

# ATLAS DIVERSITY BENCHMARKING: UNIVERSITY OF NEBRASKA - LINCOLN

Conducted by



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# Atlas Diversity Benchmarking: Introduction & Methodology

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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

## Atlas Diversity Benchmarking: Introduction

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 Related Professional Development Index Series:**

- Professional Development/Diversity Training of Faculty
- Professional Development/Diversity Training for Staff
- Diversity Continuous Education Programs for Faculty Members
- Diversity Continuous Education Programs for Staff Members
- Diversity Leadership Development Programs for Faculty Members, Staff Members, and Administrators

# 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 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-related professional

development 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.

# Diversity-Related Professional Development Series

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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.*

# Diversity-Related Professional Development Index Series

## Diversity-Related Professional Development Index Series

This index series highlights how your institution compares to your designated peers in terms of the quantity and quality of diversity-related professional development opportunities (trainings/workshops, programs) for your faculty, staff, and administrators.

The **Diversity-Related Professional Development Index Series** includes the following indices:

- Faculty Diversity-Related Professional Development Index
- Staff Diversity-Related Professional Development Index
- Faculty Diversity Continuous Education Program Index
- Staff Diversity Continuous Education Program Index
- Administrator Diversity Continuous Education Program Index
- Faculty Diversity Leadership Program Index
- Staff Diversity Leadership Program Index
- Administrator Diversity Leadership Program Index

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

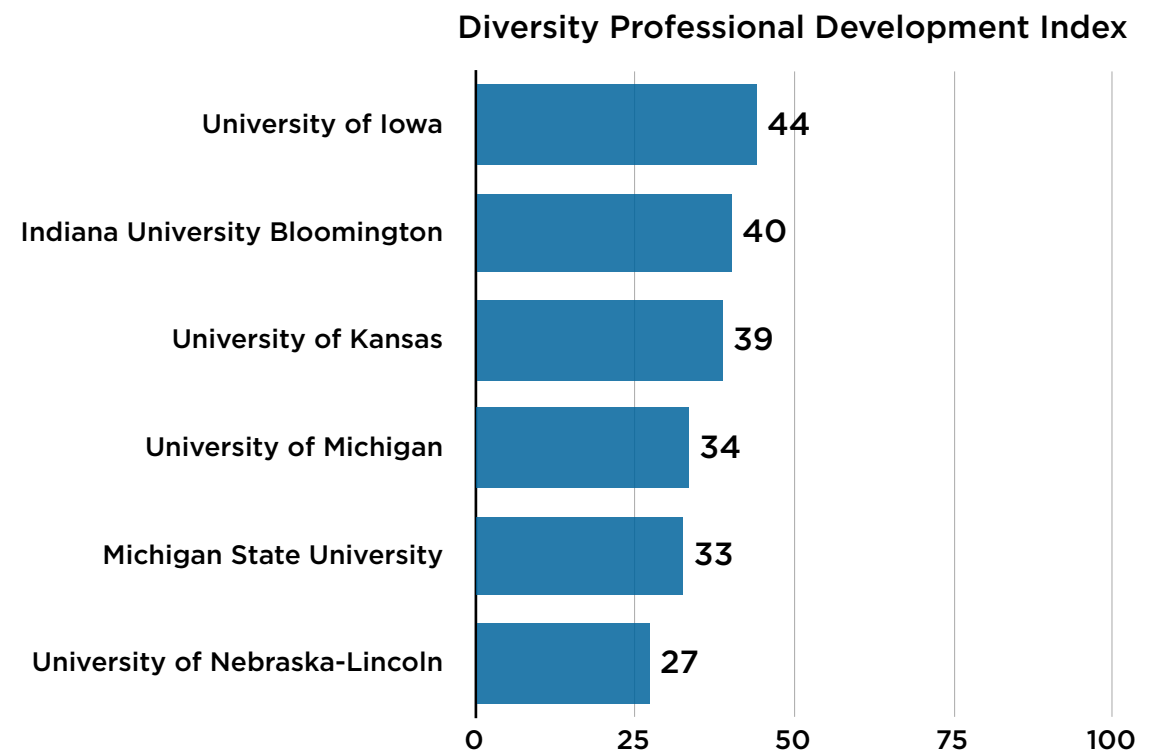
- University of Iowa
- Indiana University Bloomington
- Michigan State University
- University of Michigan
- University of Kansas

# Overall Diversity Professional Development Index

## Overall Diversity Professional Development Index

The higher the score, the greater the breadth (quantity) and depth (quality) of the university's diversity-related professional development opportunities for faculty, staff, and administrators. Look at chart again

- Overall, **University of Iowa** ranks 1st overall on this index because it had a number of high-quality and varied range of diversity-related professional development opportunities for faculty members and staff members as detailed in the next sections. It was also the only institution out of the designated peer group that had diversity continuous education programs for faculty and staff members.
- **University of Nebraska-Lincoln** ranked 6th (last) overall because it did not have as many high-quality diversity-related professional opportunities, continuous education programs, or diversity leadership programs for faculty and staff members as the other peers.





