

ATLAS DIVERSITY BENCHMARKING: UNIVERSITY OF NEBRASKA - LINCOLN

Conducted by



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Atlas Diversity Benchmarking: Introduction & Methodology

This chapter describes the Atlas diversity benchmarking and its employed methodology.

**Please note that graphic representations of the data may be affected by common rounding error. All raw data calculations have been verified in our analysis.*

Atlas Diversity Benchmarking: Introduction

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Atlas is a national database that showcases all diversity-related initiatives, efforts, and strategic plans for all accredited colleges and universities in the U.S. (approximately 7,500 institutions; this data source does not include online universities). Through Atlas, Halualani & Associates has nationally benchmarked University of Nebraska-Lincoln in comparison with its peer, regional, and national institutions in terms of diversity and inclusion work via our scoring mechanism and in terms of different variables and various indices.

Indeed, diversity and inclusion work in higher education does NOT exist or operate in a vacuum; some practices are deemed more effective and impactful than others for specific type of institutions. Such knowledge should be gathered and provided to institutions in relation to their peers. Through Atlas diversity benchmarking, we gauge a university's level of incorporation of key proven factors and high impact practices associated with diversity excellence at comparable institutions in higher education. These key proven factors and high impact practices derive from the most recent higher educational literature and evidence as well as corporate best practices on diversity on the national front. Through this benchmarking, a university will discover the extent to which it has fulfilled its commitment to diversity excellence and how this status stands in relation to national benchmarks.

Halualani & Associates conducted an Atlas diversity benchmarking for University of Nebraska-Lincoln in order to

highlight the current comparative status/performance on inclusive excellence in terms of their peers on the following index:

● **Diversity Faculty and Staff Recruitment and Retention Index Series:**

- Diversifying Faculty Initiatives (with Training, Toolkits, Incentives)
- Faculty Retention Initiatives (Efforts, Incentives)
- Employee Affinity Groups
- Diverse Staff Recruitment Initiatives

Atlas Diversity Benchmarking: Methodology

Methodology

Halualani & Associates conducted Atlas diversity benchmarking on the aforementioned index through the following research steps.

- We first collect, trace, and track all data related to the aforementioned diversity index in terms of the most recent (within the last six months) efforts, programs, and initiatives for all designated peers. Such information is gathered from a combination of web scraping, electronic documents, and mandated accreditation reports, and often includes both quantitative and qualitative data.
- Then, once all of the data has been collected, our team scores each institution based on a coding scheme and set of algorithms that are informed by high-impact and “gold standard” practices (from the research literature of proven practices). Higher scores and codings are assigned to those institutions that possess high-impact practices and in relation to proven, high success-potential factors.
- Ultimately, on all indices, a scale of 1 to 100, with 100 representing the highest and most positive/successful/impact score, is used to compare the University of Nebraska-Lincoln with its peer institutions.

The following benchmarking chapter features the ranking of University of Nebraska-Lincoln in relation to its designated peers on this diversity faculty and staff

recruitment and retention index series. All information about why the scoring was assigned and the kinds of efforts or initiatives that each designated peer engages in, is provided in detail. The quantitative information via the ranking charts are displayed along with thick descriptions of the kinds of efforts and initiatives being put on by all of the peer institutions.

Chapter 2

Diversity Faculty & Staff Recruitment & Retention Index Series

This chapter features the Atlas benchmarking findings for University of Nebraska-Lincoln on this index series.

**Please note that graphic representations of the data may be affected by common rounding error. All raw data calculations have been verified in our analysis.*

Diverse Faculty/Staff Recruitment & Retention Index Series

Diverse Faculty/Staff Recruitment & Retention Index Series

This index series highlights how your institution compares to your designated peers in terms of the quantity and quality of diversity-related faculty and staff recruitment and retention initiatives and programs at those universities.

The **Diverse Faculty/Staff Recruitment & Retention Index Series** includes the following indices:

- Diversifying Faculty Index
- Faculty Retention Initiative Index
- Employee/Faculty Affinity Groups Index
- Staff Diversity Recruitment Initiative Index

University of Nebraska-Lincoln selected the following peers for comparison in this index series:

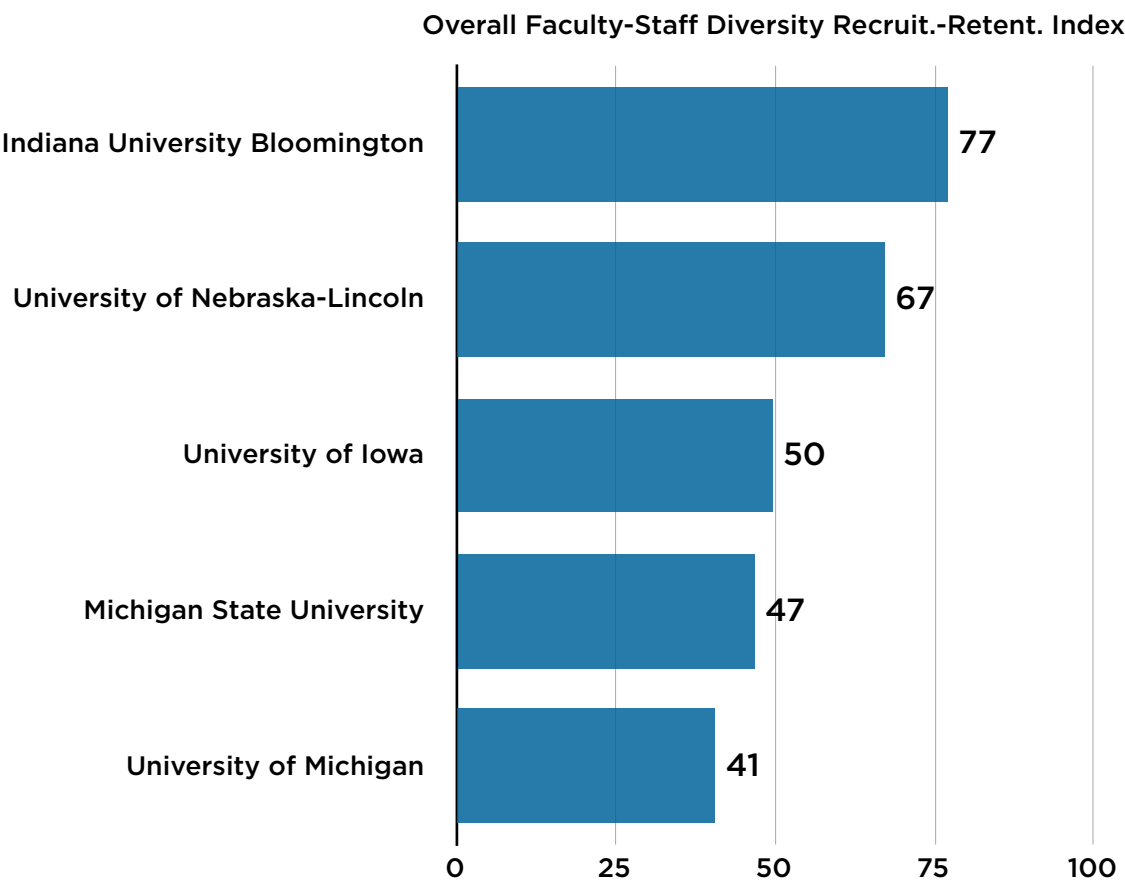
- University of Iowa
- Indiana University Bloomington
- Michigan State University
- University of Michigan
- University of Kansas

Overall Diverse Faculty/Staff Recruitment & Retention Index

Overall Diverse Faculty/Staff Recruitment & Retention Index

Overall Diverse Faculty/Staff Recruitment & Retention Index: The higher the score, the greater the breadth (quantity) and depth (quality) of the university’s diversity-related faculty and staff recruitment and retention initiatives and programs.

- Overall, **Indiana University Bloomington** ranks 1st overall on this index because it featured multiple, high-quality diversifying faculty recruitment initiatives, faculty retention programs, diversifying staff recruitment initiatives, and employee affinity groups when compared to its peers.
- University of Nebraska-Lincoln** ranked 2nd overall because of its high-quality diverse faculty recruitment and retention initiatives.



