



Diversity Mapping Report University of Nebraska-Lincoln (UNL)

A) Diversity Mapping Project Undertaken:

From Spring 2017 through Summer 2017, Halualani & Associates conducted a **diversity mapping** of University of Nebraska-Lincoln (hereafter UNL) that examined its diversity activities and efforts that were completed from January 1, 2011 through December 2016 as well as its diversity-related undergraduate and graduate courses across the university curriculum. This diversity mapping represents an evidence-based methodology through which to analyze an institution's record of action in relation to diversity and inclusion. In this mapping analysis, a "**diversity effort**" was defined as "any activity or program that promotes the active appreciation of all campus members in terms of their backgrounds, identities and experiences, as constituted by gender, socioeconomic class, political perspective, age, race, ethnicity, religion, sexual orientation, disability, regional origin, nationality, occupation and language, among others, as well as any activity or program that brings together any of these aspects." We defined a "**diversity course**" as one that "focuses on issues and topics related to various cultural groups, backgrounds, identities and experiences, and/or promotes the larger importance of diversity, difference or cultural sharing for the public."

B) Key Findings:

1. Diversity Efforts

Through the diversity mapping analysis, we conclude that **UNL has produced a solid record of diversity activity and efforts in the last five years, which constitutes a foundational base from which to take more strategic action on diversity and inclusion.** Specifically, we found the following:

- **UNL has produced a solid record of diversity activity in the last five years.** More specifically, UNL has produced 1151 active diversity efforts. This amount is equivalent to the amount that we typically see for campuses with 18,000-25,000 students. Thus, UNL has completed a record of diversity activity that falls in line with a campus of its student size (25,897 as of Fall 2016). But, quantity is not the only important measure with regard to diversity efforts. Instead, the **quality** of these diversity efforts must be gauged in terms of the extent to which diversity plays a primary role in these efforts. 99% (1140) of UNL's diversity efforts were primarily focused on and centrally designed to achieve an aspect of

diversity (i.e., diversification of students, faculty, staff; inclusion and belonging of specific diverse groups, and exposure to diverse perspectives and identities). Meaning, that when UNL sets out to engage in diversity, equity, and inclusion work, it does so with a concentrated focus.

- **However, while there is indeed diversity activity taking place at this university, UNL's record of efforts does not appear to be strategically framed.** By "strategically framed," we mean that the University of Nebraska-Lincoln has **not** established a strategic vision of what it aims to accomplish with regard to diversity, equity, and inclusion within a specific time period (two to five years, five to ten years). Here we note that there is no current or past university-wide diversity strategic plan. While there is a university-wide strategic plan, "A Strategic Plan for UNL: Setting Our Compass" (from September 2015) that features some core values and operational strategies (namely #1 and #2) that touch on diversity, these will not be enough to steer UNL towards a meaningful diversity-centered future. We acknowledge that according to UNL's strategic plan, it asserts that "the university advances faster if strategic plans emanate from units, departments and colleges, are the product of faculty deliberations, and are revised or confirmed through conversations with the campus administration." However, a university-wide diversity strategic plan (for three to five years) with a central framework (for all units to inflect in their own way) is needed to make sure that there is a shared vision and intentionality, affirmed commitment, and underscored direction.
 - Interestingly enough, though there is no strategy in place at UNL, some of its diversity efforts are **purposeful (with a clear intent; moments of clarity)** in that there appear to be specific areas of exertion and resonance (meaning, there is considerable energy and high-quality focused placed in specific areas) such as:
 - dialogues and conversations about difficult topics (difference, diversity, identities);
 - specific mentorship programs;
 - identity support programs;
 - best practices research for diversity challenges (diversifying faculty, retention).
 - **We highlight these purposeful areas as these may be leverage points or goal areas for further development in a future diversity strategic plan.**
- **UNL's diversity efforts demonstrate that UNL approaches diversity and inclusion through a larger "team" or campus wide approach.** Meaning, all of the main campus divisions (Student Affairs, Academic Affairs, Office of the Chancellor, Institute of Agriculture & Natural Resources, Information Technology Services, Business & Finance, and Research & Economic Development) have contributed to the diversity activity within the last five years, with Student Affairs (46%, 531), Academic Affairs (35%, 407), and Office of the Chancellor (12%, 136) as leading the efforts.

- **A significant portion of UNL's diversity efforts are institutionalized and operated from the higher divisional/organizational levels .** For example, 56% (646) of diversity efforts have been permanent, recurring, and therefore, institutionalized over the last five years. 90% (1033) of UNL's diversity efforts are initiated by its main divisions and its next level units. This indicates that there is a level of institutionalization and resource investment on diversity and inclusion at the core power levels of the university. Moreover, we also found that the majority (72%, 832) of the diversity efforts are activated by sub-division and program level units while 9% (108) are initiated by the main divisions. Such a finding is not uncommon in higher education. However, it is ideal if the main divisions' efforts represent strategic frameworks or goals that the next-level units can take up and enact. We did not see this as being the case to the fullest extent at UNL.
- **However, as a counterpoint to the above finding, 44% (505) of UNL's efforts are not institutionalized and represented one-shot or fleeting activities that waned after one semester or one to two years.** This again underscores the need for a strategic direction when it comes to diversity, equity, and inclusion work at UNL. So while over 1000 diversity efforts have occurred at UNL in the last four years, the question remains: What is UNL moving towards? What does UNL want to achieve by way of diversity and inclusive excellence? Who does it want to serve and in what ways? What kinds of efforts does UNL want to focus on? Universities cannot do everything with limited fiscal resources and external pressures (tuition driven dependency, community and workforce needs). Thus, UNL needs to make decisions about the kinds of diversity efforts it wants to prioritize in the next few years and ideally, have those efforts align with a strategic framework.
- **UNL's diversity efforts reflect a true, genuine, and self-imposed commitment to diversity and inclusion.** 99% (1142) of the diversity efforts derive from an intrinsic/proactive source of motivation as opposed to an external/compliance or reactive/crisis source of motivation. This means that UNL engages in diversity work because it is important to its community and mission as a university. There is a genuine commitment to engaging diversity in a meaningful way at the University of Nebraska-Lincoln.
- **In the last five years, UNL's diversity efforts have mostly been diversity-related events and programming.** In terms of type of diversity effort, we found that UNL had mostly events (48%, 552) followed by student organizations (10%, 118), campus resources (9%, 103), and financial aid/scholarships (6%, 71). The remaining 27% of diversity efforts are spread out across 25 different themes. Such a finding reveals that there has not been a strategic logic or vision in the last five years in relation to the university's diversity activities. We do note that UNL's current strategic plan, UNL Strategic Compass (Revised in 2015), has a diversity-related core value and two diversity-related operational strategies ("1. Assure that the university is open to persons of diverse backgrounds and perspectives"; "2. Support internationalization of the university in ways that expand students' appreciation for the global environment in which they live and address the

global interconnectedness of emerging problems and societal needs”). However, these elements will not be enough to establish a diversity-centered organizational structure. Instead, UNL should design its own diversity strategic plan (with a centralized framework) so that all of its divisions and units can move forward in an intentional strategic direction.

- Paralleling the above finding, a significant portion of UNL’s diversity efforts are not framed for the long-term time frame and thus, may not make a lasting impact.** More specifically, while 54% (623) of UNL’s diversity efforts are slated to last for several years as institutionalized programs, 42% (487) are framed for the immediate or short-term time frame as either one-time events or initiatives. However, it is duly noted that UNL has impressively taken several efforts with expiration dates (grants, collaborations) and partially institutionalized these into the UNL infrastructure such as the UNL ADVANCE Grant. We reaffirm the need for UNL to put a diversity strategic framework in place in order to guide the design and implementation of efforts for multiple years (or in line with the time frame of the diversity strategic plan). If not, the “life” of diversity efforts may wane based on any leadership or organizational changes and or the turnover or movements of key administrative leaders and managers who take on and champion such diversity efforts. Diversity efforts should be embedded into the organizational structure and fabric of the institution.
- In terms of its strategic sequence in relation to diversity and inclusion (or Halualani & Associates’ Change Order sequence), UNL is clearly located in a second order stage, or the stage through which the institution has demonstrated its commitment to diversity and inclusion by embarking on and completing diversity actions, efforts, programs, and activities.** 97% (1122) of the diversity efforts are second order efforts while 3% (29) stand as first order efforts (or those that declare the institution’s commitment to diversity). Because we found evidence of recurrence and institutionalization of these efforts, we locate UNL in a firm second order stage position. In order to make it to a third order stage (through which a strategic framework anchors and organizes the diversity activities and there is impact determination of such efforts), UNL needs to actually craft a diversity strategic framework through which to steer itself in the



desired direction with regard to diversity, equity, and inclusion. In addition, UNL should create mechanisms to assess or identify the impact of its diversity efforts. By doing so, it will be able to determine if it is moving in the desired strategic direction and or to be more intentional and purposeful about its diversity efforts.

