



DIVERSITY AND INCLUSION

A SPECIAL REPORT

**The First 150 Days:
Charting a Path Towards Inclusive Excellence
at the University of Nebraska-Lincoln**

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The first 150 days at the University of Nebraska–Lincoln (UNL) have been insightful, exciting, and motivating. I have been inspired by the energy, creativity, expertise, perspective, commitment to social justice and equity, and hope demonstrated and articulated by the the faculty, staff, students, colleagues, alums, and community and business leaders I have met since my arrival. I received a warm welcome to the University and am appreciative of those who have been doing their part in creating a more diverse and inclusive learning and work environment at UNL. It is evident that Nebraskans believe in working hard and rolling up our sleeves to get the job done. I hope that we can harness this same work ethic in ensuring that we create an environment at UNL and beyond where every person and every interaction matter.



This report attempts to provide a snapshot of my first few months at UNL—who I have met and engaged, what previous efforts or findings have informed my thinking, and how we might move forward. Though not a comprehensive summary, I hope that this report captures the depth and breadth of the effort associated with serving as a senior diversity officer at a flagship, land-grant, and public research institution. I have organized the report in a linear fashion, which begins with the transition to UNL and ends with the next steps for the future. I invite our community and university, those across our city and state to join me in making inclusive excellence our mission and our heartbeat.

We Are Nebraska.

A handwritten signature in black ink that reads "Marco Barker".

Marco Barker, Ph.D.

The Vice Chancellor of Diversity and Inclusion (VCDI) is a boundary-spanning senior administrator who prioritizes diversity-themed organizational change as a shared priority at the highest levels of leadership and governance. The VCDI plays an integrative role that coordinates, leads, enhances and supervises formal diversity capabilities of the institution to create an environment that is inclusive and excellent for all (Williams & Wade-Golden, 2013, p31).

At UNL, the VCDI leverages the momentum and energy on campus while capitalizing on the commitment of Nebraska's faculty, staff, students and community. The VCDI is responsible for establishing campus diversity infrastructure, developing a strategic plan with goals related to diversity, equity and inclusion, developing Nebraska's organizational resource capacity, leading efforts to attract and retain diverse students, faculty, and staff, building bridges between and among all constituents of the campus, engaging in sustained campus-wide dialogue, collaborating with academic leadership on systemic change, detailing diversity-related milestones, creating customized diversity efforts for the professional development of faculty and staff, and developing rubrics for diversity, learning and outcomes.

To achieve goals referenced above, the VCDI works with administrative, academic, and student leaders and taskforces to identify priorities and opportunities for partnerships; works with faculty, staff, student governance, and committees; meets with community, education, and business leaders to gain additional perspective and find connections to campus efforts; and creates time and space (e.g., open office hours) for direct engagement. These efforts are essential to having greater context and understanding how individuals make sense of and view the institution in general and the University's capacity to lead change in diversity and inclusion in particular.

One critical aspect of the VCDI is working with colleagues on the Chancellor's Cabinet and the expanded Dean's Council. This includes repeated and direct interactions with the Chancellor, Executive Vice Chancellor, Vice Chancellors, Deans, and academic affairs leaders focused on enrollment, faculty affairs, global affairs, graduate education, and undergraduate education. Inclusive excellence and diversity efforts rely on institutional leaders at all levels of the University critically examining existing policies and practices and fully integrating principles of inclusive excellence into those same practices and policies.

The planned transition for the VCDI included a formal schedule designed to connect with University leadership, to engage with faculty, staff, and student associations and organizations, to host a summer administrative diversity retreat, to attend University events, and to complete essential trainings and education. In addition to the formal onboarding schedule, there were additional meetings and events held on campus and in the community, which called for greater engagement. Lastly, the VCDI participated in University celebrations and sporting events to further unfold the source of Husker spirit.

Individual institutional leadership meetings

Individual leadership meetings are quintessential in creating and maintaining clear communication between various university entities, allotting time to address concerns, strengthening a healthy working relationship, sharing progress towards goals, and gaining clarity on plans and the roles. The VCDI met with University leadership one-on-one in order to establish initial contact and build positive relationships. See **Appendix A** for a list of onboarding contacts.