Diversifying Faculty Index

Diversifying Faculty Index

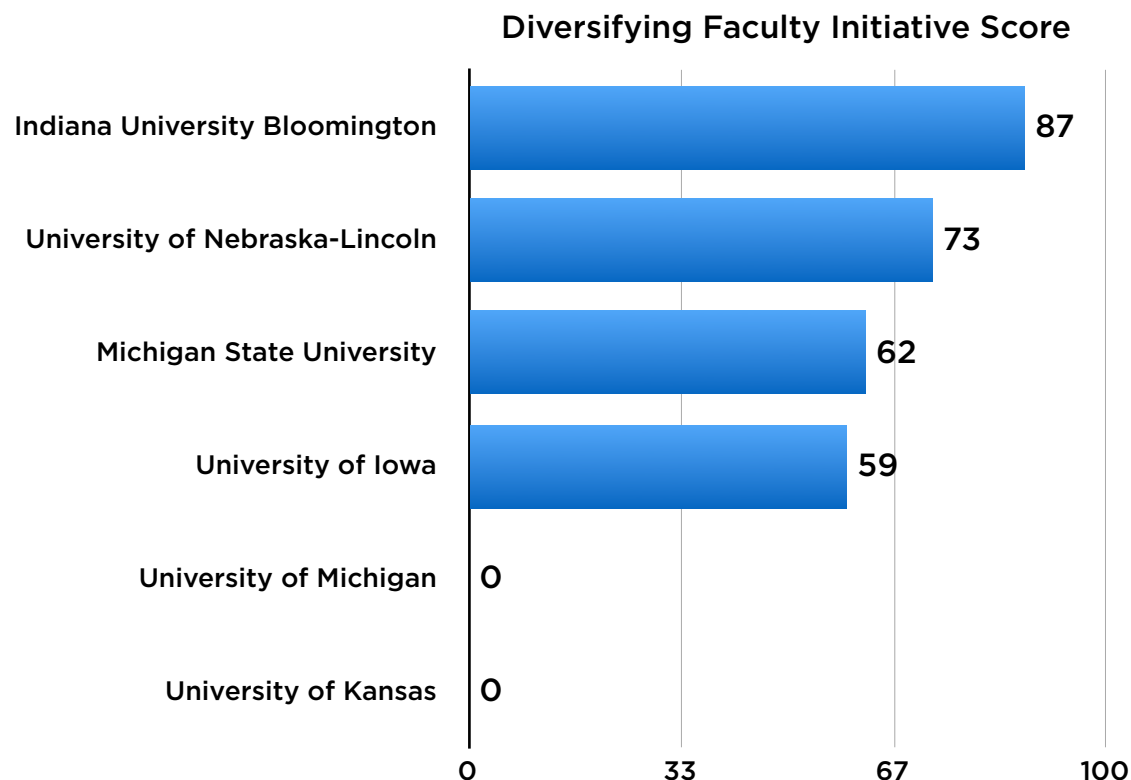
This index measures the quantity and quality of the diversity-related faculty recruitment initiatives and programs that each university currently has in place.

On this index, the higher the score, the more the university has implemented a greater number of high quality, diversity-related recruitment initiatives and programs for faculty members.

According to our Atlas diversity benchmarkings, **Indiana University Bloomington** ranks 1st in relation to its designated peers in terms of the quantity and quality of its diversity-related recruitment initiatives and programs for faculty members. This ranking was achieved through IU Bloomington's Strategic Hiring Fund (or an incentive support program for academic departments who hire underrepresented minority faculty), oversight on diverse searches, and search committee and department chair training on diversifying faculty and implicit bias.

- **Examples of Indiana University Bloomington's Diversity-Related Recruitment Initiatives and Programs for Faculty Members:**

- **The Strategic Hiring Fund:** "Provides funding for schools to hire qualified candidates who further IUB's goals of hiring and retaining a diverse faculty. The fund provides money to cover 75% of salary and fringe for a faculty hire from an underrepresented minority group, and 50% salary and fringe for a senior female faculty member in fields where women have traditionally been underrepresented. Created a campus strategic recruitment fund to assist deans and chairs in the recruitment and retention of faculty from underrepresented minority groups and women faculty in fields where they are underrepresented. The recruitment fund supports up to 75% of salary and fringes in base funding."



- **Monitoring search pools for diversity:** “The Vice Provost for Faculty and Academic Affairs monitors all faculty searches to compare the diversity of the search pool and department to DOL data, and also assess the diversity of the search pool applying for the position. If a position is yielding a much less diverse pool than is common for that field it would suggest the advertising and/or wording of ad may be too narrow.”
- **Each academic school and college has an individual diversifying recruitment plan.**
- **Dual Career Placement:** “Dual Career Placement has become essential in recruiting and retaining excellent faculty. Many faculty being recruited by Indiana University have partners who are accomplished professionals in their own right.”
- **Mandatory Attendance of Search Committee Meetings by Hiring Department Human Resource/Affirmative Action Representative:** “Although IU Bloomington does not require diversity training/education for search committee heads, many are exposed through required senior administrator and supervisor required training. IU Bloomington search committee meetings are attended by the hiring department human resource representative or an individual from the Office of Affirmative Action to education and support the committees’ work.”

University of Nebraska-Lincoln ranks 2nd for the quantity and quality of its major diversifying faculty initiative (for e.g., Initiative to Adopt Best Practices to Recruit and Retain a Diverse Faculty). This initiative prioritizes the gathering of high impact practices to create a comprehensive, thorough process of reaching out to and hiring faculty members from many diverse and historically underrepresented backgrounds.