- **UNL's diversity efforts are predominantly specific group-focused as opposed to a mainstream/generalized target audience.** For example, 70% (803) of the diversity efforts hone in on and target specific diverse groups while only 30% (348) engage an amorphous diverse audience. The efforts that target specific diverse groups focus on the following: historically underrepresented campus members (17%, 138), female campus members (13%, 144), LGBTQIA campus members (10%, 118), international campus members (9%, 100), Asian American campus members (8%, 91), African American campus members (5%, 54), campus members with disabilities (3%, 31), Hispanic/Latino campus members (2%, 25), active duty/veteran/military campus members (2%, 19), and Native American campus members (1%, 16). This finding indicates that a more targeted (and thus culturally responsive) approach to diversity and inclusion may be at work at UNL.
 - However, we note that these specific group-focused efforts are predominantly diversity-related events, student organizations, campus resources, and financial aid/scholarships. The latter three areas represent powerful types of targeted interventions for **college completion** and **retention-graduation**. These types of efforts may also reflect on the "university's 10-point reduction of the achievement gap between white and black students between 2003 and 2013" as of March 2016 and its focus on improving the overall graduation rate (67% for a six-year rate) at UNL. We urge UNL to continue to implement and refine customized interventions for specific diverse groups.
 - Interventions that may significantly factor in college completion and retention-graduation for students include campus resources (or programs and services that help students navigate their academic and social pathways at the university), academic support services, and social support and transition services) and retention-graduation initiatives/programs (Hurtado, Halualani, Ambo, Ramirez, & Alvarado, 2017).¹ We found that UNL has created and implemented these types of efforts mostly for the following student segments: LGBTQIA students, students with disabilities, international students, first-generation students, African American students in particular, female students, and historically underrepresented students (or African Americans, Hispanic/Latinos, Native Americans, Southeast Asians,

¹ Hurtado, S., Halualani, R.T., Ambo, T., Ramirez, J, & A. Alvarado. (2017). "Organizing for Equity & Success," a panel presentation at AACU's 2017 conference regarding an institutional case study and retention "effort mapping," a novel form of inquiry, in which these researchers provided a comprehensive portrait on how one exemplar institution works to ensure the degree probability of low-income, first generation, and underrepresented minority students.

Pacific Islanders, Alaska Natives). Such activity should be commended in that there are specific needs and experiences of a university environment that require customized attention.

- It is also important to note that there is more of an equal proportion of student clubs/organizations, campus resources, financial aid/scholarships, academic program support, and retention-graduation initiatives for historically underrepresented students (as a larger group) and first generation students. There is a greater proportion of identity-based student clubs/organizations for African American students, Asian American students, Hispanic/Latino students, female students, and active duty/veteran/military students than targeted campus resources and academic program support for those student segments. There is a greater proportion of campus resources for LGBTQIA students and students with disabilities than identity-based student clubs/organizations for those student segments. A closer examination of how diverse students experience UNL through a campus climate survey may help in identifying the most optimal combination of student clubs/organizations and campus resources to help increase student belonging for diverse and first generation students.
- UNL's diversity efforts frame "diversity" in terms of important, highly relevant, and complex constructions of culture.** For instance, UNL's diversity efforts mostly define diversity in terms of Race/Ethnicity (25%, 976), Gender (25%, 956), Intersectionalities (14%, 547), Socioeconomic Status (10%, 404), and Sexual Orientation (8%, 294). Taken together, these framings of diversity represent important points of learning about diversity and difference at the university. More, however, can be done with regard to Disabilities, Active Duty/Veterans, Religion, Region, Political Ideology, and Age/Generation as these are important diversity positionalities. In terms of the time series analysis, there has been a steady stream of diversity efforts that focus on Religion, International/Global Cultures, and Broad Culture/Diversity in the last five years. There has been a noticeable increase in diversity efforts that engage Gender, Race/Ethnicity, and Sexual Orientation over the last three to four years.
- In terms of the larger approach to diversity, UNL's diversity efforts engage diversity in terms of fostering an active appreciation of cultural groups and perspectives as well as creating entry points for historically underrepresented groups.** For example, 60% (689) of UNL's diversity-related efforts represent active diversity, or efforts that develop, build, support, and promote diversity in general and of specific cultural groups through programs, trainings/workshops, events, and student clubs/organizations. 26% (300) of the diversity efforts work towards creating conditions and structures (especially in the areas of recruitment, hiring, retention) to help include historically underrepresented and marginalized groups (in terms of gender, religion, sexual orientation, and race/ethnicity) in higher education. These inclusion-focused efforts mostly focus on race/ethnicity and gender. 162 (14%) of diversity efforts highlight social justice or those that

identify power differences and inequalities and works to dismantle such disproportionate power relations. Within these efforts, Race/Ethnicity, Intersectionalities, and Gender are engaged the most through a social justice approach. We commend UNL for these efforts and look forward to more across all of these approach types.

- In terms of how diversity is “talked about” and articulated, UNL’s diversity efforts employ language that mostly highlights pluralism and historical underrepresentation.** 73% (836) of its diversity efforts used language and terms when referring to diversity in terms of the acceptance and appreciation of various cultural groups and their unique identities in its overall campus community. 12% (133) of UNL’s diversity efforts employed language related to historical underrepresentation and the importance of ensuring that specific racial/ethnic and gender (namely women) groups are provided the fullest access to a quality education. As a significant finding, there were 182 (16%) efforts that used the language of a “critical approach” or a perspective that examines culture and identity as intricately linked to power, structures, and societal inequalities; this has been the largest number of efforts that feature critical power-based language or discursive framing that we have ever found within a campus’ diversity efforts.
- UNL’s diversity-related events and programming primarily exposes campus members to diversity issues and perspective-taking.** These diversity-related events mostly feature DELTA Level 1 - Knowledge Awareness (56%, 308) followed by DELTA Level 5 - Evaluation-Critique of Power Differences (26%, 145) and DELTA Level 3 - Interaction (16%, 90). Thus, diversity efforts are mostly exposing campus members to diversity perspectives and issues and having campus members participate in perspective-taking (DELTA Level 1 - Knowledge Awareness and DELTA Level 3 - Interaction).

 - However, it should be noted that 27% (151) of UNL’s diversity-related events focus on engaging campus members into topics and discussions about diversity in terms of power relations, social structures, and contexts of inequalities. The events that specifically engaged DELTA Level 5 - Evaluation-Critique of Power Differences focused on Race/Ethnicity



- (48%, 59), Gender (23%, 29), and Sexual Orientation (15%, 18) (Active Duty/Veterans, Generation, International/Global Cultures, Language, and Religion were also engaged in this DELTA layer but to a lesser extent).
- 17% (94) of these events recur each year. As such, the diversity-related events that recur, provide more exposure to Broad Culture/Diversity, Language, Race/Ethnicity, Disabilities, Sexual Orientation, and International/Global Cultures. We urge UNL to continue to create events and programs that engage the higher DELTA levels more (for e.g., Level 5 - Evaluation-Critique of Power Differences, Level 6 - Social Agency & Action, Level 7 - Innovative Problem Solving) and to gauge the extent to which campus members are experiencing such engagement. We also recommend linking these events to UNL courses and specifically course assignments and units in terms of shared student learning objectives about diversity/diverse perspectives and demonstrated performance on these student learning objectives through participation in a UNL diversity event (this can all be done through a diversity strategic plan). A passport program that links diversity-related events to courses, is also recommended.
 - **Our diversity mapping provides a closer look at diverse faculty and staff recruitment and retention efforts in terms of the presence, frequency, and quality of such efforts. UNL has engaged diverse faculty recruitment over the last five years but needs to do more with regard to this area and in terms of faculty retention. In addition, more effort needs to be made for diverse staff recruitment and retention.**
 - For example, we note that UNL's efforts have delved into the following areas for diversifying its faculty (and in this particular order in terms of effort frequency): general recruitment approaches, best practices research for recruiting diverse faculty, search committee training and diverse representation on committees, advertising/outreach approaches, dual career placement, and encouraging a diverse pool of applicants. We especially commend the academic colleges and units' focus on best practices research and dual career placement. However, more creative ("outside the box") strategies will need to be designed to recruit diverse faculty without violating Nebraska Initiative 424 (2008).
 - Few efforts have specifically focused on recruiting and retaining diverse UNL staff members and thus, targeted efforts should be designed for this group (and in terms of workforce development and advancement).
 - **In terms of a time series analysis of the diversity efforts, there has been considerable diversity activity and movement by UNL over the last five years but mostly within**

the last three years, by specific divisions, in terms of events and efforts that highlighted race/ethnicity. Specifically, we note the following:

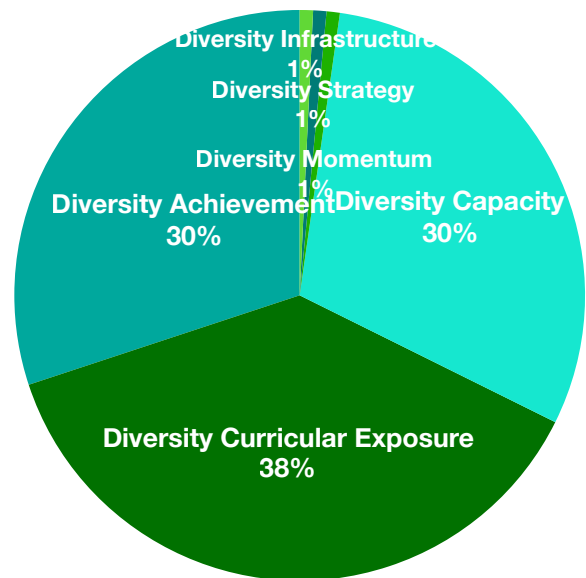
- Between 2014 and 2016, there was an increase in the number of diversity efforts at UNL.
 - Student Affairs and the Office of the Chancellor have increased the number of diversity efforts from their divisions each year. Academic Affairs and the Institute of Agriculture & Natural Resources have also increased the number of their diversity efforts but at a more steady pace.
 - Diversity-related events have continued to significantly increase each year and throughout the past five years while diversity-related campus resources (academic support programs, identity-based centers, support services programs for diverse students) have remained steady throughout the five years (and slightly increased in 2016). Diversity-related student clubs/organizations and trainings/workshops have held steady in number over the last five years.
 - Efforts that highlighted Race/Ethnicity and Broad Culture/Diversity experienced the most change over the last five years (i.e., increasing in number over time).
- **UNL's diversity efforts have mostly framed "diversity" as a topic/issue or in terms of a specific diverse group/community, and tapped into the affective-emotional dimension for diversity engagement.**
 - Specifically, the campus' diversity efforts have predominantly framed diversity as a topic/issue (47%, 542) to learn about or as the needs and experiences of specific diverse groups/communities (29%, 332). The remaining efforts positioned diversity as a concern for the larger context/setting (19%, 214), as a skill to be gained (3%, 31), as a demographic or data segment (2%, 19), and as an ideal or mission for the campus (1%, 13).
 - **Campuses should also explore the extent to which it engages the minds (the cognitive dimension), hearts (the affective-emotional dimension), and habits (behaviors) (the behavioral dimension and the social-interactional dimension) of its campus members with regard to diversity.** In this vein, UNL's diversity efforts mostly tap into the affective-emotional dimension (77%, 1776) of diversity engagement for targeted populations, which gets at the feelings, internal reflections, and self-introspections of individuals with regard to a diversity focus. Such a layer is an often-neglected focus at colleges and universities, and thus, UNL should feel heartened by this finding. The other engaged dimensions for campus members were the cognitive dimension (gaining new knowledges and information about diversity issues) (13%, 300), social-interactional dimension (how to connect

- with culturally different peers, how to create social support networks with identity groups and diverse groups, how to be a part of a shared community) (5%, 114), and the behavioral dimension (how to be more inclusive, interculturally competent, and how to engage in allyship and social praxis) (5%, 112). There is movement and activity on the part of UNL for all of these dimensions, and a more strategic approach may help to increase the work done on the social-interactional and behavioral dimensions.
- **Only a portion of UNL's diversity efforts contribute to improving campus climate or building up the structures of belonging for diverse students.** 27% (316) of the diversity efforts represent attempts to create mechanisms, programs, and structures to increase diverse student belonging.
 - Of these campus climate-focused efforts, 44% (141) honed in on creating interactional support networks for students while 31% (99) of the efforts focused on addressing the adjustment and acclimation needs of diverse students. 22% (70) of these efforts worked to introduce diverse students to UNL and to a university environment at large (and what it means to be a student scholar in college).
 - 55% (176) of these campus climate-focused efforts are at the institutional level while 45% (144) target the individual level (4 of these efforts were framed as both levels). In terms of the individual level of campus climate, the efforts focused on the psychological aspects (92%, 133) of the student experience (or the ways in which students feel as if they belong in college and in their higher educational environment and see themselves as valued and capable students/scholars). The campus-climate efforts that targeted the institutional level, represented activities to build up UNL's organizational infrastructure with student-belonging programs and initiatives.
 - UNL's attempts to strengthen campus climate for its members and increase diverse student belonging may need to be aligned with the results of a conducted university-wide campus climate survey through which all campus members can report on how they are experiencing UNL and their peers in their respective roles (students, staff, faculty, administrators).
 - **The University of Nebraska-Lincoln's diversity efforts reflect its institutional capacity to engage diversity mostly in terms of campus learning, education, dialogue, and awareness of diversity, equity, and inclusion topics.**

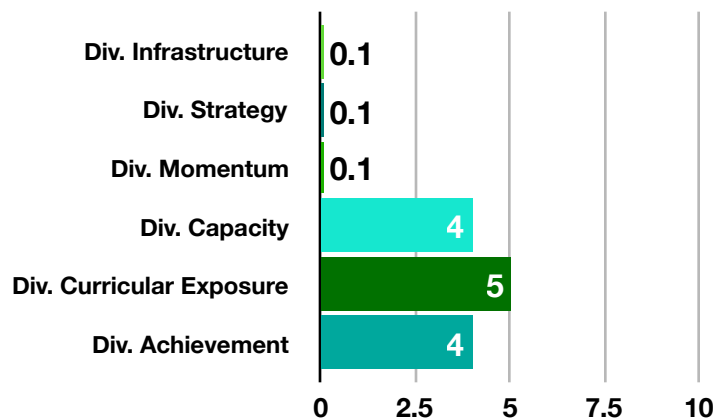
- When analyzing diversity efforts enacted by a higher educational institution, it is important to examine the **diversity capacity** of that institution. By “diversity capacity,” we mean the institution’s ability to fulfill and carry out its mission and values, and goals with regard to diversity, equity, and inclusion work for all of its campus members. Such an institutional diversity capacity could include specific resources (fiscal, non-fiscal) allocated for diversity purposes, skill sets of its members that relate to diversity, equity, and inclusion, and processes established to help achieve diversity goals.
- In this area, we found that UNL’s efforts reflect a robust and productive **educational resource type of capacity** when it comes to diversity, equity, and inclusion. By this, we mean that 52% (598) of UNL’s diversity efforts (that related to capacity areas) focused on educating its campus members on key topics, needs, and contexts that are related to diversity. Much of this was done through events, trainings, community partnerships, and discussion/dialogue groups. Our analysis also identified that 35% (400) of the diversity efforts (that related to capacity areas) reflected an **organizational/structural resource type of capacity** or programs and initiatives that are built into UNL’s current organizational structure to drive and address diversity needs. Lastly, we also found that 12% (143) of diversity efforts that related to capacity areas, constituted a **social capital resource type of capacity**, or activities that created social networking opportunities and “intercultural relations” channels among culturally diverse campus members and for specific historically underrepresented groups.
- **Such a finding indicates solid diversity and inclusion work on the part of UNL; however, with more of a strategic vision, focus, and plan for achieving specific diversity goals in the future (and addressing long-held diversity challenges from the past to the present), UNL’s institutional diversity capacity should grow and reflect a rich and varied range of resources and capacity types.**
- **Overall, the diversity mapping reveals that UNL has engaged in diversity activity but with little to no strategic direction; thus, there is movement without full momentum on any diversity goals.** (The graphics below reveal low scores/percentages in Diversity Infrastructure, Diversity Strategy, and Diversity Momentum and closer to midpoint scores for Diversity Capacity, Diversity Achievement, and Diversity Curricular Exposure.)

- While UNL has engaged in diversity activity, it has been movement without strategy and thus without momentum towards a diversity vision. Its efforts, though, have built up some capacity at UNL especially in the area of educational resource capacity.
- There is little to no diversity infrastructure especially around the Office of the Chancellor as connected to all divisions and units (and especially Academic Affairs and Student Affairs) which will be vital for diversity strategy.
- There has been some gains in the area of diverse student retention and graduation and progress in diversifying faculty at UNL.
- The diversity curricular exposure at UNL stands out especially in terms of some features in its undergraduate and graduate diversity-related courses.