Institutional group meetings

While one-on-one meetings are important to hearing directly from individuals, group meetings and gatherings are important to gaining a broader picture of the institution. Additionally, they represent examples of how faculty, staff, and students form community and what are the collective issues or topics that communities share. During onboarding, the VCDI met with or was invited by several groups: (1) Faculty Senate, (2) University of Nebraska Office Professionals Association (UNOPA) and University Association of Administrative Development (UAAD) joint meeting, (3) Chancellor's Commissions, (4) Afrikan People's Union, NAACP, and Black Graduate and Professional Student Association joint reception, and (5) Association of Students of the University of Nebraska (ASUN). Additionally, the VCDI began a fall tour of meeting with academic colleges and academic diversity committees.

Administrative diversity retreat

There are multiple offices and administrators with responsibilities for diversity, equity, and inclusion. As a new office, it was critical for the VCDI to understand existing efforts on campus and to engage those administrators on their perception of progress and opportunity during a retreat session. At the retreat, critical topics were discussed, namely: (1) developing a shared vision, (2) campus climate, (3) diversity and higher education research, practice and strategic planning, and (4) need for future action. The retreat experience offered a candid and authentic look into where we were and what was possible. See **Appendix B** for retreat attendees. The summer retreat also included a session between the VCDI and other vice chancellors, where the leaders discussed many of the same topics, including the notion of becoming an equity-minded institution.

Community meetings

Surrounding communities play a pivotal role in shaping the experience of students, staff and faculty both professionally and personally. Where students live and study and where employees work—whether centrally on the institution’s campuses or across the state in extension offices—might be influenced by what is happening in the local context. Further, making community connections better positions the Office of Diversity and Inclusion (ODI) and UNL to form partnerships with community agencies and industry that lead to shared programming and outcomes. The VCDI set out on a local community tour in Lincoln and Omaha this Fall. See **Appendix C** for a list of participants.

Onboarding education

As part of the onboarding process, the VCDI participated in experiences that were required of all new employees. Some of these included: New Employee Orientation, New Faculty Orientation, search committee training, and Title IX training. Participating in these orientations not only provided the VCDI with technical aspects of the institution, but also a look into where inclusive excellence could be incorporated or emphasized for new members of the UNL community. The VCDI also had a glimpse of the first year experience for undergraduates by attending new student convocation.



In the past three years, UNL has been more aggressive and diligent at studying and assessing its current diversity and inclusion efforts and devising a path forward in making inclusive excellence and diversity an institutional priority. While there are several indicators that point to institutional efforts, it is important to note that there have been faculty, staff, students, and representative groups who have spent years advocating for and insisting on greater attention being given to institutionalizing diversity, equity, and inclusion. ODI and the VCDI begin its work on a strong foundation that reflects the hard work of many and aims to build on the momentum that individuals and collective voices have started, and that the institution has shored up.

Halualani & Associates Diversity Mapping Report

UNL contracted Halualani & Associates to conduct a diversity mapping of the institution to examine its diversity activities and efforts from January 2011 through December 2016, as well as its diversity-related undergraduate and graduate courses across the university curriculum. This diversity mapping was an evidence-based method to analyze UNL's record of action in relation to diversity and inclusion. Based on the data collected, recommendations were made for improvements in these general areas: (1) creation of a university-wide diversity strategic plan; (2) continued progress on diverse recruitment of undergraduate and graduate students; (3) continued progress on student retention and graduation for diverse student groups; (4) recruitment and retention of diverse faculty and staff; (5) diversity-related professional development for faculty, staff and administrators; and (6) further development of diversity-based employee groups.

Executive Vice Chancellors' (EVC) Diversity Advocacy Workgroups

In 2018, the EVC Diversity Advocacy Workgroups were created to identify and prioritize short-term diversity initiatives, actions, efforts and programs that could be starting points for ODI and the VCDI. Informed by the Halualani Diversity Mapping Report, the EVC Diversity Advocacy Workgroup suggested: (1) recruiting, retaining and graduating a diverse student body; (2) recruiting and retaining diverse faculty and staff toward building an inclusive campus culture; (3) developing a curriculum that supports the goals of diversity, equity and inclusion. These recommendations were shared with the VCDI. The VCDI later combined these recommendations with those of the N150 committee, forwarded those ideas to the N2025 committee and retains those ideas for other forms of implementation. See **Appendix D** for those members.

