Agenda

• Introductions
• Key Findings
• Recommendations
• Next Steps

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D&I Assessment purpose was to understand progress to date, measure where Diversity and Inclusion currently stands and make recommendations for areas of improvement.

Findings guide recommendations on strengths to leverage, gaps to address, and means of enhancing UNK efforts moving forward.

Mary Hunter brings 15 years of experience to help clients make critical decisions leveraging data-driven insights. She is also a proud Nebraskan.

Dr. Tanya Settles is a senior consultant with extensive experience in higher education, both as a faculty member and senior administrator.

The Kaleidoscope Group is a pioneer in Diversity and Inclusion, having supported organizational transformation for nearly 25 years. They use climate and culture assessment to support strategy planning and resource allocation for clients.
KEY FINDINGS
Key Findings
Strengths

• Significant strides in diverse student and faculty representation

• UNK has a positive campus culture overall

• Institutional commitment to enhance D&I progress
Strengths
Increase in Diverse Representation

RACIAL AND ETHNIC DIVERSITY

<table>
<thead>
<tr>
<th></th>
<th>UNK Students 2005</th>
<th>UNK Students 2017</th>
<th>NEBRASKA 2017</th>
<th>US 2017</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hispanic Representation</td>
<td>5%</td>
<td>12%</td>
<td>17%</td>
<td>40%</td>
</tr>
</tbody>
</table>

FACULTY GENDER REPRESENTATION

<table>
<thead>
<tr>
<th></th>
<th>38% in 2000</th>
<th>48% in 2017</th>
<th>62% in 2000</th>
<th>52% in 2017</th>
</tr>
</thead>
<tbody>
<tr>
<td>38% in 2000</td>
<td>48% in 2017</td>
<td>62% in 2000</td>
<td>52% in 2017</td>
<td></td>
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</tbody>
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For the most part, UNK is considered a comfortable and welcoming environment.

**Strengths**

**Positive Campus Culture**

- **89%** Comfortable
- **83%** Welcoming

Perceptions of disrespectful treatment, bias, and discrimination are relatively low.

Elevated levels exist among some groups, which are covered under challenges.
Strengths
Institutional Commitment to D&I Progress

We are here today because of the university’s commitment to D&I progress.

Advancements in representation have been made with intention and hard work.

D&I has been embedded into the institution’s strategy plan.

The EAD exists as a demonstration of commitment.
Key Findings
Challenges

• Significant gaps in diverse representation persist

• Elevated levels of disrespect, bias, and discrimination felt by some

• Siloed diversity and inclusion efforts

• Classroom environment perceptions
## Challenges
Significant Gaps in Diverse Representation Remain

### AFRICAN AMERICANS

<table>
<thead>
<tr>
<th></th>
<th>UNK 2005</th>
<th>UNK 2017</th>
<th>NEBRASKA 2017</th>
<th>US 2017</th>
</tr>
</thead>
<tbody>
<tr>
<td>STUDENTS</td>
<td>1%</td>
<td>2%</td>
<td>5%</td>
<td>13%</td>
</tr>
<tr>
<td>FACULTY</td>
<td>1%</td>
<td>2%</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### HISPANICS

<table>
<thead>
<tr>
<th></th>
<th>UNK 2005</th>
<th>UNK 2017</th>
<th>NEBRASKA 2017</th>
<th>US 2017</th>
</tr>
</thead>
<tbody>
<tr>
<td>STUDENTS</td>
<td>3%</td>
<td>9%</td>
<td>10%</td>
<td>17%</td>
</tr>
<tr>
<td>FACULTY</td>
<td>2%</td>
<td>2%</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Challenges
Disrespectful Treatment, Bias, and Discrimination

<table>
<thead>
<tr>
<th></th>
<th>TOTAL</th>
<th>NON-NATIVE ENGLISH SPEAKERS</th>
<th>RACE/ETHNICITY</th>
<th>LGBTQQ</th>
<th>GENDER</th>
</tr>
</thead>
<tbody>
<tr>
<td>Disrespect</td>
<td>5-20%</td>
<td>36%</td>
<td>15% White</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>30% Hispanic</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>28% AA</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Bias</td>
<td>5-20%</td>
<td>26%</td>
<td>14% Total</td>
<td>13%</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>23% Faculty</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Discrimination</td>
<td>&lt;10%</td>
<td>36% Hispanic</td>
<td>33% AA</td>
<td></td>
<td></td>
</tr>
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Challenges
Siloed Diversity and Inclusion Efforts

Diversity and inclusion initiatives appear to operate in a vacuum due to a lack of clear ownership and institutional planning.

- UNK has a comprehensive enrollment management plan, but does not appear to have an integrated recruitment plan.
- Diversity-focused recruitment strategy and initiatives are primarily driven by OMA, with the OIE focused on international students.
- Broader UNK recruitment is managed by the Office of Recruitment and Admissions.
Challenges
Classroom Perceptions

27% of students feel classroom discussions are free and open.

1-in-5 perceive tension in discussions about race, ethnicity, gender, and sexual orientation.

23% feel the classroom environment is not welcoming to people regardless of country of origin.

