FOC Symposium was organized by Gwendolyn M. Combs, director of faculty diversity and inclusion, Office of Diversity and Inclusion, and associate professor, Department of Management.

The faculty committee: Jeannette Eileen Jones, associate professor, Department of History and Institute for Ethnic Studies; Dai Shizuka, associate professor, School of Biological Sciences; Francisco Muñoz-Arriola, associate professor, Department of Biological Systems Engineering and School of Natural Resources; and Cynthia Willis-Esqueda, associate professor, Department of Psychology and Institute for Ethnic Studies

CEO ACTION

CEO Action for Diversity & Inclusion™ is the largest chief executive officer-driven business commitment to advance diversity and inclusion in the workplace. Chancellor Ronnie Green signed the CEO Action pledge in 2018, and the university remains Nebraska’s only higher education institution to join the CEO Action movement.

CEO Action hosted various engagement opportunities during the 2021-2022 academic year, including “A Conversation on Inclusive Leadership for Nebraska’s Future” on March 8, 2021. This event featured



moderator Sarah Bekele, Channel 4 KSNB Hastings evening news anchor and producer, and panelists Green; Barbara Bartle, Lincoln Community Foundation president, and Ava Thomas, Lincoln Journal Star president and publisher.

The event also featured a presentation by Helen Fagan, leadership and diversity scholar and practitioner, reflecting on the executive panel and providing information on being an inclusive leader.

E.N. THOMPSON FORUM

The mission of the E.N. Thompson Forum on World Issues is to bring a diversity of viewpoints on international and public policy issues to the university and the residents of the state to promote and encourage debate. Over the past three decades, the E.N. Thompson Forum on World Issues has established itself as one of the preeminent speaker series in higher education.

The forum returned with a new season for the 2021-2022 academic year that focused on racial equity and action. The season, titled “Moments of Reckoning: Global Calls for Racial Equity and Action,” included five speaking events as well as student panels, classroom visits, and discussions.

“When we have opportunities to meet people who are truly changemakers, it’s important to meet them. It’s important to try and listen to what they have to say,” Shaun Harner, the forum’s coordinator, said. “It just gives you such a better sense of how they are in the world and what they’ve done, and how especially you as a student could translate that to who you are.”

“It just gives you such a better sense of how they are in the world and what they’ve done, and how especially you as a student could translate that to who you are.”

Nkenge Friday, assistant vice chancellor for strategic initiatives, moderated the premiere event, a discussion on racial reckoning and action.

The panelists:

- Deirdre Cooper Owens (Charles and Linda Wilson professor in the history of medicine and director of the Humanities in Medicine program)
- Margaret D. Jacobs (Charles Mach professor of history and director of the Center for Great Plains Studies)
- William Thomas (Angle Chair in the humanities, professor of history and associate dean for research and graduate education in the College of Arts and Sciences)
- Ng’ang’a Wahu-Muchiri (assistant professor teaching African and African diaspora literatures)

Additional events included:

- Shoba Sivaprasad Wadhia, associate dean of diversity, equity and inclusion at Penn State Law. *Facing Immigrant Exclusion: Then and Now*
- Dramatist and actress Anna Deavere Smith with Lincoln City Councilwoman Sändra Washington on racism in the arts. *A Conversation on Race and the Arts, Moderated by Sändra Washington*
- Four University of Nebraska-Lincoln students shared their personal stories on racial justice in this youth-organized panel. *“Performative” Activism: Youths Reckoning with Racial Justice*
- Walter Echo-Hawk, president of the Pawnee National Business Council and a returning forum presenter. *Reckoning and Reconciliation on the Great Plains*

NEBRASKA CONFERENCE FOR UNDERGRADUATE WOMEN IN MATHEMATICS

The Nebraska Conference for Undergraduate Women in Mathematics (NCUWM) hosted its 24th Annual conference January 21-23. The shift to an online format for the 2022 conference enabled more students to participate than was possible at previous conferences.

Women, and particularly women of color, are underrepresented in the mathematical sciences, especially among jobs that require graduate education. We at UNL recognize the need to encourage and mentor undergraduate women in mathematics to pursue graduate study in mathematics and to seek mathematical careers.

We do this by annually hosting the NCUWM, made possible with generous support from the National Science Foundation and the National Security Agency. The conference provides role models, insider knowledge, opportunities to present undergraduate research, and a growing community of peers interested in issues related to creating a supportive environment for women in mathematics.

NEBRASKA WOMEN IN AGRICULTURE CONFERENCE

The 37th annual Nebraska Women in Agriculture Conference was held February 24-25, 2022. The Women in Agriculture Conference is an annual two-day event designed to educate and uplift women producers involved in any aspect of Nebraska's agricultural industry.



Nebraska Women in Agriculture Conference

Through workshops and presentations, attendees learn how to better manage risk, improve their farms and ranches, and become more successful operators and business partners.

The conference focuses on the five areas of agricultural risk management encountered on the farm and ranch — production risk, marketing risk, financial risk, legal risk and human resources risk. At least 20 concurrent workshops over the two-day event focus on risks and feature inspiring keynote speakers.

INCLUSIVE LEADERSHIP RETREAT

The 2021 Inclusive Leadership Retreat was held October 24. This initiative is coordinated and led by the Office of Academic Success and Intercultural Services. Inclusive Leadership Retreats are designed to help you think deeply about how to lead inclusively and to take on leadership roles — in the classroom, in university clubs or organizations, and in your communities.

Through small group activities and engagement practices, participants:

- Gain awareness of what it means to be an inclusive leader.
- Develop confidence in facilitating conversations about inclusion and diversity.
- Build connections to other student, staff, and faculty leaders on campus.

Students who complete the retreat are prepared to apply for university leadership positions, including peer mentors and consultants, Recognized Student Organization positions, New Student Enrollment orientation leaders, resident assistants, and college and research ambassadors. Participants also are certified to serve as facilitators for Husker Dialogues, a campuswide event for first-year students held each fall.

WE ARE NEBRASKA

The We Are Nebraska internship program recruits students from across all colleges and backgrounds. Using improvisational methods, the 10 students in the program explore their personal stories with social impact and then present them in a theatrical experience to inspire, educate, and entertain the university and local community.

“I think people connect to our show because it’s entertaining and engaging,” said Julie Uribe, the director and facilitator for the We Are Nebraska internship program. “People are hearing authentic,



personal stories without feeling lectured to. We have a variety of points of view.”

The 2021-2022 academic year saw 12 performances with over 1,750 audience participants. The theatrical experiences feature challenging topics. The intention of the program is for students and broader audiences to gain awareness and empathy through their emotional connection.

The We Are Nebraska internships are sponsored by the Hixson-Lied College of Fine and Performing Arts, Student Affairs, Diversity and Inclusion, College of Business, College of Engineering, College of Law, Office of Research and Economic Development, Institute of Agriculture and Natural Resources, and College of Agricultural Sciences and Natural Resources.

INSTITUTE FOR ETHNIC STUDIES CELEBRATES 50 YEARS

Fifty years ago, in the wake of the civil rights movement and nationwide political protests against continuing racism and white supremacy, students and faculty at UNL advocated for an academic home for the study of race and ethnicity.

In 1972, the Institute for Ethnic Studies was founded to educate students about issues that were so urgent and pressing then — and remain so today. Over the next five decades, the Institute for Ethnic Studies became an interdisciplinary academic unit that offers a major, five minors, and graduate specializations at the master’s and doctoral levels. Instructors in ethnic studies have won university awards for excellence in teaching, and many are nationally and internationally known for their scholarship and creative work on racial justice. To mark the 50th anniversary, the institute hosted a

week-long series of events March 28 to April 4 that explored various aspects of racial and Indigenous justice. The events included presentations via Zoom and screenings of documentary films, including the PBS docuseries “Asian Americans” and the short skateboarding documentary “Skate Manzanar,” both directed by Renee Tajima-Pena.