# Faculty Diversity-Related Professional Development Index

## Faculty Diversity-Related Professional Development Index

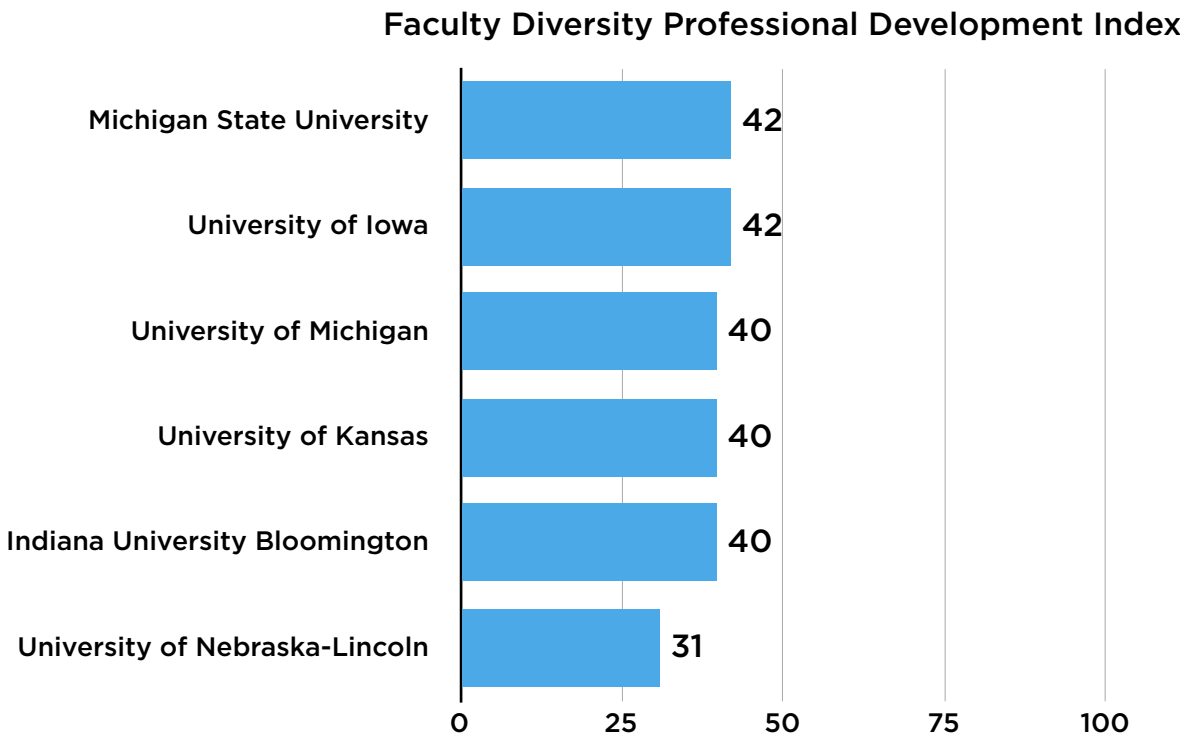
This index measures the quantity and quality of the diversity-related professional development opportunities for faculty members that each university currently has in place.

On this index, the higher the score, the more the university has implemented a greater number of high quality, diversity-related professional development opportunities for faculty members.

According to our Atlas diversity benchmarkings, **Michigan State University** ranks 1st (along with **University of Iowa**) in relation to its designated peers in terms of the quantity and quality of its diversity-related professional development opportunities for faculty members. This ranking was achieved through Michigan State University’s ongoing trainings and workshops for faculty members that focused on diversifying faculty as well as intercultural and diversity skill acquisition for the classroom and their careers. Of special note is that Michigan State University offers ongoing diversity reflexivity (self-awareness) workshops for faculty members. These workshops help ground diversity in terms of one’s perspectives and identities in relation to others and the surrounding context of cultural difference.

**University of Iowa** also ranks 1st (along with Michigan State University) for the quantity and quality of its diversity-related professional development opportunities. This institution stands out in that it features an ongoing diversity professional development program for faculty employees.

**University of Michigan, University of Kansas, and Indiana University Bloomington** also score slightly lower than Michigan State University and University of Iowa because of the varied range of diversity-related professional development opportunities that are offered for faculty members, spanning diversity awareness workshops, intercultural competence workshops, and inclusive curricular workshops. These professional development offerings stood out for the unique focus on inclusive curricular development.





While these institutions score in the higher range within this chart, these scores overall when compared to other institutions in our database, are quite low. Institutions that score 65 points and up in this index, represent ones that have a significant number (25-30 per semester) of high quality diversity-related workshops and many of these are built into ongoing diversity training programs.

- More specifically, we found several diversity-related professional development opportunities for faculty members at each of the institutions. Some notable examples are listed below.
- **Examples of Michigan State University's Diversity-Related Professional Development Opportunities for Faculty Members:**
  - “Two Day Multicultural Self-Awareness Workshops: All MSUE employees regardless of funding source or appointment are expected to attend this “cornerstone” multicultural workshop which sets an organizational framework for recognizing, understanding and appreciating differences. During this two-day Multicultural Self-Awareness Workshop, participants will explore ways in which to view interactions with people different from themselves. The emphasis is on differences rather than similarities. The workshop focuses on the individual and helps explore belief systems about multiculturalism to identify feelings and values from a multicultural perspective. This intensive learning experience focuses on increasing awareness of several areas of prejudice, discrimination and oppression, including racism, sexism, classism, heterosexism and ableism. Participants are encouraged to

reflect on how they've learned to think about human differences and on the widespread tendency to view differences within a monocultural view of “better than/less than” thinking. In addition, participants have opportunities to apply what they're learning to work-related scenarios and explore alternative, more helpful behaviors.”

- “Opening Doors: A Personal and Professional Journey Workshop: Opening Doors is an overnight three (3) day retreat that is held yearly in May that lays the foundation for personal and organizational growth. Through this workshop, participants explore a framework that deepens their diversity awareness and enhances their ability to create inclusive organizations. The workshop addresses personal and professional change as part of an understanding differences initiative of multicultural organizational development. In the Opening Doors workshop participants will: Increase understanding of diversity by identifying and learning more about their own identity groups; Identify personal feelings and experiences related to cultural and other differences among people; Examine how practices of institutions, as well as our own personal practices, maintain inequities among people and prevent us all from reaching our potential; Collectively develop a framework and common language in order to facilitate change; Build alliances and networks.”

- **Examples of University of Iowa's Diversity-Related Professional Development Opportunities for Faculty Members:**

- “Building University of Iowa Leadership for Diversity: The BUILD initiative is an opportunity for UI faculty and staff to gain strategic knowledge and skills to contribute to a welcoming and inclusive environment for all. By completing a series of workshops, participants will earn a certificate demonstrating their commitment as leaders for diversity, equity, and inclusion in the workplace and classroom.”
- “Building Our Global Community: Consistent with the University of Iowa's strategic goals on diversity and internationalization, International Programs and UI Learning & Development offer sessions on skills and insights useful to faculty and staff as they seek to educate and serve our international community. Participants are required to attend introduction session plus their choice of four specialized sessions to be awarded a global certificate. Participants do not need to complete the introduction session before signing up for specialized sessions or attend all the required sessions in the same academic year to be awarded a global certificate.”
- “The Safe Zone Project: The Safe Zone Project is a campus-wide program that offers a visible message of inclusion, affirmation, and support to lesbian, gay, bisexual, transgender, and queer (LGBTQ) people in the university community. Participants attend up to two educational workshops to learn about the LGBTQ experience and campus/community resources. After completing the second workshop, participants

may choose to become a recognized Safe Zone ally and receive a Safe Zone symbol to display in their work space.”