There is opportunity to improve student perceptions about how Diversity & Inclusion is handled in the classroom.
RECOMMENDATIONS
Big Picture Summary

Coordinate and integrate diversity and inclusion efforts into institutional planning

Engage in elevating the cultural competency of the entire university community

Continue to increase diverse representation

These steps transform diversity and inclusion from a series of initiatives led by different teams into a powerful tool to support long-term growth, maintain a positive campus climate, and manage risk.
Recommendations
Structured Around Five Key Themes

1. Diversify Students, Faculty, and Staff
2. Provide Ongoing Support of Diverse Populations
3. Elevate and Encourage Efforts in Diversity and Inclusion
4. Assure Sustainable Efforts in Diversity and Inclusion
5. Enhance Campus-wide Cultural Competency
## Diversify Students, Faculty, and Staff

### RECOMMENDATIONS

1. Develop an integrated recruitment plan
2. Rethink how diversity impacts enrollment
3. Cultural competency and bias training for admissions and hiring
4. Readdress faculty and staff placement goals and hiring guidelines

### OUTCOMES

1. Resource efficiencies, consistent outreach and communications, and higher achievement
2. Nonresident and top quartile goals are impacted by how students perceive diversity at UNK – beyond race and ethnicity
3. Staff ability to positively interact with a diverse group of prospects and demonstrate inclusive behaviors is critical to success
4. Enhancements can boost diversity among staff and faculty at a faster pace

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# Provide Ongoing Support for Diverse Populations

## RECOMMENDATIONS

- Review resourcing of support mechanisms
- Foster learning about diversity topics
- Improve current process regarding discrimination and harassment complaints, concerns, and resolution
- Further investigate low African American persistence

## OUTCOMES

- Improve recruitment and retention through resourcing and leveraging of OMA, Student Services and programs such as NSE, LPAC, and the Chancellor’s Ambassadors
- Encourage collaboration among departments to support adding a required diversity course as part of the general studies requirement
- Consistency is critical to risk management and demonstrating commitment
- Uncover key drivers to develop long-term solutions to support greater representation
## Elevate and Encourage Efforts in Diversity and Inclusion

<table>
<thead>
<tr>
<th>RECOMMENDATIONS</th>
<th>OUTCOMES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Add inclusion measure to course evaluations</td>
<td>Demonstrate commitment and accountability for inclusion in the classroom experience</td>
</tr>
<tr>
<td>Incorporate diversity and inclusion into standards of professional conduct for faculty</td>
<td>Clarifying obligations to support inclusion will enhance efforts and ensure accountability</td>
</tr>
<tr>
<td>Ensure consistent application of staff Diversity and Sensitivity performance measure</td>
<td>Set performance expectations, support consistency, and establish accountability</td>
</tr>
<tr>
<td>Identify and apply appropriate measure(s) as part of annual faculty performance review</td>
<td>Establish expectations, support consistency and accountability</td>
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## Elevate and Encourage Efforts in Diversity and Inclusion

Continued…

### RECOMMENDATIONS

- Consider revising faculty tenure and promotion criteria to include measures that positively impact diversity and inclusion
- Incentivize and reward faculty and staff achievements in supporting an inclusive environment
- Develop advisory group of UNK and Kearney community members to pursue diversity and inclusion opportunities

### OUTCOMES

- Demonstrate institutional commitment, enhance performance and accountability
- Recognition encourages strong efforts and accountability
- Opportunity to involve the community in planning that supports mutually beneficial development
**Assure Sustainable Efforts in Diversity and Inclusion**

### RECOMMENDATIONS

<table>
<thead>
<tr>
<th>Recommendation</th>
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<tbody>
<tr>
<td>Establish a vision of success for diversity and inclusion unique to UNK</td>
<td></td>
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<tr>
<td>Assign accountability measures to diversity and inclusion in the UNK strategic plan</td>
<td></td>
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<tr>
<td>Create a new position of Diversity Officer for the campus</td>
<td></td>
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<tr>
<td>Ongoing assessment of UNK’s diversity and inclusion climate</td>
<td></td>
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### OUTCOMES

<table>
<thead>
<tr>
<th>Outcome</th>
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</thead>
<tbody>
<tr>
<td>Public messaging opportunity and foundation for sustainable efforts through alignment and senior administration engagement</td>
<td></td>
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<tr>
<td>Assure diversity and inclusion goal achievement</td>
<td></td>
</tr>
<tr>
<td>Individual responsible for long-term diversity and inclusion growth and sustainability</td>
<td></td>
</tr>
<tr>
<td>Accountability and consistent data-driven strategic planning support</td>
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</tbody>
</table>
Elevate Campus-wide Cultural Competency

RECOMMENDATIONS

Develop a series of town hall meetings

Take UNK leaders through Diversity and Inclusion Commitment Journey

Develop a 3-5 Year Diversity and Inclusion Learning Roadmap

OUTCOMES

Platform to discuss how diversity & inclusion is relevant to the entire UNK community – and not just ‘a directive from Administration’

Align on strategic direction, elevate awareness and provide support for behaviors and actions from leadership

Establish developmental objectives at institutional and departmental levels to provide direction and support planning
NEXT STEPS
MOVING FORWARD

ENGAGE EAD TO ESTABLISH PRIORITIES

1. Short term—what can be done quickly and with few resources
2. Long term—strategic items needed to assure success

CONSIDER A D&I OFFICER

Having a dedicated role to coordinate and integrate all these efforts will support success and sustainability—it cannot all be achieved by committee.