Among the new scholarships and awards are the Leo Yankton Award for Indigenous Justice; the Rafael (Ralph) Grajeda Graduate Student Support Fund; the Rev. Dr. Michael W. Combs Memorial Fund for Scholars of Equality and Justice; and the Libano Fabio Castro Scholarship in Film Studies:

- The Leo Yankton Award for Indigenous Justice honors the extraordinary life and work of local Lakota activist Leo Yankton.
- The Rafael (Ralph) Grajeda Graduate Student Support Fund will be given to a doctoral student and is named for Grajeda, who co-founded the institute.
- The Rev. Dr. Michael W. Combs Memorial Fund for Scholars of Equality and Justice was founded in honor of the late Combs, a scholar of African American politics, constitutional law, and judicial politics. He taught for 40 years at Nebraska and directed the institute from 1989 to 1991.
- The inaugural Libano Fabio Castro Scholarship in Film Studies will be awarded to a junior or senior majoring in film studies with a second major or minor in Latinx or Latin American studies.



CAMPUS CLIMATE AND CULTURE



COUNCIL ON INCLUSIVE EXCELLENCE AND DIVERSITY

Since 2019, the university's Office of Diversity and Inclusion has worked directly with institutional leaders in multiple ways, including through the Council on Inclusive Excellence and Diversity.

The Council on Inclusive Excellence and Diversity is intended to represent institutional leadership from colleges and primary units on campus, administrators whose responsibilities include diversity and inclusion, and representatives from key institutional groups. The council is designed to serve as a communications channel between and across units and the Office of Diversity and Inclusion; a space for collective and organized thinking and action; a space to receive updates and share concerns or issues related to campus climate, and to identify opportunities for collaboration and innovation; and a hub to build capacity among leaders to advance our institutional prowess for inclusive excellence.

The work of the council has been pivotal in guiding over 20 diversity, equity, and inclusion plans university-wide.



Through the momentum the group has realized, it continues to guide inclusive excellence through colleges, units, and departments.

DIVERSITY EDUCATION

Providing inclusive-based learning for our community is a central priority for advancing inclusive excellence at the University of Nebraska-Lincoln. The Office of Diversity and Inclusion provides inclusive learning opportunities, such as workshops and presentations, to the campus community through our Diversity Education request portal as a year-round campus opportunity. For the 2021-2022 academic year, members of our team provided over 50 educational sessions, through various platforms and delivery models, across the institution.

Topics requested:

- Inclusive Leadership
- Race and Intersections
- Gender Equity
- Multicultural Competency
- All Are Welcome
- Ouch!
- Diversity 101

NCLUDE

Nebraska Community of Learners — Understanding Diversity Through Education (NCLUDE) is a community of learners dedicated to understanding diversity through education. The series of virtual conversations are intended to help students, faculty, staff, alum, and the greater community understand and embrace the opportunities we have to create a greater sense of inclusion for all. The inaugural session of NCLUDE was held in August 2020 and introduced members to the operational functions and mission of the Office of Diversity and Inclusion.

The academic year 2021-2022 highlighted speakers and panelists offering insight into pressing DEI issues:

- **October 2021** - Executive Memorandum 40 (Chosen Name and Gender Identity Policy at Nebraska)
- **December 2021** - Intersectionality, experiences of queer and trans people of color in Nebraska, featuring Dominique Morgan
- **February 2022** - Religious, Spiritual, and Humanist communities in Nebraska moderated by Dr. Max Perry Mueller
- **April 2022** - Talking Across Various Lines of Difference in the Classroom featuring Dr. Arden Hill

INCLUSIVE EXCELLENCE GUIDANCE FOR EMPLOYEE PERFORMANCE

As part of the professional development and inclusive excellence aims of N2025 that call for us to prioritize participation and professional development for all Nebraska students, staff, and faculty while also creating a climate at Nebraska that emphasizes, prioritizes, and expands inclusive excellence and diversity, we are elated to introduce dedicated professional development resources and infrastructure that support the updated performance evaluation criteria that strengthen inclusivity and diversity-mindedness. The updated employee performance evaluation and management and evaluation criteria, effective 2021-2022, includes a new criterion of inclusive excellence.

This updated criterion was proposed and developed through the efforts of the Council on Inclusive Excellence and Diversity (CIED) and campus partners. Additionally, the updated resources and guidance, the Professional Development Opportunities to Strengthen Inclusivity and Diversity-Mindedness, was a result of a collaboration between members of CIED and Human Resources.

CIED Professional Development Guide and Resource Development Committee:

- **Nkenge Friday**, assistant vice chancellor for strategic initiatives, the Office of Diversity and Inclusion
- **Megan Cardwell**, graduate assistant for inclusive leadership and learning, the Office of Diversity and Inclusion
- **Kelly White**, director of human resources engagement and operational strategy, Human Resources
- **Rik Barrera**, associate dean of operations, inclusion and chief of staff of the College of Business
- **J.D. McCown**, assistant director, LGBTQA+ Center

CIED Staff Performance and Evaluation Proposal Committee:

- **Bill Watts**, associate dean, Undergraduate Advising and Career Development
- **Moises Padilla**, director, Nebraska College Preparatory Academy
- **Lindsey Witt-Swanson**, associate director, Bureau of Sociological Research
- **Becky Carter**, senior human resources specialist, Institute of Agriculture and Natural Resources

- **Tala Awada**, associate dean, School of Natural Resources
- **Prabhakar Shrestha**, director of sustainability
- **Lainey Bomberger**, administrative technician, Social Behavioral Science Research Consortium

With additional thanks to:

- **Karen Kassebaum**, former assistant vice chancellor for inclusive leadership and learning, the Office of Diversity and Inclusion
- **Jessie Peter**, former graduate assistant for inclusive leadership and learning, the Office of Diversity and Inclusion
- **Nicole Frerichs**, former assistant dean of student success, College of Agricultural Sciences and Natural Resources

BRIDGE

The Office of Diversity and Inclusion's efforts to improve levels of diversity and inclusion among faculty and staff have resulted in the development and implementation of the BRIDGE Program, or Breakthrough Recruitment for Inclusive Diversity Growth and Excellence.

BRIDGE has two major components. One is the UNL Faculty and Staff Search Best Practices Guide for Inclusive Excellence, a digital guidance resource that provides evidence-based information to assist search committees and hiring officials to increase the diversity of applicant pools and subsequently increase diverse hires. The second is the Search Education and Training Module, a merging of current mandatory search education presented through the Office of Institutional Equity and Compliance with the requisite education module developed for the BRIDGE program. The new search education is mandatory for all persons involved in search processes.

The development and review team members:

- Gwendolyn M. Combs, Office of Diversity and Inclusion
- Karen Kassebaum, Office of Diversity and Inclusion
- Richard Bischoff, Institute of Agriculture and Natural Resources
- Stephanie Bondi, College of Education and Human Sciences*
- Ian Borden, Hixson-Lied College of Fine and Performing Arts*
- Chad Brassil, College of Arts and Sciences*

- Nicole Buan, Institute of Agriculture and Natural Resources*
- Trina Creighton, College of Journalism and Mass Communications*
- Paul Erickson, University Computing Services
- John Geppert, College of Business*
- Debra Hope, College of Arts and Sciences
- Chrissy Land, Nebraska Forest Services
- Francisco Munoz-Arriola, College of Engineering*
- Eric North, Institute of Agriculture and Natural Resources*
- Deanna Schuldeis, Office of Institutional Equity and Compliance
- Lily Wang, College of Engineering
- Jody Wood, Office of Institutional Equity and Compliance
- Christina Yao, College of Education and Human Sciences*

*Indicates Faculty Diversity and Inclusion Fellow

CHANCELLOR'S COMMISSIONS

THE STATUS OF PEOPLE OF COLOR

The Chancellor's Commission on the Status of People of Color (CCSPC) is designed to enhance the status of people of color at UNL by advising the chancellor on issues pertaining to the specific concerns of faculty, staff, and students who are people of color at the university.

Since 2019 CCSPC has organized a Multicultural Homecoming. The 2021 event featured six distinguished alumni of color returning to campus to share expertise within their respective colleges and directly with students.