UNL: Diversity Mapping Composite



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2. Diversity-Related Curricula

- **One standout leverage point in place at the University of Nebraska-Lincoln is its curricula (undergraduate and graduate). We identified many intellectually and perspectively rich academic course offerings created by talented faculty members at UNL. There is a great deal of high-quality diversity exposure in the current undergraduate and graduate curricula. However, there are a number of decision points about the role of diversity throughout its curricula that need to be broached (and are pointed out throughout this summary).**

UNL's Undergraduate Diversity-Related Courses

- **The University of Nebraska-Lincoln features a solid offering of vibrant diversity-related undergraduate courses with a high percentage of primary focused courses on diversity topics and contexts.** Over one-third of UNL's undergraduate curriculum (37%, 1736 courses) is diversity-related (out of a total of 4717 undergraduate courses). 63% (1085 courses) of all diversity-related undergraduate courses are primary which means that the diversity content constitutes the dominant focus of the course. 31% (539 courses) of UNL's undergraduate curriculum is partially focused on diversity or a course that has diversity as a secondary or supplementary emphasis. As a positive finding, 6% (112 courses) of UNL's undergraduate curriculum is integrated with diversity which means that diversity aspects are connected to every course unit/module and class discussion. With 1197 undergraduate courses spanning a primary and or integrated focus on diversity (or 25% of the entire UNL undergraduate curriculum), UNL's diversity related courses at the undergraduate level has the potential to maximize diversity learning engagement for its undergraduate students.
 - The primary diversity-related undergraduate courses mostly frame diversity in terms of International/Global Cultures and Race/Ethnicity. Integrated diversity-related undergraduate courses predominantly targeted Race/Ethnicity. Partial diversity-related undergraduate courses engaged Broad Culture/Diversity and International/Global Cultures.
- **It should also be noted that diversity-related courses most often appear in disciplinary areas that speak to such course content in their subject matter; our firm looks for how such courses may exist throughout a university's curriculum so that all majors are exposed to diversity content, issues, perspectives, contexts, and pedagogies. As a positive finding, our analysis found that every academic college and major unit at UNL featured diversity-related courses (in varying percentages and numbers).** We find this to be a positive finding in that diversity is being somewhat embedded (although not uniformly or equally) across UNL's diversity curriculum. More evidence of this can be seen in the finding that the diversity-related undergraduate courses are mostly disciplinary-based content courses (74%, 1278) followed by area studies content courses (9%, 154), study abroad courses (6%, 109), language instruction

courses (5%, 81), global/international-focused courses (3%, 50), and Ethnic Studies content courses (2%, 39), among others.

- UNL's diversity-related undergraduate courses emphasize a more culture-general (etic) approach.** 61% (1056) of UNL's diversity-related courses are culture-general while 39% (680) are culture-specific. However, a greater percentage (19%) of the culture-general courses engage Race/Ethnicity more than that (10%) of the culture-specific courses. This indicates that courses that look at larger processes, dynamics, and topics related to culture in a more general or overarching way are engaging multiple framings of diversity like Race/Ethnicity, Gender, Language, and Religion. A healthy blend of both culture-general (etic) and culture-specific (emic) curricular treatments is ideal for diversity engagement.
- The diversity-related undergraduate courses at UNL emphasize international/global framings of diversity more than domestic ones.** In terms of the spread of culture, UNL's diversity-related courses highlighted international/global cultural formations (57%, 987) as opposed to domestic cultures (26%, 451). 17% (281) of the diversity-related courses spoke to both international/global and domestic cultures (local, regional, national U.S. issues of difference on race, ethnicity, socioeconomic class, gender, sexual orientation, age, generation, disabilities).
- UNL's diversity-related undergraduate courses uniquely speak to both the historical and contemporary aspects of culture for a rounded out perspective of cultural contexts.** In terms of the temporality of culture, 40% (687) of UNL's diversity-related courses focused on the historical aspects of culture (past topics, experiences, content) than on the contemporary aspects (present-day topics, experiences, content) (37%, 641). 24% (408) of diversity-related courses engage both the historical and contemporary aspects.
- As another positive leverage point, UNL diversity-related undergraduate courses that frame diversity in terms of international/global formations, do so as both contemporary and historical contexts.** This is especially significant given that many campuses approach the international/global dimensions of diversity predominantly in terms of contemporary issues and urgencies. We found that there is historical contextualization of specific aspects of diversity (International/Global Cultures, Broad Culture/Diversity, Religion, Language, Race/Ethnicity, and Gender) throughout the UNL diversity-related undergraduate curriculum.
- The curricular treatments of culture varies in the undergraduate diversity-related offerings.** The majority of UNL's diversity-related courses highlight two or more cultures (69%, 1193) followed by singular culture/identity focus (31%, 533) and direct (one-on-one) comparison of cultures (1% 10). The diversity-related courses that underscore two or more cultures, mostly focused on International/Global Cultures (52%, 584), Broad Culture/

Diversity (25%, 286), and Race/Ethnicity (19%, 218). The diversity-related courses that foregrounded a singular cultural identity/focus, engaged International/Global Cultures (70%, 294) and Language (20%, 85) the most.

- **There is an uneven percentage of diversity-related courses in the different class levels, thereby potentially providing diversity exposure at certain stages of the educational pathway.** For example, the diversity-related undergraduate courses are mostly located in the 400 level courses (39%, 670) which highlights the need for UNL to strategize and life stage how diversity is engaged in the course bookends or among the 100, 200, and 300 levels. Diversity exposure increases with each course level: with 14% (248) at the 100 level, 19% (335) at the 200 level, 25% (437) at the 300 level, and 39% (670) at the 400 level (with 46 additional courses outside of our criteria and thus not included in these findings). All course levels in terms of the diversity-related courses engage the International/Global Cultures aspect of diversity the most with Broad Culture/Diversity as the next framing. The 400 level diversity-related course tap into the Race/Ethnicity aspect of culture more than the other course levels.
- **There are varied and complex constructions of diversity and culture embedded throughout UNL's diversity-related undergraduate courses.** The diversity-related undergraduate courses mostly framed "diversity" predominantly in terms of Gender (20%, 1401), International/Global (19%, 1346), Nationality (14%, 986), Language (14%, 974), Intersectionalities (11%, 747), Race/Ethnicity (10%, 707), Broad Culture/Diversity (4%, 309), and Socioeconomic Status (4%, 250). (Note that similar to the diversity efforts, our team codes up to 4 different framings of diversity for each diversity-related course.)
- **UNL's diversity-related undergraduate courses mostly feature advanced levels of diversity engagement as in deep cultural analysis, evaluation and critique of power differences, and social agency and action. There exists room, though, for more engagement in terms of evaluation and critique of power differences, social agency and action, and innovative problem-solving.**
 - In terms of H & A's Diversity Engagement Learning Taxonomy Assessment (DELTA), the majority of the diversity-related undergraduate courses target the DELTA Level 4 (Advanced Analysis - through which cultural analysis, cultural comparisons, cultural reflexivity, perspective-taking take place) (79%, 1370).
 - We found that DELTA Level 5 (Evaluation-Critique of Power Differences - through which culture and diversity are connected to power differences, structured inequalities, and disproportionate power relations, systematic and social oppressions, and privilege, are unpacked) is fully embraced in 9% (155) of UNL's diversity-related courses. [4% (70) of the diversity-related undergraduate courses topped out at DELTA Level 6 (Social Agency & Action – through which student

identify and reimagine what a more inclusive, just, and equitable society and world would be like and the ways to create such a world).]

- The remaining diversity-related undergraduate courses tapped into DELTA Level 3 (Interaction - through which intergroup discussions and intercultural interaction are spotlighted) (6%, 109), and DELTA Level 2 (Skills - through which intercultural competence, diversity and inclusion skills are featured) (6%, 102).
- Thus, while culture and diversity may be broached in courses, these aspects are not always connected to issues of power, historical context, and or structured inequalities in a significant proportion of the undergraduate curriculum.
- When DELTA Level 5 - Evaluation-Critique of Power Differences is occurring, it is mostly in the in the 300 and 400 level courses as opposed to the 100 and 200 levels. However, the most engaged framing of diversity on the higher DELTA Levels like Level 5 - Evaluation-Critique of Power Differences is on Race/Ethnicity and International/Global Cultures. This indicates that when UNL hones in on Race/Ethnicity in your diversity-related undergraduate courses, those courses reach the higher DELTA engagement levels. As a contrast, the majority of the courses that focus on International/Global dimensions of diversity are mostly located at the mid-range DELTA level (Level 4 - Advanced Analysis, 59% of that level).
- **Given these findings, we encourage a thoughtful conversation among UNL faculty members about how diversity is discussed, theorized, approached, and interrogated across all course levels at UNL.** What are the specific learning goals and processes that you want UNL students to experience in the first year on your campus and throughout each subsequent year and when they leave UNL and transition on to their next stage of life? Are these goals and processes different if students transition from high schools or from community colleges? An important decision point stands here at this juncture.