- **Examples of University of Nebraska-Lincoln’s Diversity-Related Recruitment Initiatives and Programs for Faculty Members:**

- **Initiative to Adopt Best Practices to Recruit and Retain a Diverse Faculty:** “The following are deemed as key components of high-impact faculty recruitment practices: SCOUT cultivate relationships with other universities, and identify and adopt feeder departments that produce significant numbers of minority Ph.D.s; identify and attend national association conferences with large numbers of minority members to establish networks; host diverse scholars on campus. SEARCH develop intentional strategic plans for pro-active recruitment for all searches, i.e. personally contact and encourage diverse talented applicants to apply for positions; pledge a university-wide commitment to achieving a large and diverse pool of talent for every position; closely monitor and review each search and, if necessary, intervene in the process at an appropriate point if the pool is not sufficiently diverse, based on data available from, e.g. The Survey of Earned Doctorates, IPEDS, or other recognized data bases. Intervention should be an option that academic administrators can exercise at all administrative levels of the process. SUPPORT continue to resource the recruiting effort through diversity dollars; cultivate

awareness of the importance of resolving dual career issues; contact finalists before on-campus interviews to discuss resources available on campus and in the community. SUSTAIN insure appropriate mentoring for success; institute a meeting with the college dean (structure to be determined by the college dean) for all faculty by their third year on the tenure track to review the tenure process and address questions/concerns; assess performance and progress in retaining faculty; keep abreast of recruitment and retention practices.”

Michigan State University and **the University of Iowa** scored 3rd and 4th (respectively) in this index because these institutions had diversifying faculty recruitment process initiatives in place. These processes incorporated standard elements (required national advertisements, broadening the applicant pool strategies, diversity descriptions in job announcements) and not as many innovative, high-yield practices (for e.g., Grow Your Own programs, dual career hiring, post doctoral fellowships to tenure track conversions).

University of Michigan and **University of Kansas** did not have any recent, formal diversifying faculty initiatives in place. This could be due to the strategic planning efforts that are currently taking place on their campuses and thus, these institutions may be designing new initiatives in the present moment.

The following delineates the incorporated elements in each institution’s diversifying faculty recruitment process:

- **Indiana University Bloomington’s Diversifying Faculty Recruitment Process’ Incorporated Elements:**

- Mandatory diversity recruitment/implicit bias training

- Widespread advertising of positions in diverse publications
- Diversity statements in all job position announcements
- A University-Wide committee that highlights the importance of diversity faculty
- Vice Provost for Faculty Development & Diversity Role
- Diversity Summit: A meeting of representatives from each school (deans, associate deans) to assess progress on efforts to increase diversity in faculty hiring and retention and to identify additional steps that might be taken.

- **University of Nebraska-Lincoln’s Diversifying Faculty Recruitment Process’ Incorporated Elements:**

- Mandatory diversity recruitment/implicit bias training
- Widespread advertising of positions in diverse publications
- Diversity statements in all job position announcements
- A University-Wide committee that highlights the importance of diversity faculty

- **Michigan State University’s Diversifying Faculty Recruitment Process’ Incorporated Elements:**

- Widespread advertising of positions in diverse publications

- Design around Affirmative Action benchmarks and mandates
- **University of Iowa's Diversifying Faculty Recruitment Process' Incorporated Elements:**
 - Widespread advertising of positions in diverse publications
 - Diversity statements in all job position announcements
 - Design around Affirmative Action benchmarks and mandates
- More specifically, we also uncovered the key, targeted diverse faculty recruitment strategies that each peer institution employs.
- **Indiana University Bloomington's Targeted Recruitment Strategies for Diverse Faculty:**
 - Targeted advertisements in diverse publications
 - Grow Your Own programs
 - Networking/Outreach to diverse Ph.D students
 - Postdoctoral Fellowships
- **University of Nebraska-Lincoln's Targeted Recruitment Strategies for Diverse Faculty:**
 - Targeted advertisements in diverse publications
 - Grow Your Own programs
 - Networking/Outreach to diverse Ph.D students

- Attendance at diversity conferences
- **Michigan State University's Targeted Recruitment Strategies for Diverse Faculty:**
 - Targeted advertisements in diverse publications
- **University of Iowa's Targeted Recruitment Strategies for Diverse Faculty:**
 - Targeted advertisements in diverse publications
- As another important note, **Indiana University Bloomington, University of Nebraska-Lincoln, and Michigan State University** have built into their diverse faculty recruitment process the capability to STOP a faculty search if the applicant pool is not diverse enough.
- Out of all of the peer institutions, only **Indiana University Bloomington** was able to directly indicate how their diversifying faculty efforts are increasing their diverse faculty hiring rates (which was traced out explicitly in campus reports). All of the other peer institutions had no plan for how to assess impact or goal attainment in diversifying their faculty.
- We recommend to the **University of Nebraska-Lincoln** that it:
 - continue to examine and implement high-impact, high-yield diverse recruitment practices that are best suited for its institutional type;
 - explore creative innovations for how to engage in outreach and recruitment of diverse candidates;