- **Kevin Abourezk** (2012), Journalism and Mass Communications;
- **Olukemi "Kemi" Akinyemi** (2004), Business;
- **Brad Brooks** (1996 and 2006), Architecture;
- **Pablo Rangel** (2011 and 2013), Arts and Sciences;
- **Eulanda Sanders** (1997), Education and Human Sciences
- **Susie Owens** (2011 and 2019), Agricultural Sciences and Natural Resources.

Additionally, and in partnership with the Nebraska Alumni Association and the Office of Diversity and Inclusion, the Multicultural Homecoming featured a Multicultural Homecoming Mixer on September 30, with over 50 alumni and friends in attendance. The featured speaker was Lawrence Chatters, then the senior associate athletic director for diversity, equity, and inclusion.

THE STATUS OF GENDER AND SEXUAL IDENTITIES

The Chancellor's Commission on the Status of Gender and Sexual Identities (CCSGSI) advises the chancellor on issues pertaining to the specific concerns of faculty,

staff, and students who identify as lesbian, gay, bisexual, transgender, queer, asexual and additional identities relevant to sexual orientation, gender identity & expression (SOGIE) at the University.

Additionally, the Chancellor's Award for Outstanding Contributions to the LGBTQIA+ Community is an annual award presented by CCSGSI. It recognizes outstanding efforts to create an inclusive, respectful, and safe climate for members of the LGBTQIA+ (lesbian, gay, bi/pansexual, transgender, queer, questioning, asexual, aromantic and allies, plus additional identities relevant to sexual orientation, gender identities, and expression) community at UNL. These efforts may be by an individual, an organization, or department within the institution. Previous nominees may be re-nominated. The award recipient must demonstrate a sustained and tangible impact on the campus community.

THE STATUS OF WOMEN

The purpose of the Chancellor's Commission on the Status of Women is to enhance the status of all women at the University of Nebraska-Lincoln by advising the chancellor on issues pertaining to gender equity and on specific concerns of women faculty, staff, and students at the university.

The commission works closely with the Chancellor's Commission on the Status of People of Color, the Chancellor's Commission on the Status of Gender and Sexual Identities, and other diversity initiatives to monitor campus climate and recommend improvements to create a more equitable environment.

The commission is divided into three councils:

- Council of Faculty
- Council of Staff
- Council of Students

Since 1994, the Chancellor's Commission on the Status of Women has presented the annual Chancellor's Outstanding Contribution to Women Awards. The awards recognize outstanding faculty, staff and student efforts to create a climate that encourages women to succeed at UNL. Two awards are given, one for faculty or staff members and another for students or student organizations.

The award recipients must demonstrate a sustained and tangible impact on the campus community.

This year's award recipients are:

- The School of Biological Sciences
- Department of Mathematics
- Graduate Society of Women Engineers

DEVELOPMENT AND CAPACITY BUILDING

UNIT-LEVEL DIVERSITY PLANS AND STRATEGIES

Since 2019, the university's Office of Diversity and Inclusion has worked directly with institutional leaders in multiple ways, including through the Council on Inclusive Excellence and Diversity. Intended to connect colleges, primary campus units, and ODI, the council is led by Nkenge Friday, Senior Assistant Vice Chancellor for Strategic Initiatives, with representation from across the institution. The work of the council has been pivotal in guiding diversity, equity, and inclusion plans university-wide. To date, over 20 plans from all colleges and units have been developed.

"Ultimately, we want to show that the college is indeed accomplishing or making progress toward our DEI goals. As part of that, we've started to work on reaching out to a greater concentration of students from minority and underrepresented populations. We're doing the same in our search processes, working to let industry professionals from varied backgrounds know about the openings within the college." - John Bender, professor of news-editorial and chair of the College of Journalism and Mass Communications' Committee on Diversity, Equity and Inclusion

"We developed a cross-unit implementation committee to administer the plan. These eight committee members' duties include making recommendations on unit level goals and strategies, developing a working document that tracks the implementation, and preparing annual reports on progress for UESS (Undergraduate Education and Student Success) members." -- Amy Goodburn, senior associate vice chancellor, dean of undergraduate education, and professor of English

DIVERSITY PLANNING TOOLKIT

As part of the Office of Diversity and Inclusion's ongoing effort to support the development and implementation of long-term diversity planning, the office recently developed an online resource page designed to support strategic planning through all phases.



Star City Pride Parade 2021 Participants

JOURNEY FOR ANTIRACISM AND RACIAL EQUITY

In November 2021, the University of Nebraska-Lincoln announced its commitment of action that included a series of measures that the university will take in its long-term journey to strengthen diversity, inclusivity and equity across all areas of the institution. Arranged under five themes, the actions all link to the university's N2025 strategic plan and will be actively monitored for progress.

UNL's institutional commitment to anti-racism and racial equity is an extension of the university's N2025 Strategic Plan to emphasize inclusive excellence, enhance the student experience, increase our research and creative activity and engagement, and provide professional development and learning experiences for faculty, staff, and students. The Journey for Antiracism and Racial Equity reflects the need to operate and function differently; leverages and highlights the scholarship and engagement of our faculty, staff, and students who study and examine the intersections of race and social, economic, and health inequities; positions our institution to better understand and address structural barriers stemming from systemic racism; facilitates productive dialogue and learning; and fulfills our mission to serve as the University of Nebraska's flagship of higher education, learning, and scholarship.

The Journey is led by Chancellor Ronnie Green with guidance provided by five co-leaders whose research, creative activity, scholarship, and engagement are focused in areas of racial equity:

- Kwame Dawes, Chancellor's Professor of English, Glenna Luschei Editor of Prairie Schooner
- Lory J. Dance, Associate Professor Sociology and Ethnic Studies
- Kara Mitchell Viesca Associate Professor Teaching, Learning, and Teacher Education
- Colette Yellow Robe, Member of the Northern Cheyenne Tribe Assistant Director, Non-Cognitive Learning/Leadership of TRIO Programs
- Sergio C. Wals, Associate Professor of Political Science and Ethnic Studies

A sixth co-leader, Anna W. Shavers, Cline Williams professor of citizenship law and associate dean for diversity and inclusion, passed away early in 2022.

The Co-Leaders are supported by Marco Barker, vice chancellor for diversity and inclusion, and his staff in the Office of Diversity and Inclusion.

The online resource highlights information and insights from UNL's DEI Strategic Planning and Implementation process. The toolkit represents UNL's own efforts to share its model, as well as what has been learned by implementing this plan to the larger community – as many institutions of higher learning are striving to create their own DEI strategic plans.

Included on the page are a set of individual guides that cover key steps and processes involved in creating and sustaining an organization-wide DEI plan that may be adapted to your own environment, including foundational components and signature initiatives.

Questions asked in the toolkit:

- Interested in learning more about successful diversity planning models both here at UNL and at peer institutions?
- Need advice on how to create a diversity and inclusion committee and establish its mission?
- Wondering what types of data would inform your unit's diversity planning process?
- Want to know more about ways to engage your organization in the planning and implementation process?

RACIAL EQUITY RESOURCES AND COMMITMENT TO CHANGE

The N2025 Strategic Plan contains six ambitious aims. Each aim represents a purpose or intended outcome. Supporting each aim are strategies and expectations. As part of the Inclusive Excellence and Diversity aim, notable goals include enhancing participation in critical dialogue around issues of equity and inclusion and embedding inclusive excellence into existing and new educational and professional learning opportunities for students, staff, faculty, and administrators.

Our response to systemic inequities and racial injustice must be diverse and wide-ranging, reflecting the past needs of our campus while supporting, understanding, and contributing to the expansion of knowledge in pursuit of equity.

This response led to the development of a Racial Equity Resource and a Commitment to Change page, all dedicated to expanding knowledge, understanding, education, and advocacy support. The resources serve as opportunities for the campus to learn more on

activities, actions, and initiatives that support racial equity, while also providing an evolving list of information and services.

In addition to action and resources coordinated by the Office of Diversity and Inclusion, resources presented reflect our colleges, University Libraries, collaborating units, and key institutional groups.