UNL's Achievement-Centered Education (ACE) Courses

- **General education requirements present opportunities for focused diversity content that may otherwise not be a part of students' curricular experience.** For this reason, Halualani & Associates looked specifically at UNL's ACE courses to determine the quantity and quality of diversity related courses in each area and at each course level, the ways that diversity is approached, and how deeply diversity is engaged. From this data, we can determine the quality of student exposure to required diversity content. The key question here is: What kind of curricular exposure is provided by UNL to diversity dimensions in the ACE curriculum and by ACE SLO/Outcome Area?
- **Slightly under half of UNL's ACE curriculum represents diversity-related courses with mostly a primary focus on diversity.** Our team examined the entire Achievement-

Centered Education (ACE) curriculum with its ten (10) ACE outcomes. We found that 49% (388) of the ACE curriculum (a total of 786 certified courses) was diversity-related. 71% (274) was primarily focused on diversity while 29% (113) was partially focused on diversity. There was one (1) course that we identified as integrated with diversity.

- **Diversity-related courses exist throughout all of the ACE SLO/Outcome areas.**
 - While the ACE SLO/Outcome #9 is the only designated “diversity” outcome in ACE, we found that there are multiple diversity-related courses in each of the ten ACE outcome areas. Most notably, 30% (134) of the total ACE courses existed in ACE SLO/Outcome #5 and 21% (96) in ACE SLO/Outcome #9, followed by 12% (55) in ACE SLO/Outcome #10, 11% (50) in ACE SLO/Outcome #6, and 10% (44) in ACE SLO/Outcome #8 as the leading ACE areas.
 - Moreover, when we coded what we deemed as diversity-related courses per ACE area based on the total number of certified courses in each ACE area, we noted that ACE SLO/Outcome #5 had the largest proportion (89%, 134) of diversity-related courses followed by ACE SLO/Outcome #9 (78%, 96), ACE SLO/Outcome #8 (71%, 44), ACE SLO/Outcome #2 (64%, 21), ACE SLO/Outcome #7 (54%, 31), and ACE SLO/Outcome #1 (35%, 7) as the leading proportion-based areas.
- **Diversity curricular exposure proffered by the diversity-related courses in ACE SLO/Outcome #9 is solid when it comes to the primary focus and the focus on history. However, the diversity exposure is uneven based on class level and the specific course based on the large number of courses (123) to choose from in this area.** This means that relying on ACE SLO/Outcome #9 to fulfill UNL students’ diversity engagement may not be enough in terms of providing varied constructions of culture and ones that link to issues of power and structures of inequality throughout all class levels, and course options. Meaning, more will need to be done curricularly to ensure that every UNL student gains a high-quality diversity curricular exposure no matter which ACE SLO/Outcome #9 course option is selected. This could mean reconstructing that ACE #9 area and revising its criteria for certification and or re-thinking the ACE SLO/Outcome #9 area completely (perhaps identifying two ACE areas for diversity exposure: one on international/global aspects and the other on domestic aspects).
 - We found the following regarding the diversity-related courses in ACE/SLO Outcome #9:
 - the majority (95%, 90) of the courses are primarily focused on diversity;
 - these primary-focused courses cover International/Global Cultures, Race/Ethnicity, Religion, and Gender the most;

- the courses are mostly at the 200 level (2nd year) (42%, 40);
 - the 200 and 300 level courses provide the most courses that connect culture and diversity to issues of power in terms of the DELTA Level 5 (valuation-Critique of Power Differences - through which culture and diversity are connected to power differences, structured inequalities, and disproportionate power relations, systematic and social oppressions, and privilege, are unpacked);
 - the 200 level courses in this ACE area have the most variety in terms of the framings of diversity (Race/Ethnicity, Religion, International/Global Cultures, Gender, Broad Culture/Diversity);
 - the majority (65%, 62) of the courses in this ACE area emphasize two or more cultures, and these courses highlight International/Global Cultures, Race/Ethnicity, Broad Culture/Diversity, and Religion;
 - the majority (66%, 63) of the courses in this ACE area stress international/global aspects of culture as opposed to domestic aspects;
 - over half (55%, 52) of the courses in this ACE area frame the historical aspects of culture and in terms of various constructions of culture (International/Global Cultures, Race/Ethnicity, Religion, and Broad Culture/Diversity);
 - there is a close to even split between culture-general (54%, 51) and culture-specific (46%, 44) courses in this area with the culture-specific courses emphasizing more framings of Race/Ethnicity;
- **There are different framings of diversity in different ACE SLO/Outcome areas.**
 - ACE SLO/Outcome #9 & ACE SLO/Outcome #5 offer the most varied framings of diversity.
 - ACE SLO/Outcome #9 proffers more framings based on International/Global Cultures, Race/Ethnicity, Gender, and Religion.
 - ACE SLO/Outcome #5 provides more framings of diversity based on International/Global Cultures, Broad Culture/Diversity, Race/Ethnicity, and Religion.
 - The coded diversity-related courses in the ACE SLO/Outcome #9 area provides the most coverage of Race/Ethnicity out of all of the other ACE SLO/Outcome

areas. ACE SLO/Outcome #2 provided the most coverage of Language while ACE SLO/Outcome #10 highlighted Disabilities the most.

- **There needs to be more coverage of intersectionalities, age, generation, active duty/veterans, sexual orientation, socioeconomic status, and political ideology across the ACE outcome areas.**
- **We also note that overall, the diversity-related courses we identified throughout the ACE curriculum are characterized by the following:**
 - the diversity-related ACE courses tend to focus primarily on diversity (71%, 274) and exist more at the 200 and 300 class levels;
 - provide more coverage of International/Global cultures across all class levels;
 - represent mostly disciplinary-based content courses (78%, 304);
 - highlight two or more cultures (76%, 295) more than a singular culture/identity focus;
 - emphasize more of the international/global aspects (66%, 255) of culture as opposed to the domestic aspects of culture (15%, 59), with 19% (74) stress both international/global and domestic dimensions;
 - primarily engage the historical temporality of cultures (61%, 236);
 - stress more culture-general frameworks (64%, 248) as opposed to culture-specific frameworks (36%, 140);
 - define diversity/culture mostly in terms of International/Global (22%, 340), Gender (20%, 306), Nationality (16%, 244), Language (16%, 243), Intersectionalities (9%, 144), and Race/Ethnicity (8%, 128) as the leading framings;
 - only 9% (34) of the courses engage culture and diversity in terms of issues of power in terms of the DELTA Level 5 (Evaluation-Critique of Power Differences - through which culture and diversity are connected to power differences, structured inequalities, and disproportionate power relations, systematic and social oppressions, and privilege, are unpacked).
- **The aforementioned findings with regard to ACE diversity-related courses, highlight several conversation and decision points for UNL as listed below:**

- Because there is NOT an equal blend of a coverage focus on “International/ Global” and U.S. “Domestic” diversity contexts, several questions arise: Is it the goal of ACE (General Education) at UNL to cover that dynamic between the “Global/International” and U.S. “Domestic” diversity contexts? And if so, how is this dynamic approached and covered? Or why aren’t there more approved ACE courses that focus on U.S. domestic issues so that historically specific issues of racialization, power differences, societal inequalities, and U.S. framings/ containment of oppressions can take the spotlight? And why don’t extant ACE courses highlight dynamics of power in relation to global forces and dynamics? These questions need to be explored by UNL faculty and students to strengthen the entire ACE program.
- The aforementioned findings with regard to the ACE diversity-related courses, depart from the intended curricular architecture and design of General Education diversity-related courses as honing in on specific diverse groups in the U.S. (such as racial/ethnic groups, women, gay, lesbian, bisexual, and transgender communities, non-Western religious groups) that may need more singular treatment for knowledge awareness and advanced analysis in terms of a specific group’s historical and sociopolitical contexts.
- A key question is the extent to which all of the different marginalized groups in the U.S. are being covered in ACE diversity-related courses and in terms of a culture-specific view. There also needs to be discussion about the quality of coverage in the more generalized courses that highlight the evolution of diversity in this country in terms of historical events, group experiences, interface with U.S. institutions and inequalities, and contemporary responses to this history.