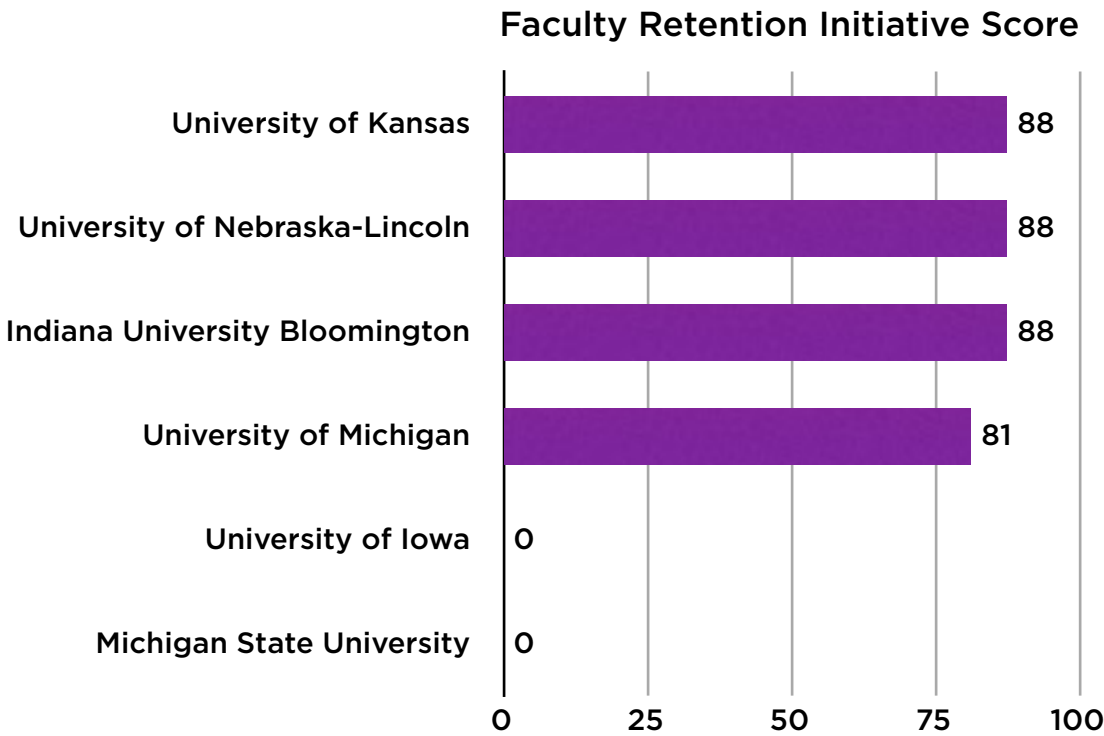
- create assessment mechanisms or key performance indicators for determining goal attainment in this index area.

Faculty Retention Initiative Index

Faculty Retention Initiative Index

This index measures the quantity and quality of the diversity-related retention initiatives and programs for faculty members that each university currently has in place. It should be noted for context that faculty retention initiatives and programs are rare in that most institutions put a great deal of their efforts and resources into recruitment (or “getting individuals into the doorway”).

On this index, the higher the score, the more the university has implemented a greater number of high quality, diversity-related retention initiatives and programs for faculty members.



- **University of Kansas, University of Nebraska-Lincoln, and Indiana University Bloomington** all scored the highest on this index because it featured multiple high-quality faculty retention initiatives or programs. For instance, **University of Kansas** had a Faculty Retention Program that provides a system by which faculty can request a pay increase if they feel they are underpaid. Chairs can also submit the request if a faculty member is being “actively courted” by another institution. Such a proactive program is instrumental in retaining excellent faculty (although it appears as if it is for ALL faculty and not just diverse ones). As another example, **University of Nebraska Lincoln’s** Initiative to Adopt Best Practices to Recruit and Retain a Diverse Faculty has a component of SUSTAIN which emphasizes appropriate mentoring for success and calls for instituting a meeting with the college dean for all faculty by their third year on the tenure track to review the tenure process and address questions/concerns. **Indiana University Bloomington** has invested in Faculty Mentoring Resources for its diverse faculty as well as multiple initiatives to retain faculty.
- **University of Michigan** had a financial incentive program for academic departments to recruit and retain faculty, although it appeared that more of the focus was on the recruitment side of the house.