THE INCLUSIVE CAMPUS SUPPORT NETWORK

The Inclusive Campus Support Network (ICSN) was formed in August 2021 following a review of university policies, procedures, communications, and resources related to the reporting of campus climate and bias incidents. The review, initiated by Chancellor Ronnie Green, identified a need for a structured campus support team through which all members of our community can recognize, report and respond to campus climate and bias-related incidents.

ICSN contributes toward the creation and maintenance of a more inclusive, welcoming, and safe university. We promote equity, dignity, and respect for individuals from a diversity of backgrounds, beliefs, experiences, perspectives, abilities, identities, and orientations.

The Inclusive Campus Support Network exists for the purpose of:

- Supporting students, staff and faculty who have witnessed or been the target of discrimination and/or bias-related incidents.
- Referring individuals to resources that can provide ongoing support.
- Informing the campus community about the frequency and nature of bias incidents reported.

The primary goals are to ensure all community members are treated fairly and to provide support resources to individuals who report incidents.

Reports summarizing climate issues and bias incidents will be made available to the vice chancellor for student affairs, the vice chancellor for diversity and inclusion, and the chancellor. In addition, summary reports indicating the types of incidents that have been reported will be made available to the university community. Summary reports may guide future education and prevention programming efforts to address climate issues and reduce bias incidents within the university.



ICSN is guided by an advisory board made up of students, faculty, and staff representing a diverse array of our campus community.

GENDER AND CHOSEN NAME POLICY

Huskers can now self-select the way they want to be addressed while on campus. Following more than a year of discussion, review and implementation, the University of Nebraska system has launched a Chosen Name and Gender Identity Policy. Also known as Executive Memorandum No. 40, the policy allows students, faculty and staff at all NU campuses to select their chosen name, gender identity and pronouns.

The option is available to students via MyRED and to faculty/staff in Firefly. Chosen names will be available on class rosters, in Canvas, in the campus directory, and in Zoom. The option will also soon be available in other university systems where a legal name is not required.

Pronouns are immediately available in Canvas and Zoom. Users can also control if and how pronouns are displayed in Zoom.

Where will my information appear?

- Chosen names will appear in campus directories.
- Pronouns and chosen names will be listed in Canvas.
- Chosen name automatically shows when using Zoom. Users will have the option to show pronouns when using Zoom.

LGBTQA+ CENTER AND WOMEN'S CENTER

LGBTQA+ CENTER

The LGBTQA+ Center is dedicated to transforming the campus climate for students, staff, faculty, alumni, and community members by developing and supporting a more inclusive understanding of gender and sexuality through education, advocacy, outreach, programming, and development opportunities.

Each year, the LGBTQA+ Center hosts a series of recognition ceremonies designed to highlight the contributions of the LGBTQA+ communities and allies that include LGBTQA+ history month activities, the Be-ing the Change Award, and Lavender Graduation.

In addition, the LGBTQA+ Center offers several scholarships for UNL students:

- The Crompton/Diaz-Perdomo Scholarship honors true heroes in LGBTQA+ rights and leaders in academics, and inspires change and inclusion for students interested in and working toward a more inclusive, welcoming, and socially just environment for the LGBTQA+ community.
- The Freed/Ebmeier Fine Arts and Creative Writing Scholarship provides financial support to UNL undergraduate students pursuing a major in either the Hixson-Lied College of Fine and Performing Arts or the Department of English with a focus on creative writing. Recipients must be members of an RSO whose purpose is to support LGBTQA+ students or have been involved with the LGBTQA+ Center at UNL.
- The Roland Leavitt and Shawn Leavitt Family Scholarship provides a scholarship to UNL undergraduate students who are non-traditional or who are members of an RSO whose purpose is to support LGBTQA+ students.

WOMEN'S CENTER

The UNL Women's Center serves students and the campus community through a focus on gender, sexuality, and social justice. It has been dedicated to transforming the campus climate at the university by developing and supporting a more inclusive understanding of gender and sexuality through education, outreach, advocacy, and leadership development opportunities for more than 50 years.



Each year, the Women's Center hosts a series of events and recognition ceremonies designed to highlight the contributions of the UNL community that include Women's History Month activities, the Women of Courage, Character, and Commitment Award, and the Gender Equity Conference.

The UNL Women's Center selected six student winners for its 2022 Women of Courage, Character, and Commitment Award. The award recognizes students, staff, and faculty who have made positive impacts through personal, professional, mentoring, or peer relationships. The winners were recognized and presented with the award during the Women's History Month Celebration on March 24.

- **Rana Aribi**, senior, business administration, College of Business
- **Murphy Cavanaugh**, first-year law student, College of Law
- **Meyri Ibrahim**, junior, political science, College of Arts and Sciences; journalism, College of Journalism and Mass Communications
- **Cassandra Neal**, graduate student, educational administration, College of Education and Human Sciences
- **Liv O'Clair**, junior, psychology, College of Arts and Sciences
- **Izdihar (Vianne) Sheikh**, senior, emerging media arts, Hixson-Lied College of Fine and Performing Arts

2021 DATA ON THE USE OF THE CENTERS



31,500

Total Center Contacts (includes walk-ins, appointments, emails, meetings, phone calls, etc).

17,136

LGBTQA+ Center total contacts

14,364

Women's Center total contacts



24

Prism* Learning Community Residents

1

Prism Peer Mentor

7

Prism Programs



24

Gender Equity Conference Speakers

150

Conference Attendees

1

Keynote by State Senator Megan Hunt



72

Lavender Closet Users

11

Donors

210

Items Distributed



4279

Safer Sex Kits (3 Condoms and 1 lube) Distributed

163

Internal Condoms Distributed

197

Dental Dams Distributed

135

Pregnancy Tests Distributed

2179

Menstrual Products Distributed

52

HIV Test Site Utilization



895

Overall Number of Attendees at Presentations

30

Presentations

20

Number of Programs Offered

5877

Overall Number of Attendees to Programs

17

Collaborators

8

Podcasts

63

Listeners

*Prism: LGBTQA+ and Allied Students is a Learning Community for students who identify as LGBTQA+ or are allies of the community.

SERVICES FOR STUDENTS WITH DISABILITIES

The Office of Services for Students with Disabilities facilitates equal and integrated access to the social, academic, cultural, and recreational programs offered at the university and fosters independent decision-making skills necessary to achieve personal and academic success. The office has been instrumental to students in achieving their academic goals through the provision of accommodation and support.

271 students requested testing accommodations

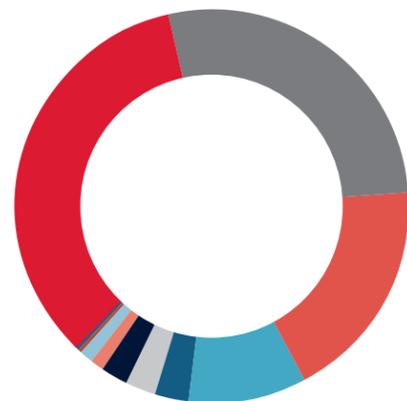
1,007 total number of students registered with SSD

26.9% of students requested testing accommodations

4.1% of the total UNL student population used SSD services

207.6% increase in students registering with SSD since 2011

FALL 2021 DISABILITIES BREAKDOWN



Mental Health 344
ADHD 275
Medical 184
Learning Disability 99
Deaf & Hard of Hearing 28
Aspergers 24

Traumatic Brain Injury 24
Blind & Visually Impaired 11
Medical - Epilepsy 10
Mobility 4
Mobility - Wheelchair use 4

TRIO

TRIO Programs is one of the original college access and success initiatives targeting students from low-income households who would be the first in their families to earn a college degree. TRIO programs collectively serve more than 1,400 students annually from sixth graders to doctoral degree candidates at UNL.



Four of the TRIO Programs are administered through Student Affairs: Educational Talent Search (ETS), Regular Upward Bound, Upward Bound Math Science, and Student Support Services (SSS). The fifth program, the Ronald E. McNair Scholars program, is administered by Graduate Studies.

TRIO is successful in helping low-income, first generation students access and graduate from college. Some key outcome data are below:

75% of participants in the Educational Talent Search enroll in postsecondary education.

95% of Upward Bound participants enroll in postsecondary education.