UNL’s Diversity-Related Graduate Courses

- **UNL’s graduate curricula features a rich set of integrated diversity-related courses that highlight domestic aspects of culture and a diversity for professions-based framework.**
 - With regard to UNL’s graduate curriculum (with a total of 2960 courses), 37% (1089) of the graduate curriculum is diversity-related and these courses are predominantly partially-focused (44%, 483) on diversity (or using it as a secondary focus of a course).
 - We also note that 31% (333) of UNL’s diversity-related courses are primarily focused on diversity, and 25% (273) of the diversity-related courses are integrated with regard to diversity. **This is a significant finding of promise in UNL’s graduate curricula.** By diversity integration, we refer to the careful embedding of diversity content and perspectives into disciplinary subject matter across a field of

study. For example, the disciplines of Education, Social Work, Nursing, Health Sciences, and Law have worked towards diversity integration for the last two decades. Our analysis identified a similar pattern with graduate disciplinary programs at UNL that integrated their subject matter with diversity contexts and needs of highlighted professions for the advancement of their graduate scholars. We encourage UNL to encourage graduate programs and departments to consider ways in which diversity can be meaningfully interspersed (and not through some general, non-descriptive way) throughout its core subject matter. When UNL graduate courses focus on “practice” and “professions,” diversity appeared to move closer to integrative curricular practices. It should be noted that while we see the potential here, many courses did not fully embed their material with diversity in a way that would satisfy the “integrated” litmus test.

- The primary diversity-related graduate courses mostly engaged International/Global Cultures (69%, 122) and Race/Ethnicity (19%, 34) while the partial diversity-related graduate courses mostly highlighted Race/Ethnicity (46%, 223). The integrated diversity-related graduate courses mostly highlighted Broad Culture/Diversity aspects (95%, 258).
- **UNL’s diversity-related graduate courses are predominantly disciplinary content courses and thus represent core disciplinary fields of study.**
 - The vast majority (94%, 1027) of the diversity-related graduate courses were disciplinary content courses.
 - The 800 level diversity-related graduate courses engaged Broad Culture/Diversity, International/Global Cultures, Race/Ethnicity, Disability, and Gender the most. 900 level diversity-related courses mostly engage Broad Culture/Diversity, International/Global Cultures, and Disability the most.
- **Similar to the diversity-related undergraduate curriculum, UNL’s graduate diversity curriculum is constituted with curricular offerings from all of the academic colleges/major units.**
- **UNL’s diversity-related graduate courses mostly engaged a “two or more cultures” cultural approach.** 84% (915) of the diversity-related graduate courses engaged two or more cultures while 15% (166) highlighted a singular culture/identity focus. The courses that engaged two or more cultures, mostly examined Broad Culture/Diversity, Race/Ethnicity, and International/Global Cultures. The singular culture/identity focused-courses mostly highlighted International/Global Cultures.
- **As a positive finding, UNL’s diversity-related courses mostly highlighted the domestic aspects of culture.** Different from UNL’s undergraduate curriculum which

emphasized the international/global aspects of culture, the majority (64%, 701) of diversity-related graduate courses focused on the domestic aspects of culture while 20% (223) emphasized the international/global aspects of culture and with 15% (165) as incorporating both the domestic and international/global aspects. Such a finding could be due to the practice-based/profession-based framings of many graduate programs.

- **The diversity-related graduate courses stressed contemporary aspects of culture over historical aspects.** UNL's diversity-related graduate courses seem to emphasize the contemporary aspects of culture (63%, 683) as opposed to the historical aspects (12%, 130). 25% (276) of the diversity-related graduate courses focus on both the contemporary and historical aspects of culture. The historical-focused diversity-related courses mostly highlighted International/Global Cultures while the courses that engaged both the contemporary and historical aspects, engaged Race/Ethnicity, Gender, and Socioeconomic Status the most. The contemporary-focused diversity-related courses emphasized Broad Culture/Diversity, Race/Ethnicity, and International/Global Cultures the most. We note that there is room for more courses that historicize Race/Ethnicity, Intersectionalities, Gender, Sexual Orientation, and Socioeconomic Status the most.
- **UNL's diversity-related graduate courses feature a more culture-general (etic) framework.** 82% (894) of the diversity-related graduate courses are culture-general while 18% (195) are culture-specific. The culture-general diversity-related courses engage Race/Ethnicity more than the culture-specific courses. This indicates that while Race/Ethnicity is incorporated into overview diversity-related courses, there may need to be more dedicated curricular treatments of and or showcases of Race/Ethnicity in relation to specific graduate fields of study.
- **As an impressive finding, UNL's diversity-related graduate courses featured a wide range of multiple and interlocking constructions of culture and diversity.** More specifically, the diversity-related graduate courses proffered framings of diversity mostly in terms of the following leading categories: Intersectionalities (18%, 794), Race/Ethnicity (18%, 793), Gender (16%, 716), International/Global (15%, 661), Broad Culture/Diversity (8%, 366), Language (7%, 295), Nationality (7%, 295), Socioeconomic Status (6%, 267), and Disability (3%, 149), among others. (Note that similar to the diversity efforts, our team codes up to 4 different framings of diversity for each diversity-related course.) We especially commend the framing of Intersectionalities across many diversity-related graduate courses as it is becoming more and more relevant to today's diversity landscape and is highly relevant to students.
- **Similar to the undergraduate diversity-related curricular offerings, UNL's diversity-related graduate courses feature higher levels of diversity engagement but there is room for further engagement in terms of evaluation-critique of power differences, social agency and action, and innovative problem-solving.** In terms of H & A's Diversity Engagement Learning Taxonomy Assessment (DELTA), 90% (978) of the

diversity-related graduate courses target the DELTA Level 4 (Advanced Analysis - through which deep cultural analysis, cultural comparisons, cultural reflexivity, and perspective-taking, take place). The DELTA Level 5 (Evaluation-Critique of Power Differences - through which culture and diversity are connected to power differences, structured inequalities, and disproportionate power relations, systematic and social oppressions, and privilege, are unpacked) is fully engaged in 8% (94) of UNL's diversity-related graduate courses. [1% (16) of the diversity-related graduate courses topped out at DELTA Level 6 (Social Agency & Action – through which student identify and reimagine what a more inclusive, just, and equitable society and world would be like and the ways to create such a world).] The DELTA Level 5 (Evaluation-Critique of Power Differences) courses mostly engage Broad Culture/Diversity, Race/Ethnicity, International/Global Cultures, and Gender. DELTA Level 6 (Social Agency & Action) courses mostly engage Race/Ethnicity, International/Global Cultures, and Gender.

- **UNL's diversity-related graduate courses connect aspects of diversity (in terms of identities, issues, contexts, and skills) to professions for graduate students/scholars.** 67% (735) of the diversity-related graduate courses are diversity professions-based courses and represented integrated curricular designs to connect diversity to real-world contexts and scenarios as it related to the disciplines/professions-of-focus.
- **As a point of pride, 477 (44%) of the diversity-related graduate courses featured elements of unique curricular approaches to diversity.** Of these, 63% (302) featured an intercultural competence-based approach, 21% (99) features a social justice (unpacking oppressions) approach, and 16% (76) emphasized an identity or social location-based approach.

Schedule Analysis Findings

- Our **Schedule Analysis** (through which we examine which diversity-related courses UNL offers as opposed to just having on "the books" in the last 2 years) showcases that UNL offers a just over half of its already created diversity-related undergraduate courses. In terms of its undergraduate curriculum, UNL has offered 54% (943) of its diversity-related courses in the last 2 years (793 diversity-related courses were not offered - or 46%). However, only 26% (233) of the diversity related courses were offered every semester for the two-year time span examined. The highest percentage of diversity-related courses offered (39%, 356), was once a year for the two-year time span.
- **The diversity-related undergraduate courses that were offered, were:**
 - mostly primary-focused on diversity (63%, 554);
 - mostly focused on two or more cultures (74%, 700);
 - mostly internationally focused (53%, 499);
 - mostly engaged the DELTA Level 4 (Advanced Analysis) (72%, 653);
 - mostly focused on the historical dimensions of culture (73%, 687).

- **The diversity-related undergraduate courses that were offered the most (4 out of 4 semesters for two years), were:**
 - mostly primary-focused on diversity (42%, 98);
 - mostly disciplinary content-related courses (82%, 191);
 - mostly culture-general in approach (71%, 165);
 - focused on two or more cultures (80%, 186);
 - mostly internationally focused (41%, 95);
 - mostly engaged the DELTA Level 4 (Advanced Analysis) (82%, 191);
 - mostly focused on the contemporary dimensions of culture (43%, 100), and
 - yet, also offered the most framings of diversity in terms of intersectionalities (19%, 131).