- **Michigan State University** and **University of Iowa** did not have a current faculty retention initiative or program.
- More specifically, we found the following types of diversity-related retention programs for faculty members at the top ranked institutions. Some notable examples are listed below.
- **Examples of University of Kansas' Diversity-Related Retention Programs for Faculty Members:**
 - “Faculty Retention Program: To assist faculty members, chairpersons/directors, and the Dean’s Office in making decisions regarding special merit salary requests for faculty who may be deserving of special consideration based on their accomplishments and the need to address market pressures. Faculty members with the retention offer, is typically excluded from the merit pool. Understanding this application of merit can help set expectations with the faculty member.”
- **Examples of University of Nebraska-Lincoln's Diversity-Related Retention Programs for Faculty Members:**
 - “Initiative to Adopt Best Practices to Recruit and Retain a Diverse Faculty: An emphasis on SUSTAIN to insure appropriate mentoring for success; requires the setting up of a meeting with the college dean for all faculty by their third year on the tenure track to review the tenure process and address questions/concerns; a plan to assess performance and progress in retaining faculty; keep abreast of recruitment and retention practices.”
- **Examples of Indiana University Bloomington's Diversity-Related Retention Programs for Faculty Members:**
 - “Faculty Mentoring Resource: The goal of this centralized mentoring resource is to create an online “portal” to support local and departmental faculty mentoring programs. The mentoring menu and toolkit of resources are intended to facilitate individual and departmental mentoring practices and programs. Through this effort the OFAPD endorses the value of mentoring for sustaining a vital faculty and enhancing the academic enterprise of the institution.”
 - “Tenure Clock Extension Initiative: In October of 2010, the Indiana University School of Medicine voted to allow additional flexibility in the tenure clock. Faculty members who choose to do so may request an extended clock of nine years (rather than the traditional seven).”
 - “Dual Career Support: The Executive and Faculty Recruiting Team provides dual career assistance to accompanying partners/spouses of prospective and newly hired full-time faculty and professional staff. Dual career services are provided for both academic and non-academic positions and include CV/resume review, interview coaching, introductions to Indiana University and Indianapolis-area employers, scheduling of informational interviews with local businesses of interest during a recruit’s visit, access to Central Indiana Dual Career Network allies, and opportunities to meet other Indiana University School of Medicine newcomers.”

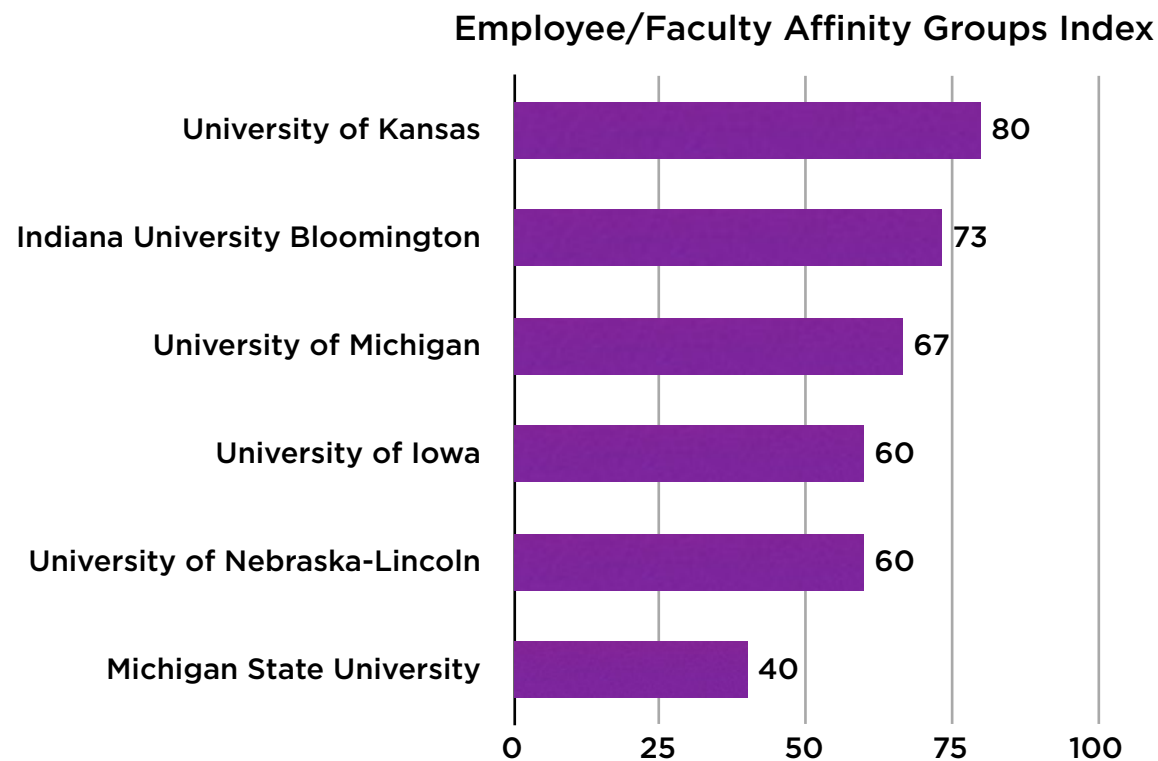
- “College Faculty Retention Efforts: The College has made a concerted effort to use creative methods and critical partnerships to retain diverse faculty.”
- “Women Faculty Writing Groups: The College and School of Education sponsor women faculty writing groups. The groups bring together women on campus to write together and to build community. The groups have proven especially popular among women faculty of color at other institutions.”
- We recommend to the **University of Nebraska-Lincoln** that it:
 - continue to seek out creative ways to retain its diverse faculty members
 - create assessment mechanisms or key performance indicators for determining goal attainment in this index area.