- “Recruiting and Hiring a Diverse Merit Workforce: Hiring individuals with the proper skills and attributes contributes to the University's ability to meet its core values. Best practices for recruitment and selection process will be explained and discussed during this course. Key Topics: How to recruit and select merit staff. The value of having a diversified workforce. Women's Leadership Initiative: Creating a Community of Support for the Empowerment of Women Leaders The University of Iowa Chief Diversity Office, in partnership with the Iowa Network for Women in Higher Education (IOWAWHE), is pleased to announce the next opportunity with a new initiative of statewide impact. Recognizing the need for more women leaders at all levels in higher education across the state, this series has been developed by women leaders for women leaders. Through ongoing dialogue, women working in or with colleges or universities will have the opportunity to learn from each other in supportive community about topics of impact for our leadership. Dialogues will be led by respected and engaged women leaders in Iowa. Participants are encouraged to bring a lunch and attend these intimate and informal sessions. Or, if you can't get to the University of Iowa campus, highlight sessions will be videotaped and hosted afterward on our website, along with a discussion guide. Watch it from your office or host a dialogue on your own campus! (It's open to any staff, faculty, and community members).”

- English Conversation Class: English conversation class open to all University of Iowa employees (faculty/staff) who are non-native English speakers. Supportive environment to practice conversation skills. International perspective on culture and current events. Expert guidance from certified language instructors.
- LGBTQ Safe Zone Projects: The Safe Zone Project is a campus-wide program that offers a visible message of inclusion, affirmation, and support to lesbian, gay, bisexual, transgender, and queer (LGBTQ) people in the university community. Participants attend up to two educational workshops to learn about the LGBTQ experience and campus/community resources. After completing the second workshop, participants may choose to become a recognized Safe Zone ally and receive a Safe Zone symbol to display in their work space. The purpose of the Safe Zone Project is to identify members of the University community who will model support, affirmation, and inclusion of LGBTQ people. Participants who complete this program are choosing to be visible allies and to be trained to be effective resource people for their workplace and classroom. The Safe Zone Project consists of two phases: Phase I (2 hours): introduces basic LGBTQ terms and concepts, helps participants develop an appreciation for the experiences of the LGBTQ people, and brings an overall awareness of LGBTQ issues. Participants will be encouraged to think about how they can create a more inclusive environment and will be prepared to provide resources to LGBTQ people. Phase II (2 hours): a case study-based, application-focused session. Participants will gain the tools they need to not

only provide resources, but to become an active participant in making our campus a more supportive, inclusive, and affirming place for LGBTQ people. Completion of Phase II will result in becoming an identified Safe Zone Ally. The Safe Zone Project is open to all staff, faculty, and students who are committed to making the University of Iowa a safe environment for ALL of its members, including LGBTQ persons.

- **Examples of University of Michigan's Diversity-Related Professional Development Opportunities for Faculty Members:**

- Recognizing Opportunities for Diversity
- Diversity Awareness Training for Faculty
- Disability and Inclusion Training for Faculty
- Cultural Considerations in the Classroom Series
- "Distress Signals: Supporting Students Facing Mental Health Challenges: (open to all faculty campus-wide) Presented by the CRLT Players, this session is built around two scenarios that present situations and dynamics U-M teachers commonly encounter with their students, the session will guide participants to proactively shape their pedagogical practices with an awareness of student mental health concerns."
- "Ally Development Training: Gender Identity & Gender Expression: The LGBTQ Ally Development Training Program, started in 2005, seeks to empower members of the University community to be active allies to LGBTQ people. More than

just a Safe Space program, the Ally Development Training uses a social justice framework to guide participants through a curriculum that bridges knowledge of developmental theory to the lived experiences of LGBTQ and Ally-identified people.”

- **Examples of University of Kansas’ Diversity-Related Professional Development Opportunities for Faculty Members:**

- Dimensions of Diversity Workshop
- Diversity Awareness Training
- “International Workshop for Staff and Faculty: Each session they have is different. It’s heavily focused on Chinese students’ experiences. Some examples are, 1) Learn basic Chinese pronunciation, including names, from Center for East Asian Studies Outreach Coordinator Randi Hacker, to help communicate more effectively. 2) Staff from the Department of Student Housing will share what they learned during a spring break trip that included visits to five Chinese universities and how their new knowledge has impacted their jobs. 3) Screening of the documentary The Dialogue, which follows four American and four Chinese university students as they travel together through Hong Kong and Southwest China. A discussion will follow.”
- “Symposium Enhancing Cultural Competency: The symposium is designed to help KU advisors, faculty, and staff improve their cultural competency across various diversity issues — including race, gender, sexuality, disability, and socio-economic class — so they can better serve the diverse range of students at KU. I.Diversity &

Equity Faculty Fellow: The D & E Faculty Fellows program has three key goals: 1) To improve the recruitment strategies of underrepresented minority (race, ethnicity, and gender) faculty and staff on KU’s campus; 2) To improve the hiring and retention strategies of underrepresented minority faculty and staff in KU units and departments; 3) To serve as a professional development opportunity for the Faculty Fellow.”

- **Examples of Indiana University Bloomington’s Diversity-Related Professional Development Opportunities for Faculty Members:**

- “Diversity Training For Department Chairs & Search Committee Chairs: We provide an annual workshop at the beginning of the faculty hiring season for department chairs and search committee chairs. Training includes: information on implicit bias and how it can impact hiring decisions, and also how it can be reduced; discussion of best practices in developing diverse pools of applicants; current resources for hiring qualified applicants who meet diversity goals and other hiring issues.”
- “New Faculty Diversity-Related Workshop Series: We host a range of orientation events for new faculty, including both social and career development events. These are designed to make all new faculty aware of campus resources, to provide initial mentoring and information, and for new faculty to meet one another to form a sense of community. As VPFAA I conduct small group lunches throughout the year with new faculty, we do a family picnic, and we have a series of