- **UNL students are offered more undergraduate courses on Broad Culture/Diversity (36%, 309), Race/Ethnicity (29%, 209), and Language (12%, 103).** But these students are NOT exposed as much to courses at the higher DELTA levels such as DELTA Level 5 - Evaluation-Critique of Power Differences and DELTA Level 6 - Social Agency & Action (collectively at 9%, 83).

- **In the last 2 years, UNL has provided 148,794 exposures to diversity-related courses to its undergraduate students.** More specifically, there have been 93,914 exposures to diversity-related courses through its ACE program. Moreover, UNL has provided 14,237 exposures to diversity-related courses to its graduate students. UNL should continually assess how diversity is embedded into its courses and how regularly these courses are offered.

- **In terms of the ACE courses, UNL offered 76% (295) of the diversity-related ACE courses over the last two years.** In fact, 36% (106) of these diversity-related ACE courses were offered every semester over the examined two-year time span. The higher percentage of courses offered in the ACE program reflects an expected pattern of General Education offerings (i.e., frequent, regularly offered courses in order to fulfill requirements).

- **The diversity-related ACE courses that were offered, were:**
 - mostly primary-focused on diversity (63%, 554);
 - mostly focused on two or more cultures (77%, 227);
 - mostly internationally focused (66%, 255);
 - mostly engaged the DELTA Level 4 (Advanced Analysis) (88%, 260);
 - mostly focused on the historical dimensions of culture (61%, 236);
 - mostly framed diversity in terms of international/global formations of culture (63%, 230);
 - mostly from ACE Outcome #5 (35%, 134) and ACE Outcome #9 (25%, 96).

- **The diversity-related ACE courses that were offered the most (4 out of 4 semesters for two years), were:**
 - mostly primary-focused on diversity (52%, 56);
 - mostly disciplinary content-related courses (91%, 97);
 - mostly culture-general in approach (76%, 81);
 - focused on two or more cultures (90%, 96);
 - mostly internationally focused (49%, 52);
 - mostly engaged the DELTA Level 4 (Advanced Analysis) (90%, 96);
 - mostly focused on the historical dimensions of culture (45%, 48);
 - mostly offered the most framings of diversity in terms of International/Global Cultures (52%, 56), Nationality (50%, 54), and Language (50%, 54); and
 - mostly from ACE Outcome #5 (22%, 27) and ACE Outcome #9 (20%, 24).

- With regard to its graduate-level courses, UNL has offered 54% (494) of its diversity-related graduate courses over the last two years. The majority of the offered graduate diversity-related courses were offered once per year (43%, 213) and once over the last two years (42%, 209). Only 11% (56) of the courses were offered every semester in the two-year time span.

- **The diversity-related graduate courses that were offered over the examined two-year time span, were:**
 - mostly partially-focused on diversity (44%, 482) and integrated with diversity through its core academic focus (25%, 273);
 - mostly focused on two or more cultures (88%, 434);
 - mostly domestically focused (68%, 335);
 - mostly engaged the DELTA Level 4 (Advanced Analysis) (91%, 451);
 - mostly focused on the contemporary dimensions of culture (58%, 287); and
 - mostly framed diversity in terms of Broad Culture/Diversity (34%, 365), International/Global Cultures (27%, 295), and Race/Ethnicity (24%, 262).

- **The diversity-related graduate courses that were offered the most (4 out of 4 semesters for two years), were:**
 - mostly partially-focused on diversity (37%, 21) and integrated with diversity throughout the course (30%, 17);
 - mostly disciplinary content-related courses (84%, 48);
 - mostly culture-general in approach (84%, 48);
 - focused on two or more cultures (84%, 48);
 - mostly domestically focused (84%, 48);
 - mostly engaged the DELTA Level 4 (Advanced Analysis) (96%, 55);
 - mostly focused on the contemporary dimensions of culture (82%, 47); and
 - mostly offered the most framings of diversity in terms of Intersectionalities (28%, 51), Race/Ethnicity (20%, 37), and Gender (17%, 31).

- **Overall, Halualani & Associates identifies the following areas as urgent areas for action by UNL for the next five years:**
 - the creation of a university-wide diversity strategic plan
 - continued progress on diverse undergraduate student recruitment (for all minority groups)
 - continued progress on diverse graduate student recruitment (for all minority groups)
 - continued progress on student retention and graduation for diverse groups
 - diverse faculty recruitment and retention
 - diverse staff recruitment and retention
 - diversity-related professional development for employees (staff, faculty, administrators)
 - further development of diversity-based affinity groups for employees

C) Recommended Action Steps:

In terms of the delineated findings, we recommend the following next action steps:

Recommended Action Step	Target Population
<p>1. Develop a diversity strategic plan with a strategic vision, goals, priorities, and action steps related to diversity, equity, and inclusion. This will provide a strategic direction to anchor and direct future diversity activity at UNL (to make “movement” into “momentum”). Answer the following vision questions in terms of crafting a diversity strategic plan: What will UNL be like and feel like as a transformative, diversity-centered and committed university in the next five years? What is the larger end goal/vision?</p>	<p>All Campus Members</p>
<p>2. As UNL works on its diversity strategy, it needs to determine which approach to diversity and inclusion it is pursuing in relation to its identified priority and goal areas. The approach to diversity determines how the institution will conceptualize and operationalize the framing and end goal of where it wants to go. For example, will it pursue an approach based on inclusive excellence? Or equity and educational achievement gaps? Or social justice? Or cultural competencies? Or a combination of all of these?</p>	<p>All Campus Members</p>
<p>3. In the diversity strategic planning process, UNL should engage in a campus-wide dialogue about what diversity means to its campus community. Defining “diversity,” “equity,” and “inclusion” for UNL will help to create an intentional and potent diversity vision and plan.</p>	<p>All Campus Members</p>

Recommended Action Step	Target Population
<p>4. As revealed in the diversity effort mapping, UNL has exerted concentrated energy towards a few areas: a) dialogues and conversations about difficult topics (difference, diversity, identities), b) specific mentorship programs, c) identity support programs for diverse groups, and d) best practices research for diversity challenges (diversifying faculty, retention). These areas could be factored into diversity plan goal domains that highlight “dialogues for campus climate” and “diversity development and support for campus members.” These areas also represent leverage points that could be heightened more as elevated goal areas in order to create powerful synergy and outcomes for UNL.</p>	<p>All Campus Members</p>
<p>5. Detail diversity-related goal targets, milestones, action steps, benchmarks, and outcomes for its diversity strategic plan.</p>	<p>All Campus Members</p>
<p>6. Ensure that there is an assessment schedule as well as accountability mechanisms for the goals and priorities of its diversity strategic plan.</p>	<p>All Campus Members</p>
<p>7. Make sure that the diversity strategic plan builds in the alignment structure among divisions on diversity-related strategic priorities. Meaning, how will all divisions, programs, and units bring these strategic priorities and goals into being? Are certain diversity-related strategic priorities assigned to the most relevant units? Do all divisions and units pursue each diversity-related strategic priority or a few of them? Will the diversity-related strategic priorities be centralized throughout all divisions and units or de-centralized and inhabited in different ways depending on the nature of the division or unit? Who and or what office will facilitate such alignment?</p>	<p>All Campus Members</p>
<p>8. Align the diversity strategic plan priorities and goals with that of UNL’s university strategic plan, “A Strategic Plan for UNL: Setting Our Compass” (from September 2015). Diversity could be infused to its two main priorities: Undergraduate Education and Research. Moreover, linkages should be made to the plan’s Operational Strategies: “1. Assure that the university is open to persons of diverse backgrounds and perspectives”; “2. Support internationalization of the university in ways that expand students’ appreciation for the global environment in which they live and address the global interconnectedness of emerging problems and societal needs.”</p>	<p>All Campus Members</p>
<p>9. Establish a centralized diversity infrastructure that includes a key diversity leadership role, with staff members, and in a larger diversity-centered office. Consider a diversity infrastructure that makes sense for the way UNL is organized and its larger diversity-related goals. Such an infrastructure should a) centralize diversity, equity, and inclusion matters and b) provide enough direction for all divisions and units to align with the larger university diversity vision while also inflecting such a vision in their own ways.</p>	<p>All Campus Members</p>