85% persistence rate for Student Support Services.

320 students served by the McNair program since 1995.

50 number of McNair students who have earned PhDs to date.

29% of McNair students who earn a PhD within 10 years of their bachelor's degree.

MILITARY & VETERAN SUCCESS CENTER

The Military and Veteran Success Center (MVSC) serves as the one-stop location for over 1,600 military-connected students at UNL, including veteran, active duty, Guard, Reserve, and military dependent students. The center is focused on ensuring all military-connected students make a successful transition to UNL and accomplish their academic goals through five Pillars of Excellence: education benefits, academic support, student services, career services, and outreach on and off campus.

Each year campuses nationwide join in a moment of silence at 1 p.m. on Veterans Day as they honor American men and women who died in service to their country. In 2021 (and preceding years) the National Roll Call began with the presentation of the colors by the ROTC Joint Color Guard, national anthem and opening remarks.

UNL expanded its longstanding tradition of supporting veterans and military service members on Sept. 11, 2022, by dedicating a new Veterans' Tribute. The project created a reflection area that extends from the steps of the Military and Naval Science Building to the Coliseum along Vine Street. The \$3.75 million project honors servicemen and women and their families.



GLOBAL AFFAIRS

Global Affairs is the umbrella organization for the offices that lead UNL's international efforts to support international students and scholars, global learning opportunities, and international partnerships.

- The Global Experiences Office (GEO), formerly known as Education Abroad, fosters students' global awareness and personal, academic, and professional growth by offering various study, internship, research, and service-learning opportunities on campus and outside the U.S.
- The Office of Global Partnerships and Initiatives (GPI), formerly known as Global Strategies, brings the local, international and university community together to tell the Global Nebraska story.
- Global Safety and Security (GSS) provides risk management, support and expertise to faculty, staff, and students who travel abroad.
- The International Student and Scholar Office (ISSO) provides immigration support and educational programming for international students and scholars.
- Programs in English as a Second Language (PIESL) empowers non-native speakers of English through a rigorous and innovative curriculum for language proficiency and fosters an inclusive learning environment by assisting students in adjusting

1,707 number of international students (Fall 2021)

120 number of countries represented by international students and scholars

11 number of Global Experiences Programs (Summer + Fall 2021)

56 number of students Impacted via Global Experiences

50 number of students who studied abroad (Summer + Fall 2021)

INSTITUTIONAL EQUITY & COMPLIANCE

The Office of Institutional Equity and Compliance (IEC) serves as the civil rights office for the campus and handles matters that involve sexual misconduct, discrimination, or harassment. The office receives reports from members of the university community regarding misconduct, offers resources to help educate people about preventing sexual misconduct, discrimination, and harassment, and provides supportive measures to restore or preserve equal access to the university's education program and activities. IEC's website includes a detailed description of resources for all members of the university. IEC also leads efforts to ensure the campus is accessible and is home to Faculty and Staff Disability Services and the Accommodation Resource Center. To ensure equitable employment searches, IEC provides search process seminars and evaluates elements of the hiring process to ensure fairness. IEC also coordinates the university's responsibilities under affirmative action and equal employment opportunity.

IEC offers a variety of trainings for the campus community, including the required sexual misconduct prevention and response training for students, faculty, and staff, the search process seminars required to serve on search committees, and an optional Americans with Disabilities Act/Section 504 training for individuals with supervisory responsibilities. Additionally, IEC

provides customized training for departments and university groups.

EMERGING LEADERS

The Emerging Leaders Program is an initiative by the Center for Academic Success and Transition to empower new college scholars. The initiative, designed to enrich participant experiences that allow for personal leadership development and reflection, includes a four-day program designed to help scholars establish a sense of belonging on campus and a 12-week seminar course during the fall semester to establish strong connections with faculty, staff, and resources.

INSTITUTIONAL SUPPORT & PARTNERSHIPS

Forward Together Global Strategy: Launched in February 2021 as the institution's first global strategy and created in alignment with N2025, Forward Together specifically identifies support for strengthening inclusive communities at UNL and partnering with the Office of Diversity and Inclusion in Goal 3: Bring the Best to Nebraska.

STUDENT-ATHLETE ADVISORY COMMITTEE

The Student-Athlete Advisory Committee (SAAC) provides opportunities to Husker athletes involving



DIGS

diversity engagement, the spreading of awareness, and the education of student-athletes and staff about celebrating diversity and practicing inclusion. The committee's main emphasis is to help athletes better understand how to use their platform to make impacts on global topics of interest and provide a consistent presence of the student-athlete voice in diversity and inclusion initiatives.

MINORITY HEALTH DISPARITIES INITIATIVE

The Minority Health Disparities Initiative (MHDI) is an interdisciplinary research initiative funded by the UNL Office of Research and Economic Development and the tobacco settlement funds in Nebraska. The Initiative provides UNL faculty with an infrastructure for conducting innovative research to improve the health status of vulnerable and disadvantaged populations and expand the participation of minorities in health research and education.

DIGS

Located in the College of Business and opened in 2021, the Diversity and Inclusion Gathering Space (DIGS) serves as a hub for conversation, inclusive programs, and gatherings to create a college community filled with people who feel they belong.

DIVERSITY AND INCLUSION GATHERING SPACE (DIGS)



EVENTS



271 ATTENDEES

2021 DIGS EVENTS

- ▶ All Are Welcome: Diversity & Inclusion Basics
- ▶ OUCH! Workshop
- ▶ CIMBA Informational Session
- ▶ We Are Not The Same
- ▶ UndocuAly Training
- ▶ DIGS Grand Opening
- ▶ Hispanic Game Night
- ▶ Paint a Pumpkin
- ▶ Succulent Pot Painting



Minority Health Disparities Initiative



*The dictionary is
success comes be*

STUDENT SUCCESS PROGRAMS





OASIS Success Scholars

OASIS

The Office of Academic Success and Intercultural Services (OASIS), part of the ODI, is designed to enhance student success by promoting academic excellence, diversity awareness, and social engagement. OASIS seeks to transform the lives of students through culturally sensitive academic support and retention services.

The primary goals of OASIS are:

- Increase high-impact programs and opportunities that reflect inclusive excellence.
- Support student retention and success of underrepresented students.
- Expand high-impact initiatives and programs designed to support student experience.

Throughout the year, members of the OASIS staff consult and advise students on strategies for academic success, engagement and study skills, resources and services to promote mental and physical wellbeing, and connections with campus partners for ongoing academic and social needs.

OSSP

The OASIS Student Success Program is a year-long program designed to assist students with college transition topics such as time management, social and academic integration, money management, and diversity awareness. The program also connects students with additional University academic support services, social engagement, and leadership opportunities. Students who have been awarded Diversity Enhancement Scholarships such as Nebraska Achievement, Davis-Chambers, Chancellor's Leaderships, or Native American Heritage

Scholarship are required to participate. The program welcomes all students, with or without scholarships.

OASIS has experienced strong academic results within the retention of its first-year students.

In the past 5 years (2016- 2020), first-year retention rates averaged 82.88%, on par and at times, exceeding retention of comparable University-wide rates.

In a span of 2 years (2015 to 2017), 6-year graduation rates increased by 17%.

In fall 2020, 37% of students averaged a 3.5 grade point average or higher while 11% averaged a 4.0 grade point average.

For the 2021-2022 academic year, over 600 one-on-one meetings with students were held.

DISH IT UP

In addition to its student success initiatives, OASIS provides opportunities for campus and community engagement through its weekly offering of Dish It Up. Dish It Up is an interactive weekly conversation where individuals can share their personal views, learn from others, and engage in civil discussions concerning current events, topics affecting students' lives, UNL, and national and international happenings.

2021 - 2022 Dish It Up sessions included the following:

- **Dish It Up** - over 20 sessions
- **Late Night Dish It Up** - 2 sessions
- **October 12** - featuring the Middle Eastern and North American Student Association
- **March 8** - Solidarity with Ukraine

FIRST GENERATION NEBRASKA

The University of Nebraska-Lincoln is among 12 First-gen Forward Institutions that have been elevated to Advisory Institution designation for their continued commitment to improving experiences and advancing outcomes of first-generation college students.