N150

As UNL marked its 150th year, Chancellor Ronnie Green appointed the Nebraska Commission of 150 to envision how the university could best serve Nebraska and the world for the next 25 years. This work was a result of a 150-person commission organized into subgroups—one of which included a diversity and inclusion N150 committee chaired by Amy Goodburn, Dean of Undergraduate Education, and Anna Shavers, Acting Dean of Law. The N150 vision and mission focused on four core aspirations that would guide UNL over the next 25 years: (1) Nebraska students co-create their experience, (2) research and creativity transform lives and learning, (3) every person and every interaction matter, and (4) engagement builds communities. In our community, we are committed to ensuring a deep appreciation for diversity, inclusive excellence, and the contributions of everyone—faculty, staff, and student—to the greater good. The N150 efforts served as a launching pad for the next iteration of strategic planning.

Former Chancellor's Diversity Council

This group was created during the Fall 2014 semester and first convened in Spring 2015 to provide the chancellor and his leadership team with input and guidance on high-level issues of diversity and inclusion. The Council endeavored to communicate with the many individuals and organizations on campus and in the local community who were engaged on these issues. The Council created the website diversity.unl.edu as a central repository of information and events. Additionally, the Council served as a point of contact for climate issues and matters related to diversity and inclusion. ODI has continued to update and organize the website. See **Appendix E** for those members.

Chancellor's Commissions

The three Chancellor's diversity commissions have been instrumental in being a voice for faculty, staff and students. The work of the commissions has included developing policies, creating diversity and inclusion programs, and fostering community among affinity groups and intersecting cultural identities. For example, the Chancellor's Commission on the Status of People of Color hosted the multicultural homecoming event. The Chancellor's Commission on the Status of Women examined and proposed family-friendly policies. The Chancellor's Commission on the Status of Gender and Sexual Identity most recently partnered with other departments to host a welcome event for LGBTQA+ faculty, staff and students. The commissions have individually and collectively found opportunities to address institutional gaps in diversity and inclusion and will be an important partner to ODI and the VCDI.

Long before the formation of ODI and the VCDI role, there were diversity efforts happening across the University. These programs, speakers, learning experiences, as well as other events were heavily self-driven by individuals and departments—creating some disconnect. These disconnects were consistent with the findings of the Hualani report that while there was much activity, UNL's efforts were disjointed and could benefit from having a central vision or central coordination. As a solution, it was recommended that UNL establish a central office that could set the tone for campus efforts and yield greater collaboration.

About the office

By creating a central office, institutions affirm that diversity is an area that requires dedicated and specialized leadership. It is a move indicating that the institution is formalizing its campus diversity capabilities by creating an administrative role that prioritizes, engages and elevates the diversity discussion for the entire institutional community (Williams & Wade-Golden, 2013, p.72).

ODI was created in 2018 as a culmination of 1) the efforts of engaged members of our campus community advocating for diversity and inclusion leadership, 2) an institutional study by nationally renowned diversity experts Hualani & Associates, 3) a series of workgroups and committees identifying needs, and 4) a five-year university-wide effort to address equity, diversity, and inclusion at Nebraska. There was a real interest to invest time and resources to identify the needs of the institution and the scope and role of a central office.

ODI provides vision, leadership, and advocacy in fostering an inclusive excellence mindset 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 VCDI reports to the Executive Vice Chancellor and Chief Academic Officer, and the Chancellor.