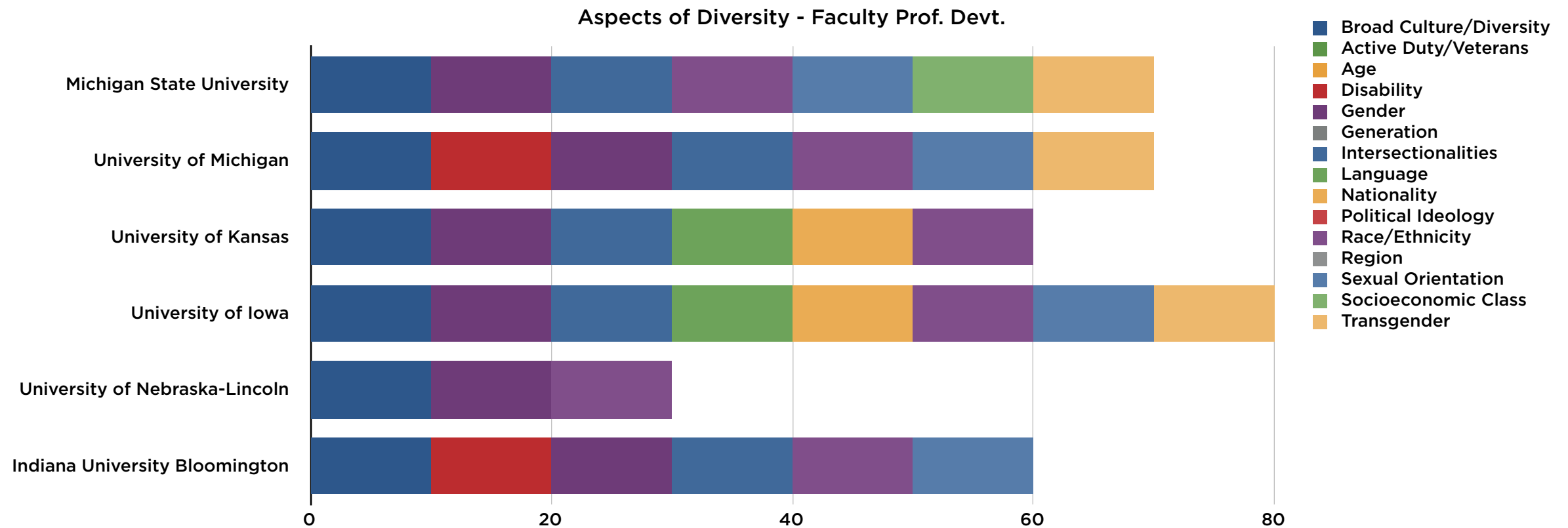
workshops on teaching and research resources. At these workshops we introduce them to resources such as the scholarly writing program, the NCFDD, and campus research resources.”

- “Faculty Development Diversity Workshop Series for Pre & Post-Tenure Faculty: VPFAA organizes a number of faculty development workshops for faculty at all career stages. These include workshops on preparing for tenure and promotion, post-tenure challenges to productivity, anticipating promotion to full professor, as well as workshops for new faculty. While not identified strictly for diversity efforts, these development efforts are important for assuring a diverse faculty are getting the mentoring and advice they need to be successful throughout their career and to build faculty communities across campus.”
- “Creating Inclusive SOIC Classroom & Lab Environments: Creating Inclusive SOIC Classroom and Lab Environments. It’s an awareness raising workshop about unconscious bias, micro inequities, micro affirmations and it challenges our students to become Champions of Inclusion.”
- “New Chair Orientation: This program is provided in conjunction with the Dean of the Faculties for faculty members who have become chairs of their departments. It gives an overview of chair responsibilities including recruitment, legal compliance, and diversity issues.”

- **Examples of University of Nebraska-Lincoln’s Diversity-Related Professional Development Opportunities for Faculty Members:**

- “Dine, Dialogue, & Pass It On”: Faculty & staff personal & professional development program designed to encourage dialogue about race, diversity, and inclusion. Is based upon “Witnessing Whiteness: The Need to Talk About Race and How to Do It.”
- Diversity Awareness Workshops

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- We also note that these faculty diversity-related professional development opportunities covered different aspects of diversity. The more colors that are displayed for each institution row (and the longer the row) indicates that the more aspects of diversity are being covered and discussed in the diversity-related professional development opportunities.
- The chart indicates that the **University of Iowa** covered the fullest range of diversity aspects in its faculty diversity-related professional development trainings and workshops. Specifically, it covered the following aspects of diversity:
  - Broad Culture/Diversity
  - Gender

- Intersectionalities
- Language
- Nationality
- Race/Ethnicity
- Sexual Orientation
- Transgender



- **Michigan State University** covered the next fullest range of diversity in its faculty diversity-related professional development trainings and workshops. Socioeconomic class and transgender issues were not fully covered in such professional development opportunities.
  - Broad Culture/Diversity
  - Gender
  - Intersectionalities
  - Race/Ethnicity
  - Sexual Orientation
  - Socioeconomic Class
  - Transgender
- **University of Michigan** covered the next fullest range of diversity in its faculty diversity-related professional development trainings and workshops. Socioeconomic class and transgender issues were not fully covered in such professional development opportunities.
  - Broad Culture/Diversity
  - Disability
  - Gender
  - Intersectionalities
  - Race/Ethnicity
  - Sexual Orientation
  - Transgender
- It is clear that all of the peer institutions are covering key aspects of diversity (gender, intersectionalities, race/ethnicity, language) but only a handful are covering disability, political ideology, sexual orientation, socioeconomic class, and transgender issues. Religion is touched upon within intersectionalities but not fully for any of the institutions and thus is not reflected in the chart.