Recommended Action Step	Target Population
10. In its diversity strategic plan, develop strategies to build up UNL's organizational/structural resource type of capacity (i.e., a stable diversity infrastructure) and social capital resource type of capacity (i.e., formal social networking channels and opportunities for campus members to interact across all cultural backgrounds) around diversity, equity, and inclusion.	All Campus Members
11. Conduct a campus climate assessment (as a "Campus Experience Survey") every two years in order to take stock of campus members' experiences of UNL (in terms of structures of inclusion and belonging, the learning environment, the workplace environment).	All Campus Members
12. Examine the recruitment obstacles for diverse undergraduate students and especially for diverse graduate students, and implement responsive strategies.	Undergraduate Students, Graduate Students
13. Examine its main mission statements across the university and throughout its divisions and units to see which aspects of diversity and difference (race, ethnicity, disability, gender, sexual orientation, nationality, language, socioeconomic class, political ideology, religion, region, Veteran's status, and age/generation) are named and highlighted as significant to UNL. There should be a reflection to make sure that there is inclusion or reference to a wide variety of identities, backgrounds, and differences.	All Campus Members
14. Design and implement more creative ("outside the box") or next-level strategies to recruit diverse faculty and staff without violating Nebraska Initiative 424 (2008).	Faculty, Staff
15. Create more customized diversity efforts for faculty and staff members in terms of their diversity professional development. Trainings and workshops that are scaffolded and developmentally sequenced, could focus on diversity pedagogy, implicit bias, and micro affirmations and micro aggressions for faculty. Trainings for staff members could highlight implicit bias, cultural competency skills, and leading for inclusion.	Faculty, Staff
16. In its continued focus on college completion for diverse students, UNL should continue to design and implement customized, high-impact retention-graduation interventions for specific diverse groups especially African American students and various historically underrepresented students. This may involve examining the specific degree completion barriers, gaps, or stoppage points at UNL that students across all diverse backgrounds, experience (in a focused institutional or transcript study). Identify retention-graduation targets for specific groups along with key action steps and outcome measures that will be help to achieve college completion goals for diverse students.	Students

Recommended Action Step	Target Population
17. Design diversity-related events and programming that targets the higher DELTA engagement levels such as DELTA Level 5 - Evaluation-Critique of Power Differences, Level 6 - Social Agency & Action, and Level 7 - Innovative Problem-Solving.	All Campus Members
18. Continue the dialogue/discussion series/events and especially at the higher DELTA levels (DELTA Level 5 - Evaluation-Critique of Power Differences) and connect these to related undergraduate and graduate courses for maximum learning.	All Campus Members
19. Create additional programming and or diversity-related events that engage social justice and critical (or power-based) approaches to diversity and culture.	All Campus Members
20. Connect the various diversity-related events and programming to specific courses, student learning objectives, and assignments for maximum diversity learning at UNL. A committee of faculty can help identify ways to connect the co-curricular with the curricular (or create meaningful and integrated in-the-classroom and out-of-the-classroom diversity experiences).	Students
21. Engage the larger array of framings of diversity such as disabilities, active duty/veterans/military, region, political ideology, and age/generation through campus resources, academic support services, trainings/workshops, events, and initiatives.	All Campus Members
22. Continue to elevate the extant (externally & internally funded) faculty research initiatives (for e.g., Minority Health Disparities Initiative - MHDl, Psychology research labs related to diversity, among others) and projects on diversity issues with centralized funding and or resources (paid work-study for students on the projects).	Faculty, Undergraduate, Graduate Students
23. Once a diversity strategic plan is in place, create an assessment or impact determination protocol for all major types of diversity and inclusion efforts from this point forward so as to ascertain if UNL's diversity goals are being achieved.	All Campus Members
24. Conduct conversations among faculty with regard to the role of the undergraduate and graduate curricula in terms of engaging diversity. It is important to note that high impact and innovative practices in higher education reveal that diversity is no longer viewed in terms of just stand-alone content-based courses. Instead, as a way to be truly inclusive of all disciplines (including STEM) and core subject matter and skills (writing, communicating, public speaking, analysis, and research inquiry), diversity is now framed as an inquiry focus (way of thinking, viewing the world, a process of navigating complex questions and logics across all subject matters). Given this, a campus discussion among faculty members, department chairs, deans, and students should be conducted with regard to maximizing diversity in terms of course content and inquiry perspectives across more courses and disciplines. This could be facilitated through a diversity strategic plan.	Faculty, Undergraduate, Graduate Students

Recommended Action Step	Target Population
<p>25. Conduct curricular conversations around the UNL's intentions for diversity engagement across each step and class level of students' educational pathways and for major, minor, ACE areas, and graduate study. Diversity should be life-staged as an educational resource and learning outcome throughout students' education at the University of Nebraska-Lincoln. Meaning, that there could be an introductory point through which upon entry to UNL, students discuss and engage diversity in terms of cultural competence and or the university's established diversity mission and commitment. At a midpoint stage, there may be some specific connection to diversity via a practical context and or specific population. An endpoint to students' education may be in terms of making the connection to critique and or engage in advocacy to help transform the social world. A rich discussion around this idea is ripe for fruition at UNL. Campus members should have an urgent discussion around the extent to which students who take diversity courses are actually emotionally and cognitively prepared to traverse the higher DELTA engagement levels on Level 4 - Advanced Analysis and Level 5 - Critique-Evaluation of Power Differences and Inequalities. In addition, what happens to these students and their engagement levels once they leave these courses? Is that engagement level continued throughout their majors and or course pathways? Or is it halted altogether? What is the message provided to UNL students about how to build on that knowledge as they complete their time at the university? An intentional and aggressive strategy should be developed here. This could be facilitated through a diversity strategic plan with curricular goals.</p>	<p>Faculty, Undergraduate, Graduate Students</p>

Recommended Action Step	Target Population
<p>26. As a dedicated issue, reconsider and or re-work the role of ACE SLO/ Outcome #9 (“Exhibit global awareness or knowledge of human diversity through analysis of an issue”). This SLO or Outcome is too vague to be useful for the purpose of diversity engagement. Our analysis of the diversity-related courses in the ACE curriculum indicates that the quality, consistency, and assurance that diversity is covered in a significant way in terms of both domestic and international issues and in relation to power differences and historical contexts, are not fully realized. We encourage the consideration of the following types of diversity-related student learning objectives in order to ensure that all students are sufficiently exposed to a meaningful diversity-committed education in a General Education or ACE type of program:</p> <ul style="list-style-type: none"> • Locates the student in current sociopolitical contexts; • Examines the historical dynamics around cultures and difference; • Focuses on visible and invisible structured inequalities (and systems of power and control) in the U.S. context; • Provides an understanding of the constructive actions of various racial, ethnic, gender, and cultural groups in U.S. society (historically and in contemporary times); • Emphasizes the role of constructive actions to improve lives of others and bring about social justice; • Exposes students to perspectives about difference, privilege, power relations, and intercultural justice that are not articulated in socially approvable ways in the surrounding region and society (this is extremely important given the sociopolitical climate in the region surrounding UNL). <p>We encourage the thorough design of diversity-related student learning objectives and outcomes (that can be tracked and assessed) in these diversity areas and in relation to diversity geopolitically and socially on a global and domestic scale. [Many institutions have an area dedicated for global issues and contexts and another for domestic issues and contexts; we recommend this as well given that research indicates that taking two GE diversity courses (Bowman, 2010, 2012; Bowman & Brandenberger, 2012).**</p> <p>**Bowman, N. A. (2010). Disequilibrium and resolution: The nonlinear effects of diversity courses on well-being and orientations toward diversity. <i>The Review of Higher Education</i>, 33(4), 543-568; Bowman, N. A. (2012). Promoting sustained engagement with diversity: The reciprocal relationships between informal and formal college diversity experiences. <i>The Review of Higher Education</i>, 36(1), 1-24; Bowman, N. A., & Brandenberger, J. W. (2012). Experiencing the unexpected: Toward a model of college diversity experiences and attitude change. <i>The Review of Higher Education</i>, 35(2), 179-205.</p>	<p>Faculty, Undergraduate Students</p>
<p>27. Develop diversity learning outcome assessment rubrics for diversity-related courses so that academic departments and colleges can identify how students understand and engage with diversity perspectives with attention to critical or tipping points, perspectival barriers, and difficult to navigate conversational moments.</p>	<p>Faculty, Undergraduate Students</p>

Recommended Action Step	Target Population
28. Provide continuous professional development on inclusive pedagogical techniques for faculty members so that optimal diversity engagement in the classroom can be realized.	Faculty
29. Leverage and resource UNL's extant affinity groups so as to help carry out related diversity strategic action steps.	Faculty, Staff