Office of Diversity and Inclusion priorities

To operate as an effective and centralized unit, ODI has identified eight priorities. These priorities represent areas of need as identified through diversity reports, engaging with UNL community members, and following best practices for diversity and inclusion in higher education:

- 1. Communication** – Gathering and sharing information on diversity and inclusion events, practices and data.
- 2. Coordination** – Creating structures that connect faculty, staff, students and administrators across the institution and foster professional learning, information sharing and collaboration.
- 3. Culture and climate** – Assessing and addressing campus climate, forming community among affinity groups, recognizing accomplishments and service, and celebrating successes.
- 4. Leadership development** – Baselineing and increasing competency among institutional leadership.
- 5. Learning and education** – Increasing institutional cultural competency and incentivizing diversity education.
- 6. Policy and practice** – Identifying and evaluating data and addressing inequity and barriers in policies, processes and other institutional structures.
- 7. Strategy** – Monitoring and mapping unit-specific and institutional diversity strategies.
- 8. Branding** – Telling our story, making the case for inclusive excellence, and increasing our national reputation.

Development of Diversity Engagement Team

In an effort to have greater collaboration and perspective, ODI formed the Diversity Engagement Team (DET). This team comprises administrative professionals whose primary responsibilities are keenly focused on promoting diversity, equity, and/or inclusion. The DET meets as a collaborative, consulting with ODI on matters and priorities related to institutional diversity, equity, and inclusion and identifies key areas for institutional action that call for a collective, collaborative, and/or individual response. See **Appendix D** for members.

Inclusive Excellence

The Halualani report suggested that it is pertinent for UNL to identify and define our institutional meaning for diversity and inclusion. Definitions are foundational in developing a shared understanding of inclusive excellence. UNL strives to cultivate an inclusive excellence mindset across the institution. This means 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. To accomplish this, we recognize the importance of understanding exactly what we mean by inclusive excellence. Inclusive excellence builds on the notions of diversity, inclusion, and equity. These definitions are adapted and adopted from the American Association of Colleges and Universities (AAC&U).

Diversity

Individual differences (e.g., personality, prior knowledge, and life experiences), group and social differences (e.g., race/ethnicity, indigeneity, class, gender, gender identity, sexual orientation, country of origin, and (dis)ability), historically underrepresented populations, and cultural, political, religious, or other affiliations.

Inclusion

The active, intentional, and ongoing engagement with diversity—in the curriculum, in the co-curriculum, and in communities (intellectual, social, cultural, geographical) with which individuals might connect—in ways that increase awareness, content knowledge, cognitive sophistication, and empathic understanding of the complex ways individuals interact within systems and institutions.

Equity

The creation of opportunities for historically underrepresented populations to have equal access to and participate in educational programs that are capable of closing the achievement gaps in student success and completion.

Inclusive Excellence

It 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.

Leadership capacity

The ability to incorporate and effectively weave inclusive excellence into the fabric of UNL relies on our ability to make decisions that reflect an understanding of the complex ways that diversity, history, and systemic oppression influences our institutions. We must equip leaders with the knowledge and the tools to expand their learning and put these concepts into practice. We then have a responsibility to ensure that our entire community has a greater understanding of the issues that impede inclusive excellence.

The **Council of Inclusive Excellence and Diversity (CIED)** 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. See **Appendix D** for listing.

Collective impact

Under conditions of complexity and silos, collective impact is one model for how individual and organizational behavior can create an ongoing progression of alignment, discovery, learning, and emergence. In many instances, this progression greatly accelerates social change without requiring breakthrough innovations or vastly increased funding. Previously unnoticed solutions and resources from inside or outside the community are identified and adopted. Existing units find new ways of working together that produce better outcomes (Kania & Kramer, 2013). The collective impact model is the operational model that will guide our shared approach towards making excellence inclusive at UNL. See **Figure 1**.