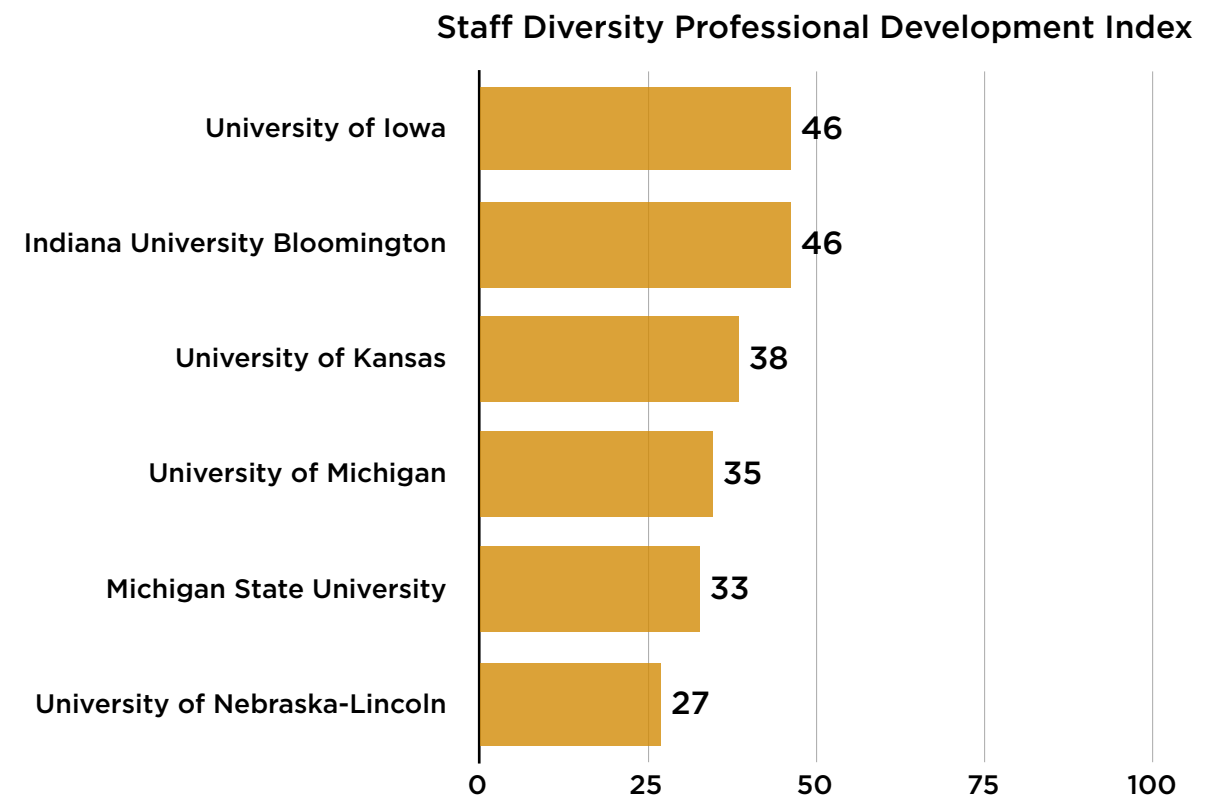
# Staff Diversity-Related Professional Development Index

## Staff Diversity-Related Professional Development Index

This index measures the quantity and quality of the diversity-related professional development opportunities for staff members 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 professional development opportunities for staff members.

- **University of Iowa** and **Indiana University Bloomington** scored the highest on this index because it provides a higher number and wider range of important diversity-related professional development for staff members than its peers. Furthermore, these two institutions go well beyond compliance training and provides proactive diversity learning to develop the "whole employee."
- **University of Kansas** ranked 3rd on this index because it offered a smaller number of professional development opportunities for staff members but the ones that were offered, focused on safe spaces and social justice (the latter of which is particularly unique).



- More specifically, we found the following types of diversity-related professional development opportunities for staff members at each of the institutions. Some notable examples are listed below.
- **Examples of Indiana University Bloomington's Diversity-Related Professional Development Opportunities for Staff Members:**

- “Americans with Disabilities (ADA) Compliance Issues: This program is designed to familiarize departments with compliance responsibilities and requirements such as physical requirements for space, written material requirements, request for assistance at events and programs, evacuation plans, accommodations for students and staff, and available resources.”
- “Diversity in the Workplace: This workshop teaches deans, supervisors, directors, and department heads the skills necessary to create a successful and culturally diverse workplace. Topics include what is diversity, reasons to embrace diversity, how cultural programming impacts everyday responsibilities, ways to successfully resolve conflicts regarding cultural differences, and how to create a diverse and inclusive department.”
- “Equal Employment Opportunity & Affirmative Action: This program teaches participants the differences between affirmative action, equal employment opportunity, and diversity. It provides legal definitions of discrimination, and identifies groups that are legally protected by laws or university policies.”
- “Legal Compliance Training for Supervisors: Required of all supervisors, this series consists of four workshops offered in collaboration with University Human Resource Services. The workshops cover the following topics:
  - Americans with Disabilities Act (ADA)
  - Equal Employment Opportunity
  - Fair Labor Standards Act
  - Family Medical Leave Act
  - Sexual harassment”
- “Preventing Sexual Harassment: This program educates participants on the definition of sexual harassment; university policies and procedures regarding sexual harassment; issues of retaliation; how to recognize nonverbal, verbal, and physical harassment; what to do; and university resources.”
- “Recruiting, Interviewing, & Selecting New Employees: This program provides information for persons or departments recruiting new employees. Information will include what can and can’t be asked in interviews, EEOC regulations, how to screen job applicants, and how to be sure candidates have the necessary skills.”
- “Sexual Orientation Issues in the Workplace: This program provides education on the importance of creating an inclusive workplace for gay men and lesbians, understanding sexual orientation and its impact in the workplace, and Indiana University’s policies related to sexual orientation.”
- “Understanding Diversity Issues: This program is designed to provide faculty, staff, and students with more insight on working and learning cooperatively with people from other cultures. Topics include what is diversity, how cultural programming impacts everyday interactions, communication barriers, and the advantages of diverse work and learning environments.”

- “Understanding the Americans with Disabilities Act (ADA): This program educates participants on the definitions of disability, who is a qualified person with a disability, university procedures for requesting an accommodation under the ADA, the importance of job descriptions to include essential functions, and employee responsibilities.”
- “Excellence Training Certification for Support Staff (ETC): ETC is a 7-month training program designed especially for you, the Support Staff of Indiana University. It is beneficial for new and veteran employees who wish to improve performance and to develop themselves personally and professionally. Organizational Development considers it a compliment to the program that employers from a variety of departments often request to know if a job candidate has completed ETC. ETC is an excellent opportunity to network with other Support Staff from the University who share common challenges. Your combined experiences provide a wealth of information for one another.”
- Faculty & Staff Diversity Trainings
- “Required Diversity Training for Supervisors: All supervisors are required to attend four workshops offered in collaboration with University Human Resource Services. The workshops cover the following topics:
  - Americans with Disabilities Act (ADA)
  - Equal Employment Opportunity
  - Fair Labor Standards Act
  - Family Medical Leave Act
  - Sexual harassment”
- “Required Culturally Competent Advising Training: Culturally Competent Advising: University of Nebraska-Lincoln has established a number of programs which include requiring all advisors to participate in culture sensitivity training. University Division advisors work closely with the Office of International Services and are matched with International students and are required to meet once a semester at a minimum. University of Nebraska-Lincoln’s 21st Century and Groups Scholars Programs (URM’s, 1st Generation and Low Income students) offer holistic advising and work closely with the campus culture centers to identify special needs of individual students based on various needs including culture.”
- “SPEA Undergraduate Advisors Diversity-Related Professional Development: SPEA Undergraduate Advisors participated in a wide range of professional development activities related to diversity.”
- IUPD Diversity Training in partnership with Minority students
- Required Diversity Training for Senior Administrators