The Center for First-generation Student Success, an initiative of the National Association of Student Personnel Administrators and the Suder Foundation, had announced Nebraska's membership in its inaugural cohort of First Forward Institutions in 2019.

With this new Advisory Institution designation in 2021, the university is a regional community leader and works in a co-advisory role with the University of Memphis to offer leadership support to a new Midwest cohort of First Forward institutions, which will include the universities of Creighton, Governors State, Marquette, Eastern Illinois, Wisconsin-Green Bay, Independence Community College, and the University of Nebraska at Kearney.

The First Generation Nebraska initiative was named a recipient of INSIGHT Into Diversity magazine's 2020 Inspiring Affinity Group Award, which recognizes programs that provide higher education professionals mentoring, collaboration, and social networking opportunities.

MINORITY PRE-HEALTH ASSOCIATION

The Minority Pre-Health Association (MPHA) is an organization whose primary purpose is to provide community, resources, and tools for students aspiring to work in health care. MPHA supports projects including Love Your Heart week. The week's events provide heart health and health incentives for minoritized students and the entire student body. The University of Nebraska Medical Center participates in Love Your Heart events.



Nebraska College Preparatory Academy

NEBRASKA COLLEGE PREPARATORY ACADEMY

Nebraska College Preparatory Academy (NCPA) is an innovative college access program that addresses fundamental inequalities in the education system by preparing first-generation and low-income students for college. Beginning in the eighth grade, NCPA selects students from income-eligible families to join a cohort of their peers and complete a high school curriculum preparing them for the rigors of college coursework.

117 NCPA scholars have graduated from UNL with little to no student debt to date.

85% graduation rate for the 2016 cohort.

20 points higher than the university's average graduation rate.

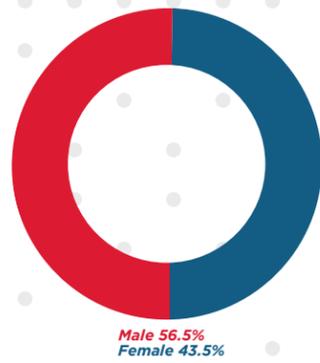
33 points higher when compared to first-generation, Pell-grant eligible peers.