Employee/Faculty Affinity Groups Index

Employee/Faculty Affinity Groups Index

This index measures the presence and range of employee/faculty affinity groups that each university currently has in place. This index also examines the extent to which the university creates initiatives around social support and campus climate-building for employees and faculty members which help to retain employees across the board.

On this index, higher scores indicate the presence and range of employee/faculty affinity groups as well as the creation of initiatives and programs around these groups.



- **All of the peer institutions** possess employee/faculty affinity groups which indicates a real effort at creating support mechanisms for its employees.
- **University of Kansas** and **Indiana University Bloomington** are the leaders in this index area because these institutions had multiple affinity groups (based on race/ethnicity, gender, sexual orientation, nationality, language, disability) and framed these groups as support and retention mechanisms.
- The remaining peers on this index — **University of Michigan, University of Iowa, University of Nebraska-Lincoln, and Michigan State University** — scored lower than the top two institutions on this index area because while they featured employee affinity groups, these were mostly based on race/ethnicity, gender, and sexual orientation (and not other aspects of culture, identity, and difference) and were largely framed as support/community-building mechanisms.
- **None of the peer institutions** had created active initiatives and programs that incorporated or employed the employee/faculty affinity groups.

- We recommend to the **University of Nebraska-Lincoln** that it:
 - design initiatives for diverse faculty/staff recruitment and retention that utilizes and relies on these employee/faculty affinity groups;
 - provide resources (support, trainings) to these employee/faculty affinity groups so that they are recognized and invested in diversity processes at the university.

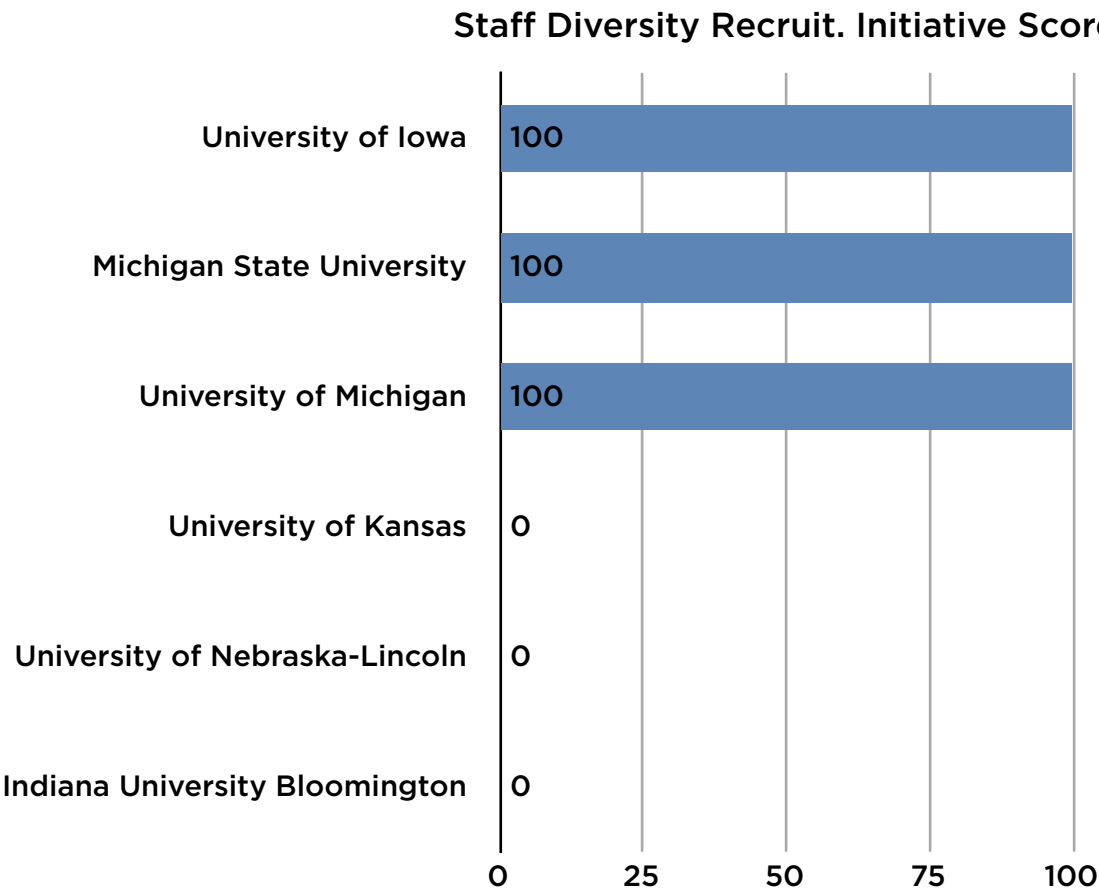
Staff Diversity Recruitment Initiative Index