- **Examples of University of Kansas' Diversity-Related Professional Development Opportunities for Staff Members:**

- Dimensions of Diversity Workshop
- Diversity Awareness Training
- Leadership Training
- International Workshop for Staff and Faculty
- Diversity Education & Social Justice Trainings
- Safe Space Training

- **Examples of University of Iowa's Diversity-Related Professional Development Opportunities for Staff Members:**

- “Women’s Leadership Initiative: Creating a Community of Support for the Empowerment of Women Leaders The University of Iowa Chief Diversity Office, in partnership with the Iowa Network for Women in Higher Education (IOWAWHE), is pleased to announce the next opportunity with a new initiative of statewide impact. Recognizing the need for more women leaders at all levels in higher education across the state, this series has been developed by women leaders for women leaders. Through ongoing dialogue, women working in or with colleges or universities will have the opportunity to learn from each other in supportive community about topics of impact for our leadership. Dialogues will be led by respected and engaged women leaders in Iowa. Participants are encouraged to bring a lunch and attend these intimate and informal sessions. Or, if you can’t get to the University of Iowa

campus, highlight sessions will be videotaped and hosted afterward on our website, along with a discussion guide. Watch it from your office or host a dialogue on your own campus! (It’s open to any staff, faculty, and community members).”

- “English Conversation Class: English conversation class open to all University of Iowa employees (faculty/staff) who are non-native English speakers. Supportive environment to practice conversation skills. International perspective on culture and current events. Expert guidance from certified language instructors.”
- “LGBTQ Safe Zone Projects: The Safe Zone Project is a campus-wide program that offers a visible message of inclusion, affirmation, and support to lesbian, gay, bisexual, transgender, and queer (LGBTQ) people in the university community. Participants attend up to two educational workshops to learn about the LGBTQ experience and campus/community resources. After completing the second workshop, participants may choose to become a recognized Safe Zone ally and receive a Safe Zone symbol to display in their work space. The purpose of the Safe Zone Project is to identify members of the University community who will model support, affirmation, and inclusion of LGBTQ people. Participants who complete this program are choosing to be visible allies and to be trained to be effective resource people for their workplace and classroom. The Safe Zone Project consists of two phases: Phase I (2 hours): introduces basic LGBTQ terms and concepts, helps participants develop an appreciation for the experiences of the LGBTQ people, and brings an overall awareness of LGBTQ issues. Participants will be encouraged to

think about how they can create a more inclusive environment and will be prepared to provide resources to LGBTQ people. Phase II (2 hours): a case study-based, application-focused session. Participants will gain the tools they need to not only provide resources, but to become an active participant in making our campus a more supportive, inclusive, and affirming place for LGBTQ people. Completion of Phase II will result in becoming an identified Safe Zone Ally. The Safe Zone Project is open to all staff, faculty, and students who are committed to making the University of Iowa a safe environment for ALL of its members, including LGBTQ persons.”

- Building University of Iowa Leadership for Diversity
- LGBTQ Safe Zone Project
- Staff Diversity Opportunity Program (SDOP)
- Recruiting and Hiring a Diverse Merit Workforce

- **Examples of University of Michigan’s Diversity-Related Professional Development Opportunities for Staff Members:**

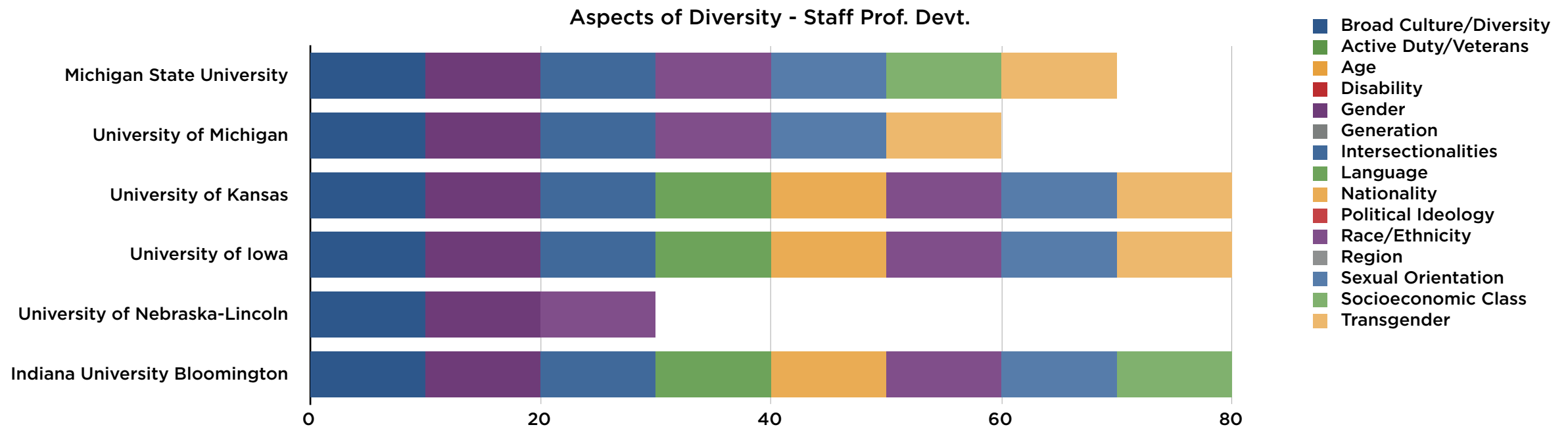
- Discrimination and Harassment Workshops
- Diversity Awareness Training Series
- “Facilitating Diversity, Equity and Inclusion Discussions: The Basic Skills New: Facilitating conversations that involve diversity, equity, or inclusion (DEI) topics is more complicated than most other kinds of conversations. Sensitivities, defensiveness, misinformation, and historical context add an extra layer to the otherwise

already complicated process. In this class, you will learn the basics of what you need in order to begin conversations around DEI.”