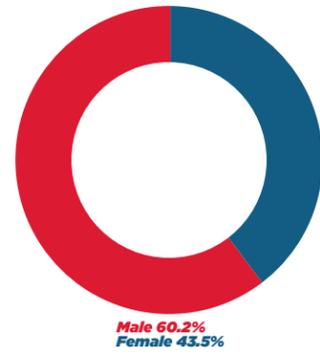
***BY THE
NUMBERS***

TENURE TRACK LINE BY DEMOGRAPHICS, ACADEMIC YEAR 2021

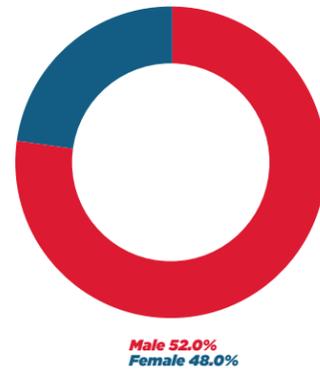
ASSISTANT PROFESSOR BY GENDER



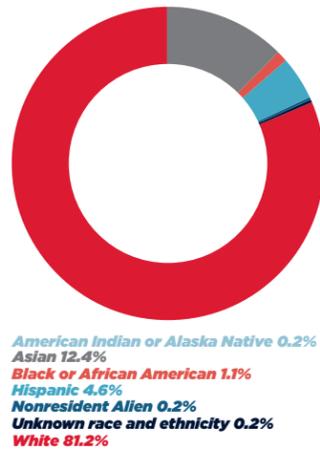
ASSOCIATE PROFESSOR BY GENDER



FULL PROFESSOR BY GENDER

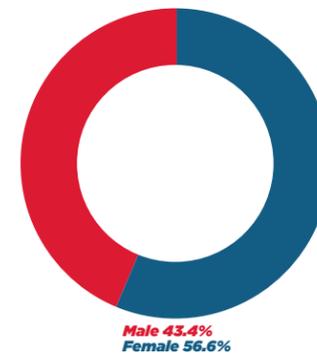


TENURE FACULTY BY RACE

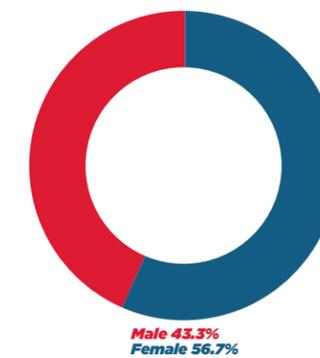


NON-TENURE TRACK BY DEMOGRAPHICS, ACADEMIC YEAR 2021

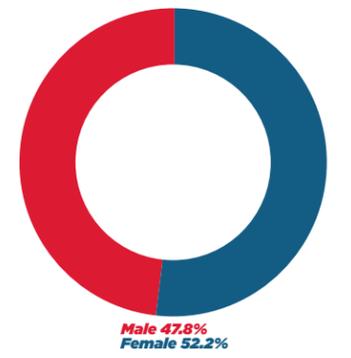
ASSISTANT PROFESSOR OF PRACTICE, NON TENURE TRACK BY GENDER



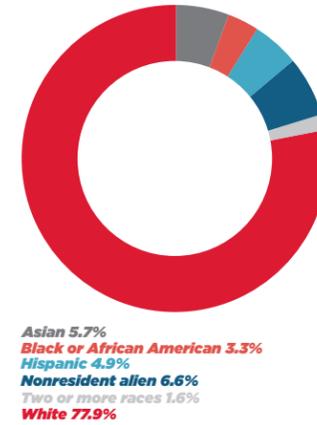
ASSOCIATE PROFESSOR OF PRACTICE, NON TENURE TRACK BY GENDER



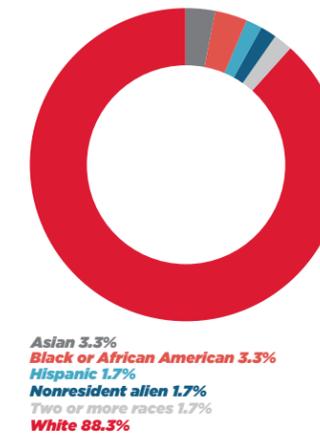
FULL PROFESSOR OF PRACTICE, NON TENURE TRACK BY GENDER



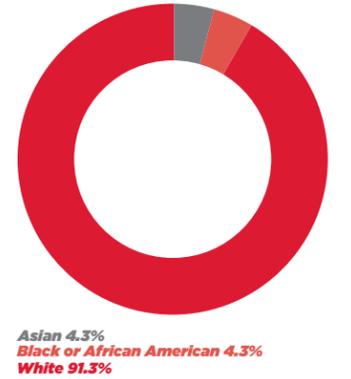
ASSISTANT PROFESSOR OF PRACTICE, NON TENURE TRACK BY RACE



ASSOCIATE PROFESSOR OF PRACTICE, NON TENURE TRACK BY RACE



FULL PROFESSOR OF PRACTICE, NON TENURE TRACK BY RACE

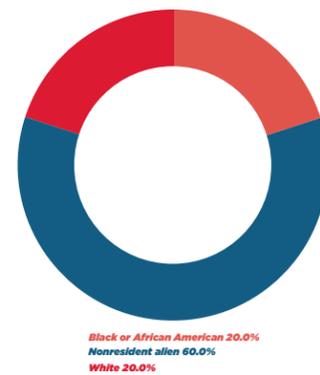


NON-TENURE TRACK BY DEMOGRAPHICS, ACADEMIC YEAR 2021

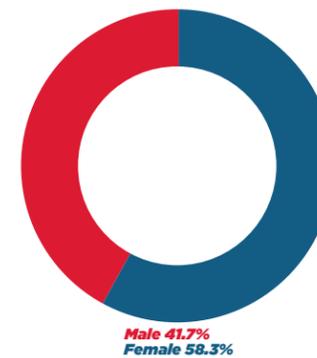
VISITING PROFESSOR BY GENDER



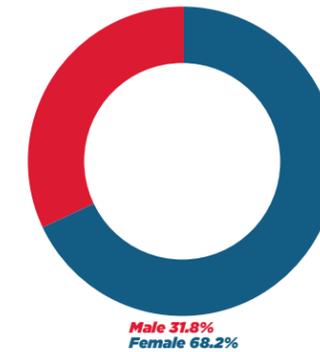
VISITING PROFESSOR BY RACE



LECTURER-T, NON TENURE TRACK BY GENDER

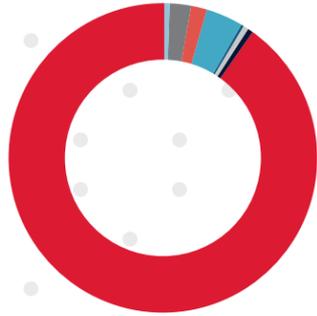


SENIOR LECTURER, NON TENURE TRACK BY GENDER



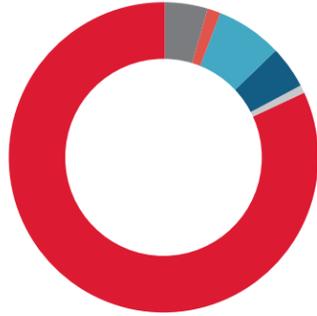
NON-TENURE TRACK BY DEMOGRAPHICS, ACADEMIC YEAR 2021

LECTURER-T, NON TENURE TRACK BY RACE



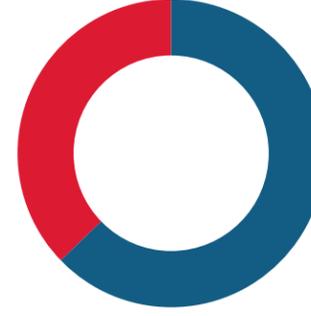
American Indian or Alaska Native 0.6%
 Asian 2.4%
 Black or African American 1.6%
 Hispanic 3.8%
 Nonresident alien 0.4%
 Two or more races 0.6%
 Unknown race and ethnicity 0.4%
 White 90.1%

SENIOR LECTURER, NON TENURE TRACK BY RACE



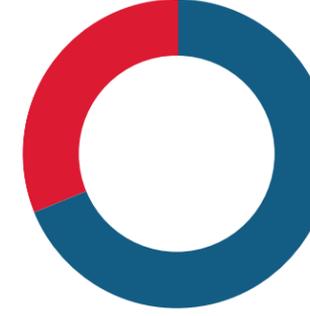
Asian 4.5%
 Black or African American 1.5%
 Hispanic 6.8%
 Nonresident alien 4.5%
 Two or more races 0.8%
 White 81.8%

ASSISTANT RESEARCH PROFESSOR, NON TENURE TRACK BY GENDER



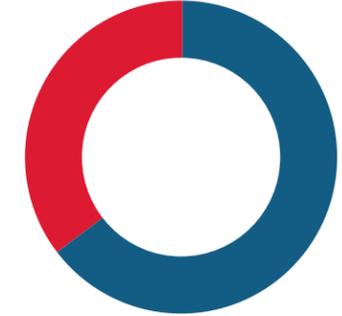
Male 37.1%
 Female 62.9%

ASSOCIATE RESEARCH PROFESSOR, NON TENURE TRACK BY GENDER



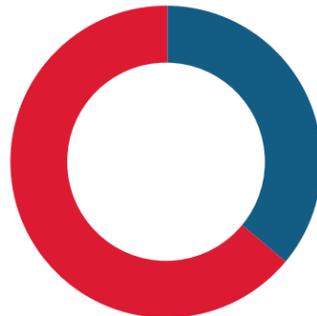
Male 37.1%
 Female 62.9%

FULL RESEARCH PROFESSOR, NON TENURE TRACK BY GENDER



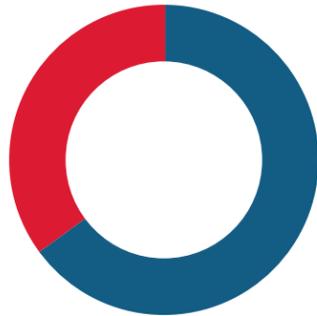
Male 35.1%
 Female 64.9%

ASSISTANT RESEARCH PROFESSOR, NON TENURE TRACK BY GENDER



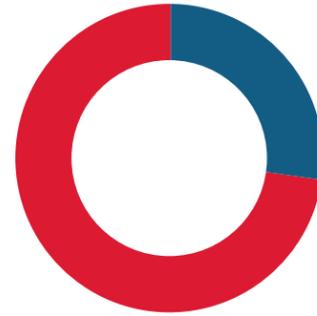
Male 63.8%
 Female 36.2%

ASSOCIATE RESEARCH PROFESSOR, NON TENURE TRACK BY GENDER



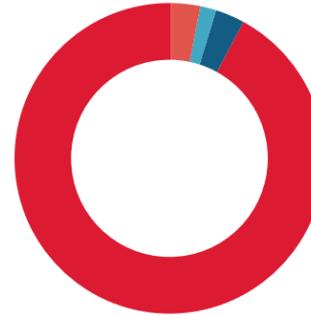
Male 34.8%
 Female 65.2%

FULL RESEARCH PROFESSOR, NON TENURE TRACK BY GENDER



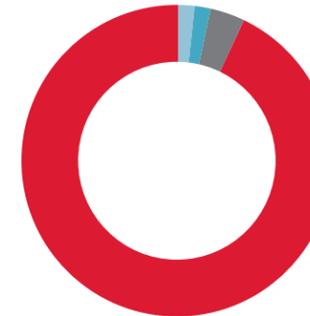
Male 72.7%
 Female 27.3%

ASSISTANT RESEARCH PROFESSOR, NON TENURE TRACK BY RACE



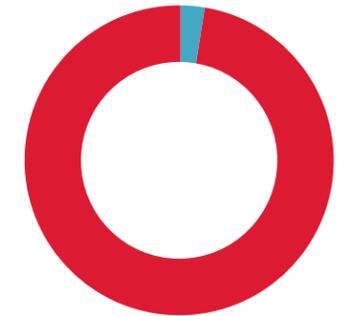
Black or African American 3.8%
 Hispanic 1.6%
 Nonresident alien 3.2%
 White 91.9%

ASSOCIATE RESEARCH PROFESSOR, NON TENURE TRACK BY RACE



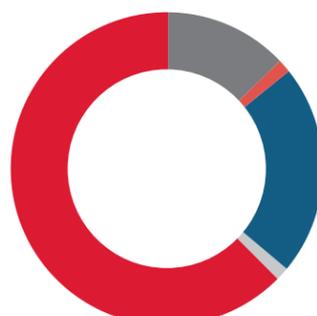
American Indian or Alaska Native .2%
 Asian 1.5%
 Hispanic 8.8%
 White 78.5%

FULL RESEARCH PROFESSOR, NON TENURE TRACK BY RACE



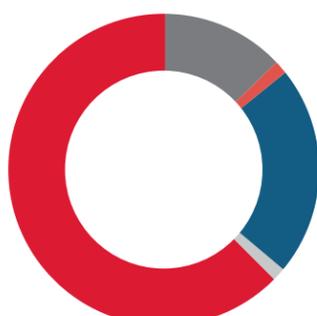
Hispanic 8.8%
 White 78.5%

ASSISTANT RESEARCH PROFESSOR, NON TENURE TRACK BY RACE



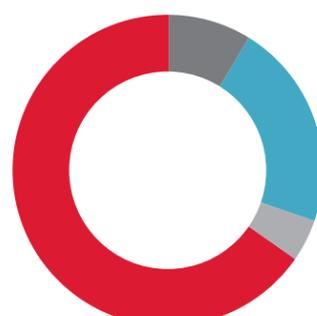
Asian 13.0%
 Black or African American 1.4%
 Nonresident alien 21.3%
 Two or more races 1.4%
 White 62.3%