Staff Diversity Recruitment Initiative Index

This index measures the quantity and quality of any diversity diversity recruitment program for staff members that each university currently has in place.

On this index, the higher the score, the more the university has implemented a high quality, diversity recruitment initiative or program for staff members.

- **University of Iowa, Michigan State University, and University of Michigan** earned the highest marks on this index area because these were the only institutions that featured a formal, high quality diverse recruitment program for staff members.
- **University of Iowa’s Diverse Recruitment Program for Staff Members:**
 - “Staff Diversity Opportunity Program (SDOP): The Staff Diversity Opportunity Program (SDOP) permits opportunity hires and the development of talent in the form of apprenticeships, pipeline positions, and other hires that enable us to onboard high potential, diverse candidates who do not fill a specific, immediate need. The purpose of SDOP is to promote employment of minorities and women in Professional and Scientific (P&S) classifications, thereby increasing diversity within the P&S staff and on The University of Iowa campus overall. This program provides opportunity for development through professional employment for a period of up to two years, increasing the new employee’s skills, knowledge, and abilities in such a way as to increase the likelihood of a successful candidacy for future P&S vacancies. A pool of funds exists to enhance future campus efforts to recruit and retain minorities and women.”



- **Michigan State University's Diverse Recruitment Program for Staff Members:**

- “Staff Recruitment & Hiring: The Office for Inclusion and Intercultural Initiatives monitors certain vacant support staff positions as they are filled. In this role, The Equity/Recruitment Coordinator reviews positions: IF placement goals exist for women, minorities, or both, AND the hiring recommendation does not address the placement goal UNLESS collective bargaining agreement provisions require hiring based on seniority and the most senior internal candidate is selected to fill the position. The Equity/Recruitment Coordinator also provides assistance in identifying additional recruitment resources to target diverse populations. For a detailed description of the process for monitoring certain support staff positions, refer to Monitoring Support Staff Hiring.”

- **University of Michigan's Diverse Recruitment Program for Staff Members:**

- “Recruiting for Staff Diversity: This program highlights the university's commitment to recruiting, selecting and retaining a diverse and highly engaged staff community. A comprehensive toolkit for recruiting a diverse staff (as well as accompany trainings) is provided to all units. Close monitoring of all vacant staff positions is undertaken as well as targeting diverse employee pools through community and public associations.”











- We recommend to the **University of Nebraska-Lincoln** that it:

- look to the public sector and industry for high-yield recruitment practices across all job classifications.
- examine the practices that are in place for universities that scored highest in the Chronicle of Higher Education's “Best Colleges To Work For.”
- expand outreach strategies to nearby community and public associations and sectors that have experienced sudden layoffs.

Recommendations Summary

Recap of the Recommendations Drawn From This Index

Drawing from the information gathered through this index, Halualani & Associates recommends University of Nebraska-Lincoln to:

-  continue to examine and implement high-impact, high-yield diverse recruitment practices that are best suited for its institutional type;
-  explore creative innovations for how to engage in outreach and recruitment of diverse candidates;
-  create assessment mechanisms or key performance indicators for determining goal attainment in this index area;
-  continue to seek out creative ways to retain its diverse faculty members;
-  create assessment mechanisms or key performance indicators for determining goal attainment in this index area;
-  design initiatives for diverse faculty/staff recruitment and retention that utilizes and relies on these employee/faculty affinity groups;
-  provide resources (support, trainings) to these employee/faculty affinity groups so that they are recognized and invested in diversity processes at the university;
-  look to the public sector and industry for high-yield recruitment practices across all job classifications;
-  examine the practices that are in place for universities that scored highest in the Chronicle of Higher Education's "Best Colleges To Work For";
-  expand outreach strategies to nearby community and public associations and sectors that have experienced sudden layoffs.