- **Examples of University of Nebraska-Lincoln’s Diversity-Related Professional Development Opportunities for Faculty Members:**

- Dine, Dialogue, & Pass It On: Faculty & staff personal & professional development program designed to encourage dialogue about race, diversity, and inclusion. Is based upon “Witnessing Whiteness: The Need to Talk about Race and How to Do it.”
- Diversity Competency Workshops





- We also note that these staff diversity-related professional development opportunities covered different aspects of diversity. The more colors that are displayed for each institution row indicates that the more aspects of diversity are being covered and discussed in the diversity-related professional development opportunities.
- The chart indicates that the **University of Kansas** and **University of Iowa** covered the fullest range of diversity aspects in its staff diversity-related professional development trainings and workshops. Specifically, it covered the following aspects of diversity:
  - Broad Culture/Diversity
  - Gender
  - Intersectionalities
  - Language
  - Nationality
  - Race/Ethnicity
  - Sexual Orientation
  - Transgender
- The chart indicates that **Indiana University Bloomington** also covered the fullest range of diversity aspects in its staff diversity-related professional development trainings and workshops and was one of the few to emphasize socioeconomic class. Specifically, it covered the following aspects of diversity:
  - Broad Culture/Diversity
  - Gender
  - Intersectionalities

- Language
  - Nationality
  - Race/Ethnicity
  - Sexual Orientation
  - Socioeconomic Class
- **Michigan State University, University of Michigan, and University of Nebraska-Lincoln** covered the next fullest range of diversity in its faculty diversity-related professional development trainings and workshops. Disability, political ideology, religion, and transgender issues were not fully covered in such professional development opportunities.
    - Broad Culture/Diversity
    - Gender
    - Intersectionalities
    - Race/Ethnicity
    - Sexual Orientation
    - Socioeconomic Class
- It is clear that all of the peer institutions are covering key aspects of diversity (gender, intersectionalities, nationality, race/ethnicity, language, sexual orientation) but few are covering disability, socioeconomic class, political ideology, and transgender issues. Religion is touched upon within intersectionalities but not fully for any of the institutions and thus is not reflected in the chart.

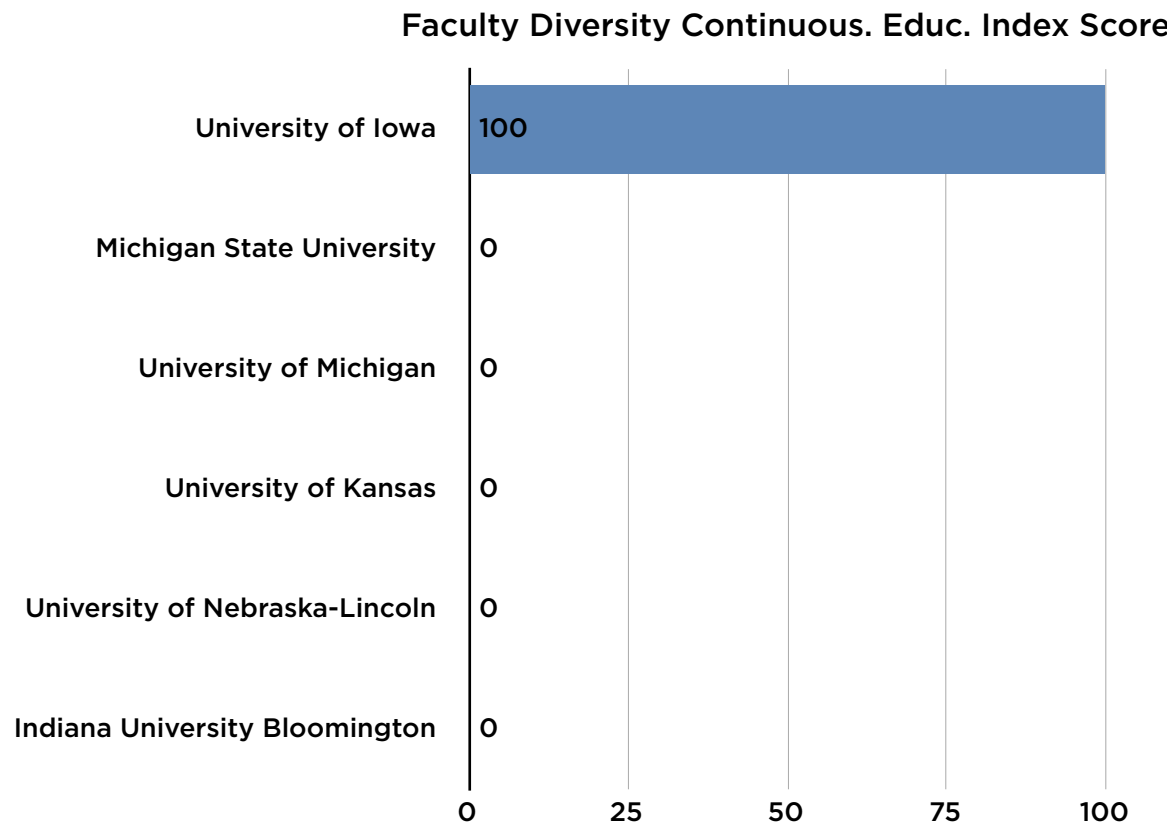
# Faculty Diversity Continuous Education Program Index

## Faculty Diversity Continuous Education Program Index

This index measures the quantity and quality of any diversity continuous education programs for faculty 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 continuous education program (or programs) for faculty members.

- **University of Iowa** is the only institution that had implemented a continuous education program in order to develop diversity skills for its faculty members.
- **University of Iowa’s Diversity Continuous Education Program for Faculty Members:**
  - “BUILD Initiative: The BUILD initiative is a program where the participant, staff or faculty takes multiple workshops and trainings in order to earn a certification. The certification is a proof that the individual is a leader for diversity, equity, and inclusion. Through this program, they gain an understanding for marginalization, conflict resolution, various identity groups, negative behaviors that works against inclusion, and builds support for diverse teams. This is the only program that is created so that staff and faculty doesn’t stop after just one training or one workshop but continues to work and gain a wholistic understanding of what a diversity effort looks like and the importance behind it. It is also an effort that was mentioned more than once in numerous other efforts. It’s connected with multiple events on campus.”