To be successful, collective impact efforts require five conditions to align and lead to powerful results: (1) **Common agenda** – Having a shared vision for change that includes a common understanding of the problem and a joint approach to solving it through agreed upon actions; (2) **Shared measurement system** – Collecting data and measuring results consistently on a list of indicators across varying levels of the institution—all efforts remain aligned, holds participants accountable, and provides a chance to learn from each other's successes and failure; (3) **Mutually reinforcing activities** – Collective impact initiatives rely on a diverse group of stakeholders working together. The impact is multifold when groups do not replicate actions but encourage each other to undertake activities at which it excels in a way that supports and is synchronized with others' actions; (4) **Continuous communication** – Constituents require consistent communication with each other to acknowledge and grasp the common motivation behind different efforts. It is necessary that interests are evaluated objectively based on evidence; and (5) **Backbone support organizations** – Creating and managing collective impact on campus requires a central office and staff who have the skillset to serve as the backbone of the entire initiative (Kania & Kramer, 2011). Our common agenda is inclusive excellence and ODI is preparing itself to offer the support needed to facilitate our institutional, cultural transformation.

Figure 1: Representation of collective impact (Kania & Kramer, 2011)

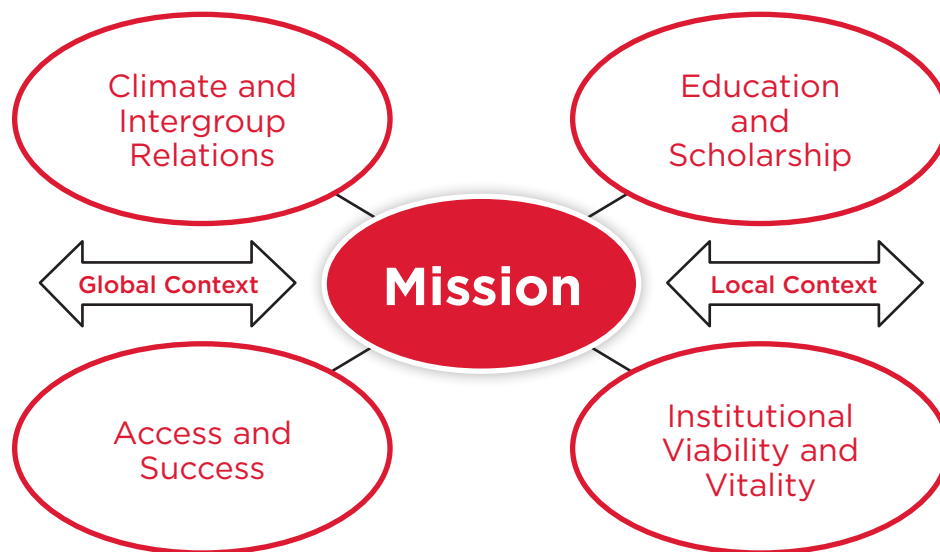


Diversity framework

A component of collective impact or collective action relies on the institution moving in the same direction, albeit different departments and areas. An overarching framework is used often in setting a tone. Furthermore, a diversity framework is meant to guide decisions, dialogue, and actions across the entire university and provide leaders with a tool for driving college-specific and unit-specific diversity and inclusion efforts. It intends to foster a coordinated approach to developing strategies.

There were several options that mirrored an inclusive excellence framework. After review, ODI identified Darryl Smith's Four Domains framework for UNL. This framework emerged from diversity's historical roots and from current issues impacting college and university campuses, while shifting the responsibility from groups to institutions and organizations. It engages the entire spectrum of identities and differentiates the concerns related to each. The four dimensions are access and success of underrepresented populations, campus climate and intergroup relations, education and scholarship, and institutional viability and vitality (Smith, 2015 p.71). The four domains will provide colleges and units with an approach to organizing thoughts and ideas, while serving as a way for ODI to map efforts across the institution.

Figure 2: Mission-Driven Domains (Smith, 2015)



The Office of Diversity and Inclusion continues to shape its mission in response to national best practices and trends and to the needs of the institution and state. ODI is identifying opportunities to develop, leverage, and support efforts that elevate and advance the institution's capacity to fully activate an inclusive excellence agenda. Several future activities allow the office to accomplish this:

- *Form a Community of Excellence.* ODI will develop a “Community of Excellence,” which will be a large forum or learning community for faculty, staff, and students who have an interest in advancing diversity and inclusion. Members will discuss, inform, and learn more about diversity-related issues and strategies and membership will be generally open to faculty, staff and students.
- *Increase university-wide learning experiences.* ODI will increase shared learning and professional development by first, identifying and building partnerships with departments who already offer institution-wide education and second, creating new programs where there are emerging needs.
- *Support and map unit-specific diversity strategies.* Every person and every unit or area has a responsibility for making inclusive excellence and diversity a priority or goal. Across our institution, we have varying missions and operations that are specific to our function, discipline, and/or professional community. Therefore, colleges, departments and units must develop unit-specific strategies that reflect these nuances but still align with institutional goals. At the same time, the institution embarks on N2025. The five-year strategic plan recommends an aim focused on prioritizing inclusive excellence and diversity. ODI will work with academic colleges and administrative units to develop, refine, or revisit college or unit-specific diversity strategies, providing the strategic framework and on-going consultations. These strategies will be linked or mapped to the four domains framework and the N2025 plan.
- *Develop a diversity newsletter.* ODI will develop a monthly newsletter that will feature upcoming diversity events or activities, opportunities for professional development, important announcements, and inclusive excellence stories featuring students, staff, faculty, and alums.
- *Continue to build leadership capacity.* The Chancellor's Executive Leadership Team and the CIED will engage in on-going learning and will lead efforts in setting diversity strategies in their respective college or administrative unit.

In addition to the items listed above, ODI will continue to connect with and learn from the other institutional and community partners it has yet to meet. The formation of a new office is no easy feat. However, there has been a tremendous amount of support from caring and committed faculty, staff, and students. Transforming institutional culture to an inclusive excellence mindset will take everyone. It is a process where members of the University will need to be open to learning, and being nimble, critical, empathetic, and patient. There is a great deal of work ahead of us, but we are an institution where we believe in working hard and going BIG.

- American Association of Colleges and Universities. (n.d.). Making excellence inclusive. Retrieved from <https://www.aacu.org/making-excellence-inclusive>.
- Kania, J., & Kramer, M. (2011). Collective impact.
- Kania, J., & Kramer, M. (2013). Embracing emergence: How collective impact addresses complexity.
- Smith, D. G. (2015). Diversity's promise for higher education: Making it work. JHU Press.
- Williams, D. A., & Wade-Golden, K. C. (2013). The chief diversity officer. Stylus Publishing, LLC.

Appendix A: Onboarding meetings

- Kathy Ankerson | Dean, Architecture
- Amber Antholz | Assistant Vice President, University of Nebraska Foundation
- Mark Askren | Sr. Advisor to President, University of Nebraska System
- DaWon Baker | Director of Diversity and Inclusion, Athletics
- Renee Batman | Assistant Vice Chancellor, EVC Office
- Laurie Bellows | Interim Vice Chancellor, Student Affairs
- Mike Boehm | Harlen Vice Chancellor, Institute for Agricultural and Natural Resources and Vice President, University of Nebraska System
- Matt Boyd | Assistant Vice President, University of Nebraska Foundation
- Mark Button | Dean, Arts and Sciences
- Tim Carr | Dean, Graduate Studies
- Gwen Combs | Director, Faculty Diversity
- Josh Davis | Associate Vice Chancellor for Global Engagement, EVC Office
- Kathy Farrell | Dean, Business
- Deb Fiddelke | Chief Marketing Officer, University Communication
- Charlie Foster | Assistant Vice Chancellor for Student Affairs, Office of Academic Success and Intercultural Services
- Amy Goodburn | Sr. Associate Vice Chancellor and Dean of Undergraduate Education, EVC Office
- Ronnie Green | Chancellor
- Sherri Jones | Dean, Education and Human Sciences
- Karen Kassebaum | Director of Staff Diversity and Inclusion, Human Resources
- Richard Moberly | Interim Executive Vice Chancellor & Chief Academic Officer, EVC Office
- William “Bill” Nunez | Vice Chancellor, Business and Finance
- Charles O’Connor | Dean, Hixon-Lied Fine and Performing Arts
- Nick Pace | Chairperson, Education Administration
- Lance Perez | Dean, Engineering
- Joe Selig | Senior Vice President, University of Nebraska Foundation
- Anna Shavers | Acting Dean, Law
- Claire Stewart | Dean of Libraries, University Libraries
- Tami Strickman | Associate to Chancellor, Office of Equity and Compliance
- Pat Tetreault | Director, LGBTQA+ Resource Center and Women’s Center
- James Volkmer | Assistant Vice Chancellor, EVC Office
- Judy Walker | Associate Vice Chancellor for Faculty Affairs, EVC Office
- Bob Wilhelm | Vice Chancellor, Research and Economic Development
- Amber Williams | Assistant Vice Chancellor, Academic Services & Enrollment Management
- Mike Zeleny | Chief of Staff and Associate to the Chancellor