ASSOCIATE RESEARCH PROFESSOR, NON TENURE TRACK BY RACE



Asian 13.0%
 Black or African American 1.4%
 Nonresident alien 21.3%
 Two or more races 1.4%
 White 62.3%

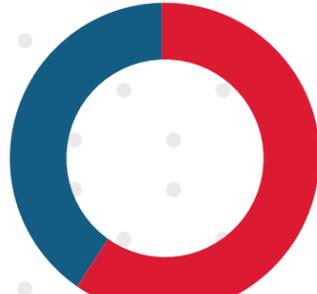
FULL RESEARCH PROFESSOR, NON TENURE TRACK BY RACE



Asian 8.7%
 Hispanic 21.7%
 Two or more races 4.3%
 White 65.2%

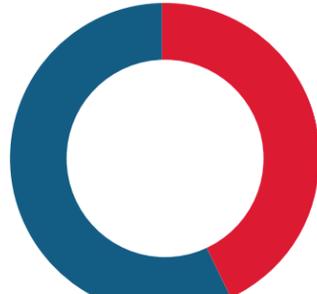
STAFF AND ADMINISTRATION BY DEMOGRAPHICS, ACADEMIC YEAR 2021

ADMINISTRATORS BY GENDER



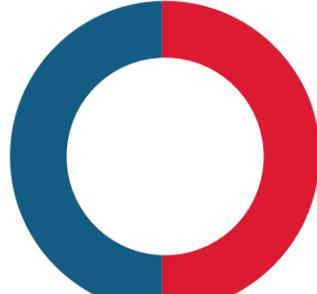
Male 59.3%
Female 40.7%

MANAGERIAL/PROFESSIONAL BY GENDER



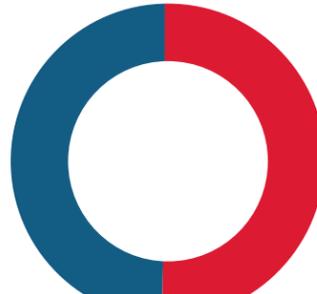
Male 42.9%
Female 57.1%

OFFICE/SERVICE BY GENDER



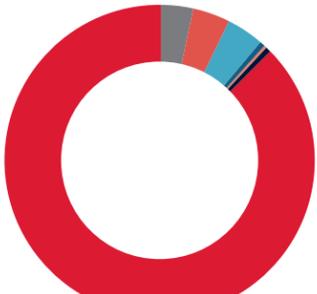
Male 50.0%
Female 50.0%

OTHER BY GENDER



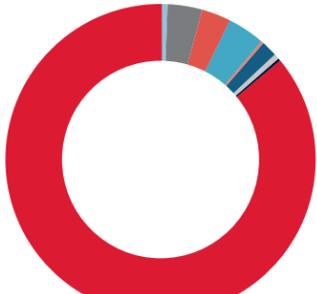
Male 46.6%
Female 53.4%

ADMINISTRATORS BY RACE



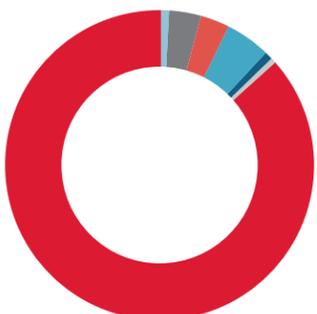
Asian 3.4%
Black or African American 3.9%
Hispanic 3.9%
Native Hawaiian or Other Pacific Islander 0.1%
Nonresident alien 0.5%
Two or more races 0.5%
Unknown race and ethnicity 0.5%
White 87.3%

MANAGERIAL/PROFESSIONAL BY RACE



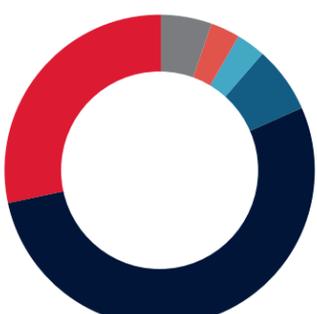
American Indian or Alaska Native 0.7%
Asian 3.5%
Black or African American 3.1%
Hispanic 4.0%
Native Hawaiian or Other Pacific Islander 0.2%
Nonresident alien 1.7%
Two or more races 0.6%
Unknown race and ethnicity 0.2%
White 86.0%

OFFICE/SERVICE BY RACE



American Indian or Alaska Native 1.1%
Asian 3.1%
Black or African American 3.2%
Hispanic 4.7%
Native Hawaiian or Other Pacific Islander 0.1%
Nonresident alien 0.7%
Two or more races 0.5%
Unknown race and ethnicity 0.1%
White 86.6%

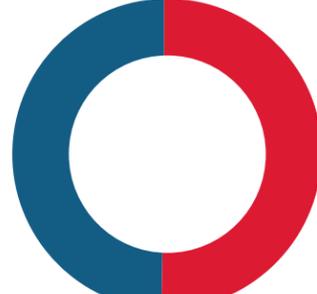
OTHER BY RACE



Asian 5.5%
Black or African American 2.9%
Hispanic 3.2%
Nonresident alien 6.8%
Unknown race and ethnicity 53.4%
White 28.2%

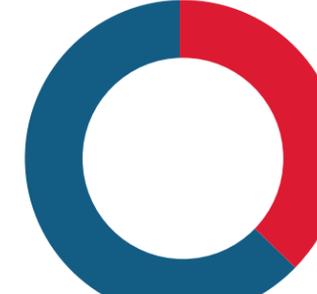
STUDENTS BY DEMOGRAPHICS, ACADEMIC YEAR 2021

UNDERGRADUATE STUDENTS BY GENDER



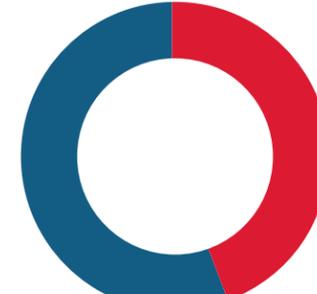
Male 50.5%
Female 49.5%

GRADUATE SCHOOL STUDENTS BY GENDER



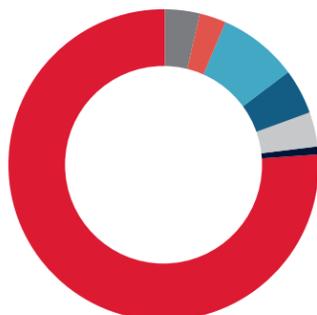
Male 37.4%
Female 62.6%

PROFESSIONAL SCHOOL STUDENTS BY GENDER



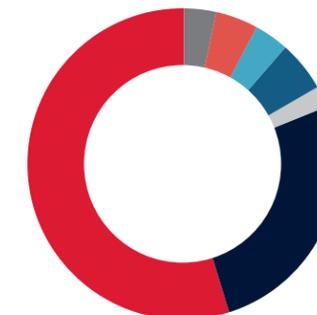
Male 44.4%
Female 55.6%

UNDERGRADUATE STUDENTS BY RACE



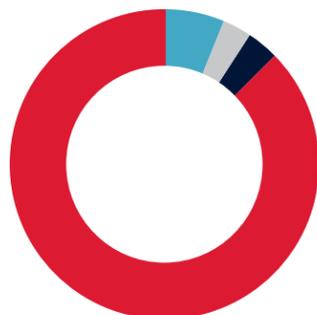
American Indian or Alaska Native 0.2%
Asian 3.6%
Black or African American 2.8%
Hispanic 8.3%
Native Hawaiian or Other Pacific Islander 0.1%
Nonresident alien 4.6%
Two or more races 3.5%
Unknown race and ethnicity 1.0%
White 76.0%

GRADUATE SCHOOL STUDENTS BY RACE



American Indian or Alaska Native 0.2%
Asian 3.2%
Black or African American 4.6%
Hispanic 3.6%
Nonresident alien 5.2%
Two or more races 2.1%
Unknown race and ethnicity 26.4%
White 54.7%

PROFESSIONAL SCHOOL STUDENTS BY RACE



Hispanic 6.3%
Two or more races 3.1%
Unknown race and ethnicity 3.1%
White 87.5%