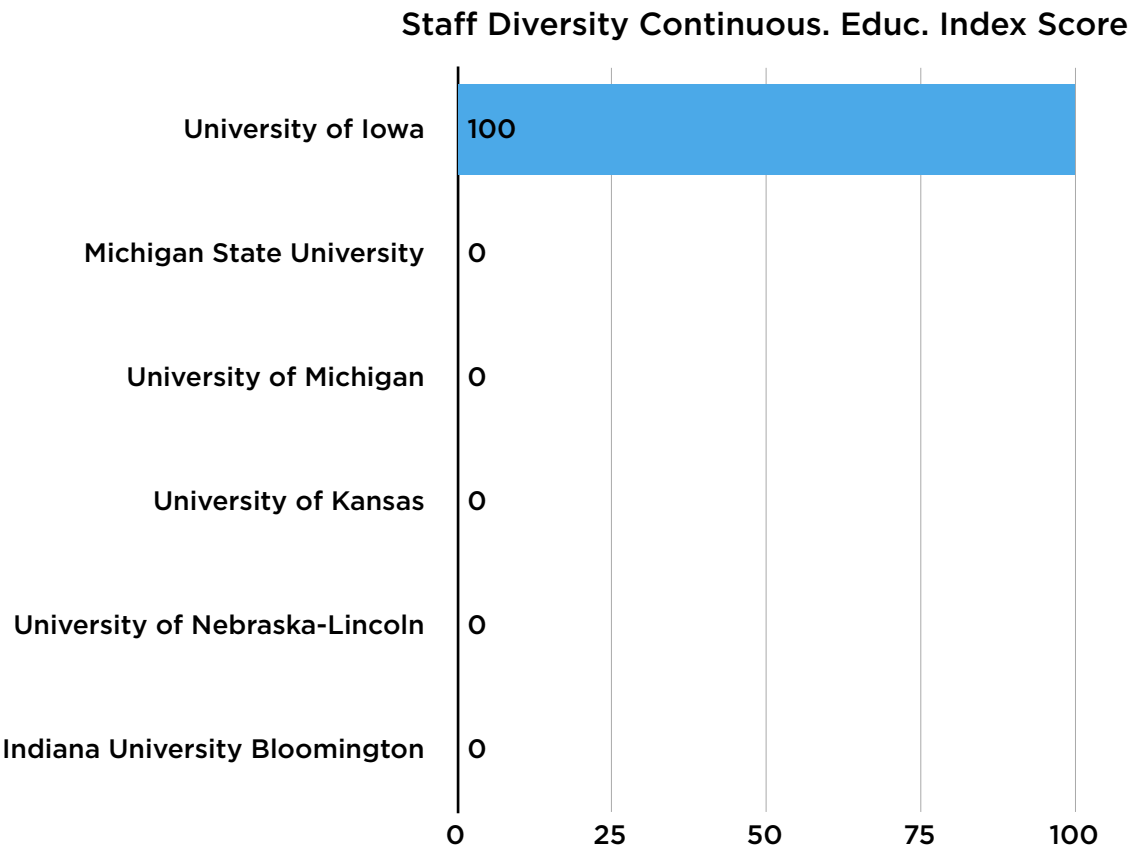
# Staff Diversity Continuous Education Program Index

## Staff Diversity Continuous Education Program Index

This index measures the quantity and quality of any diversity continuous education programs 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 continuous education program (or programs) for staff members.

- **University of Iowa** is the only institution that had implemented a continuous education program in order to develop diversity skills for its staff members.
- **University of Iowa’s Diversity Continuous Education Program for Staff Members:**
  - “BUILD Initiative: The BUILD initiative is a program where the participant, staff or faculty takes multiple workshops and trainings in order to earn a certification. The certification is a proof that the individual is a leader for diversity, equity, and inclusion. Through this program, they gain an understanding for marginalization, conflict resolution, various identity groups, negative behaviors that works against inclusion, and builds support for diverse teams. This is the only program that is created so that staff and faculty doesn’t stop after just one training or one workshop but continues to work and gain a wholistic understanding of what a diversity effort looks like and the importance behind it. It is also an effort that was mentioned more than once in numerous other efforts. It’s connected with multiple events on campus.”



# Additional Key Information

### Additional Key Information Pertaining to Diversity-Related Professional Development

Our Atlas diversity benchmarking for this index series also yielded the following information:

- None of the peer institutions including University of Nebraska-Lincoln had a continuous educational program established for the development of diversity skills for administrators.
- None of the peer institutions including University of Nebraska-Lincoln, had a diversity leadership program established for faculty members.
- None of the peer institutions including University of Nebraska-Lincoln, had a diversity leadership program established for staff members.
- None of the peer institutions including University of Nebraska-Lincoln, had a diversity leadership program established for administrators.
- The following represents the kind of key terms that are used by the institution in terms of diversity trainings or workshops for its employees (for e.g., intercultural competence, multicultural knowledge, cross-cultural skills, inclusive styles, etc.):
  - **University of Kansas:** Diversity, Cultural Awareness, Domestic Diversity Cultural Competence, Social Justice, Diversity Education
  - **University of Michigan:** Intercultural Communication, Business Case For Diversity, Recognizing Diversity, Recruiting For Diversity Excellence, Disability Awareness, Difficult Conversations, Career Development And Diversity
  - **Michigan State University:** Diversity, Professional Development And Diversity Skills
  - **University of Iowa:** Class, Project, Event, Workshop,, Safe Zone Project, Women's Leadership, Harassment Prevention, Professional Training, Diversity Training Events, Faculty Development And Diversity, Diversity Resources
  - **University of Nebraska-Lincoln:** Professional Development For Faculty And Staff, Building Expertise; Diversity Engagement; Discussion Facilitation Around Diversity
  - **Indiana University Bloomington:** Cultural Competency, Diversity, Awareness, Training, Professional Training, Diversity Training Events, Faculty Development And Diversity, Diversity





Resources, Diversity Programs, Justice, Inclusion,  
Dialogues



# 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:**

-  develop engaging professional development opportunities via in-person trainings/workshops, webinars, and online course modules for faculty members, staff members, and administrators on diversity skill acquisition, inclusive teaching, inclusive and culturally responsive advising, creating a constructive, diverse work environment, micro affirmations and micro aggressions informational sessions, diverse team-building, among other topics;
-  design and invest in diversity continuous education programs for faculty members, staff members, and administrators that build and scaffold in terms of a cumulative certification process to put in their curriculum vitae and resumes;
-  implement a diversity leadership program for faculty members, staff members, and administrators that highlights leadership competencies for diverse work environments, mentoring and leading for inclusion, and cultural/gender/racial/ethnic/linguistic awareness issues;
-  create assessment measures for the aforementioned professional development opportunities and programs so as to gauge what campus members (faculty members, staff members, and administrators) are learning and how are they applying it to their roles.