Appendix B: Administrative Diversity retreat

- Dawon Baker | Director of Diversity and Inclusion, Athletics
- Joe Brownell | Director, Military and Veteran Success Center
- Gwen Combs | Coordinator, EVC & CAO
- Charlie Foster | Assistant Vice Chancellor for Student Affairs, OASIS
- Amy Goodburn | Senior Associate Vice Chancellor and Dean of Undergraduate Education, Office of the Executive Vice Chancellor (EVC) & Chief Academic Officer (CAO)
- Sam Gooden | Director, Services for Disability Services
- Karen Kassebaum | Director of Staff Diversity and Inclusion, Human Resources
- Pat Tetreault | Director, LGBTQA+ Resource Center
- Amber Williams | Asst. Vice Chancellor, Academic Services & Enrollment Management

Appendix C: Community meetings

- Leirion Gaylor Baird | Mayor, City of Lincoln
- Willie & Yolanda Barney | Empowerment Network
- Wendy Birdsall | CCE, IOM, President, Lincoln Chamber of Commerce
- Dick and Sharon Davis | Davis Companies
- Steven Dunham | Community Living Coordinator, Hastings College
- Wendy Goldberg | Interim Executive Director, Tri-Faith Initiative
- Council Member Ben & Freddie Gray
- Roméo J. Guerra | Executive Director, El Centro De Las Americas
- Katey Hulewicz | Office Manager, Downtown Lincoln Association
- Dr. Colleen Jones | Melvin Jones Scholar Community
- Matt Munger | Engineering Director, Hudl
- Deborah Neary | Executive Director, Mentor Nebraska
- Walter Powell | LPS Equity, Diversity and Multicultural Administrator
- Bryan Slone | President, Nebraska Chamber of Commerce & Industry
- Maggie Smith | Event Director, Downtown Lincoln Association
- Dr. Lazaro Arutro Spindola | Executive Director, Latino American Commission
- Abbi Swatsworth | Executive Director, OutNebraska
- Barry Thomas | Director for Equity and Diversity, Omaha Public Schools
- Kathie Uhrmacher | President, Women's Foundation
- Tony Vargas | Senator
- Thomas Warren, Sr. | President and CEO, Urban League of Nebraska
- Richard Webb | CEO, 100 Black Men of Omaha
- Christopher Whitt | Vice Provost, Institutional Diversity & Inclusion Creighton University
- Maggie Wood | Executive Director, Inclusive Communities

Appendix D: Council of Inclusive Excellence and Diversity + Diversity Engagement Team (DET)

- Tala Awada | Associate Dean/Associate Director, Agricultural Research Division
- John Backer | Captain, University Police Department
- DaWon Baker | Director of Diversity & Inclusion, Athletics (DET)
- Marco Barker | Vice Chancellor, Office of Diversity and Inclusion (DET)
- Rik Barrera | Associate Dean of Student Services & COO, College of Business
- Richard Bischoff | Assoc. Vice Chancellor, Office of Vice Pres/Vice Chancellor IANR (DET)
- Jenni Brost | Director for New Student Enrollment, Enrollment Management
- Joe Brownell | Director, Military & Veteran Success Center (DET)
- Ann Chang | Artistic Director, Lied Center for Performing Arts
- Gwen Combs | Director for Faculty Diversity, EVC Office (DET)
- Charles O' Connor | Dean, Hixson-Lied Fine & Performing Art
- Trina Creighton | Associate Professor, Broadcasting
- Josh Davis | Associate Vice Chancellor for Global Engagement, EVC Office (DET)
- Ernest Dupree | Graduate Student, Office of Diversity and Inclusion
- Ryan Fette | Coordinator Education and Outreach, Office of Institutional Equity and Compliance
- Charlie Foster | Assistant Vice Chancellor for Student Affairs, Office of Academic Success and Intercultural Services (DET)
- Nicole (Smith) Frerichs | Assistant Dean, College of Agricultural Sciences and Natural Resources
- Nkenge Friday | Assistant Vice Chancellor for Strategic Initiatives, Office of Diversity and Inclusion (DET)

- Jordan Gonzales | Director of Alumni Engagement, Alumni Association
- Amy Goodburn | Senior Associate Vice Chancellor and Dean of Undergraduate Education, EVC Office (DET)
- Sam Goodin | Director, Services for Students with Disabilities (DET)
- June Griffin | Associate Dean-Undergraduate Education, College of Arts and Sciences
- Ibraheem Hamzat | External Vice President, ASUN
- Emily Johnson | President, ASUN
- Sherri Jones | Dean, College of Education & Human Sciences
- Karen Kassebaum | Director of Staff Diversity and Inclusion, Human Resources (DET)
- Sharon Kuska | Associate Dean for Faculty & Academic Prog, Architecture
- Ron Lee | Professor, Communication Studies
- Ranelle Maltas | Technology Training Services Associate, Human Resources
- Charlene Maxey-Harris | Interim Associate Dean, Libraries
- L.J. McElravy | Associate Dean, Graduate Studies
- Nathan Meier | Assistant Vice Chancellor for Research, ORED
- Richard Moberly | Interim Executive Vice Chancellor & Chief Academic Officer, EVC Office
- William “Bill” Nunez | Vice Chancellor, Business and Finance
- Jessie Peter | Graduate Student, GSA
- Anna Pressler | Director of Recruitment and Student Success, Jeffrey S. Raikes School of Computer Science and Management
- Joann Ross | Academic Counselor, CCSW Chair
- Nancy Shank | PPC Associate Director, Public Policy Center
- Anna Shavers | Acting Dean, College of Law
- Prabhakar Shrestha | Sustainability Coordinator, Sustainability
- Connie Soucie | Vice President Talen, Culture & Human Resources, NU Foundation
- Tami Strickman | Associate to the Chancellor, Office of Institutional Equity and Compliance (DET)
- Corrie Svehla | Services & Special Events Lead, CCSGSI Chair
- Pat Tetreault | Director, LGBTQA+ Resource Center & Women’s Center, Office of Academic Success and Intercultural Services (DET)
- Tyler Thomas | Senior Director of Integrated Content, Office of University Communication
- Julie Thomsen | Director of HR, Nebraska Education Television
- Heath Tuttle | Chief Information Officer, UNL ITS
- Hamid Vakilzadian | Professor, Electrical & Computer Engineering
- Dave Varner | Associate Dean/Associate Director, Nebraska Extension
- Lily Wang | Professor/Associate Dean, College of Engineering
- Bill Watts | Associate Dean, Undergraduate Education & Student Success
- Amber Williams | Assistant Vice Chancellor, Academic Services & Enrollment Management (DET)
- Catherine Wilson | Associate Professor, CCSPC Chair
- Maggie Witt | Director, Procurement and Strategic Sourcing (DET)
- Jana Wood | Auxiliary Projects & Systems Manager, Facilities Operations

Appendix E: Former Chancellor’s Diversity Council

- Charlie Foster | Assistant Vice Chancellor for Student Affairs (Chair)
- Mark Balschweid | Department Head, Agricultural Leadership, Education & Communication
- Karen Kassebaum | Director of Staff Diversity and Inclusion, Human Resources
- Leemah Nasrati | ASUN Student Representative
- Bill Nunez | Vice Chancellor for Business and Finance
- Tami Strickman | Assistant to the Chancellor, Institutional Equity & Compliance

Executive Vice Chancellor's Workgroup

Jennifer Andersen
Rachel Anderson
Rachel Azima
Becki Barnes
Lauren Becwar
Haley Bell
Stephanie Bondi
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