

Q1.1.

IChange Network Annual Report Data Collection

Q87.

ARE YOU PREPARED TO ENTER YOUR 2021-2022 ANNUAL REPORT?

Beginning and returning to the survey to complete your response may be difficult or cause you to lose work. We recommend you review the instructions on submitting annual reports that can be found at https://bit.ly/ICN_AnnualReport_2022

We recommend that you have the following completed and ready to enter/upload:

1. *Annual Report template* completed to transfer answers from. [Annual Report Template - Cohort 2 Year 3](#) [Annual Report Template - Cohort 3 Year 2](#)
 - Team Data
 - Narrative Questions
 - Common Data Indicators (These data can be submitted at a later date using the "Additional Year Data" submission option; if doing so, please enter a note in one of data notes fields)
2. Your *Evidence of IChange Activities* to be uploaded. For Cohort 2 this is the Final Action Plan (template: <https://bit.ly/ICNFinalActionPlan>). For Cohort 3 this is the Draft Action Plan (template: https://bit.ly/ICN_DraftActionPlan_Template).
3. Your *Narrative Self-Assessment* (audit of policies and practices) to be uploaded. **DO NOT SUBMIT YOUR COMPLETE SELF-ASSESSMENT DATA TEMPLATE.**

Once you reach the end of the entry template, you'll have the opportunity to provide an email that will send you a link to return to your entry AND provide a copy of your responses.

Please contact Levi (lshanks@aplu.org) or Jess (jbennett@aplu.org) if you have any questions.

This question was not displayed to the respondent.

Q1.2. A. Institution Information

Q1.3.

Indicate which cohort you are a member of...

- Cohort 1
- Cohort 2
- Cohort 3

Q1.4.

Please select your institution from the drop-down below

If you cannot find your institution listed, you may have selected the wrong cohort. Please go back!

- Auburn University
- Ball State University
- California State University, Northridge
- Central Michigan University
- Cleveland State University
- Florida International University
- Florida State University
- Georgia State university
- Indiana University Purdue University Indianapolis
- Iowa State University
- Montana State University
- North Dakota State University
- South Dakota State University
- The University of Texas at San Antonio
- University of Arkansas-Fayetteville

- University of California, Davis
- University of California, Irvine
- University of Central Florida
- University of Cincinnati
- University of Florida
- University of Georgia
- University of Houston
- University of Illinois
- University of Missouri
- University of Nebraska-Lincoln
- University of North Carolina at Charlotte
- University of North Texas
- University of Oregon
- University of South Carolina
- University of South Florida
- University of Tennessee, Knoxville
- University of Texas at Austin
- University of Vermont
- University of Wisconsin-Madison
- Western Michigan University
- Appalachian State University
- California Polytechnic State University
- Grand Valley State University
- Jackson State University
- Lehigh University
- Louisiana Tech University
- Mississippi State University
- Pennsylvania State University
- Stevens Institute of Technology
- Temple University
- The Ohio State University
- UC Santa Barbara
- University of Denver
- University of Louisiana at Lafayette
- University of Maryland-College Park
- University of Minnesota-Twin Cities
- University of Pittsburgh
- Utah State University
- Virginia Tech

Q1.45. I am...

- Entering a full annual report (team information, narrative responses, common data indicators, action analysis)
- Entering additional year common data indicators (Section F. of the annual report, such as for Year 0 data; or for any past-due data from previous annual reporting years)

Q3.1. **C1. Common IChange Network Data Indicators: Composition**
(Section F Data for Additional Year Data Collection)

Please indicate the following common data indicators for the institution. If data is unavailable, please label as "N/A" and provide an explanation in the Notes section below that table.

If you need to input multiple years of data, please complete an additional survey for each year of data (selecting the "Additional Year Data" type of entry, which will only require you to enter the Common Data Indicators).

Q3.2. For which academic year is this data?

2020 - 2021 ▼

Q3.3. University of Nebraska-Lincoln Faculty Composition

Please note that percentage totals across rows (e.g. Assistant) for URM Women, URM Men, Non-URM Women, Non-URM Men, Intl Women, & Intl Men should total 100%.

| | % STEM URM Women | % STEM URM Men | % STEM Non-URM Women | % STEM Non-URM Men | % STEM Intl Women | % STEM Intl Men | % STEM LGBT+ (if available) | % STEM Veteran (if available) | % STEM with Disability (if available) |
|------------------------------|------------------|----------------|----------------------|--------------------|-------------------|-----------------|-----------------------------|-------------------------------|---------------------------------------|
| Non-Tenure Track/Non-Tenured | 7.9 | 2.3 | 43 | 38.1 | 2.8 | 5.8 | | | |
| Assistant | 1.8 | 2.5 | 32.5 | 48.5 | 3.7 | 11 | | | |
| Associate | 1.5 | 4.5 | 27.6 | 65.8 | | 0.5 | | | |
| Full | 0.7 | 3.1 | 13.7 | 82.5 | | | | | |

Q3.4. University of Nebraska-Lincoln Leadership Composition

Please note that percentage totals across rows (e.g. Dean) for URM Women, URM Men, Non-URM Women, Non-URM Men, Intl Women, & Intl Men should total 100%.

| | % STEM URM Women | % STEM URM Men | % STEM Non-URM Women | % STEM Non-URM Men | % STEM Intl Women | % STEM Intl Men | % STEM LGBT+ (if available) | % STEM Veteran (if available) | % STEM with Disability (if available) |
|-------------------------------|------------------|----------------|----------------------|--------------------|-------------------|-----------------|-----------------------------|-------------------------------|---------------------------------------|
| Department Chair/Head | 8.3 | | 12.5 | 79.2 | | | | | |
| Assistant or Associate Dean | | 8.3 | 41.7 | 50 | | | | | |
| Dean | | 25 | 25 | 50 | | | | | |
| Senior/Central Administration | | 7.4 | 14.8 | 77.8 | | | | | |

Q3.5. University of Nebraska-Lincoln Student Composition

Please note that percentage totals across rows (e.g. Undergraduate) for URM Women, URM Men, Non-URM Women, Non-URM Men, Intl Women, & Intl Men should total 100%.

| | % STEM URM Women | % STEM URM Men | % STEM Non-URM Women | % STEM Non-URM Men | % STEM Intl Women | % STEM Intl Men | % STEM LGBT+ (if available) | % STEM Veteran (if available) | % STEM with Disability (if available) |
|---------------|------------------|----------------|----------------------|--------------------|-------------------|-----------------|-----------------------------|-------------------------------|---------------------------------------|
| Undergraduate | 5.9 | 7.1 | 33.2 | 45.6 | 2.8 | 5.4 | | | |
| Graduate | 5 | 3.8 | 29.2 | 30.2 | 11.3 | 20.4 | | | |

Q3.6. Notes, including rationale for missing data

Q4.1. C2. Common IChange Network Data Indicators: Recruitment
(Section F Data for Additional Year Data Collection)

Please indicate the following common data indicators for the institution. If data is unavailable, please label as "N/A" and provide an explanation in the Notes section below that table.

Q4.2. Academic year 2020 - 2021 Recruitment Data

Q4.3.

University of Nebraska-Lincoln Applicant Pool

Please note that percentage totals across rows (e.g. Assistant) for URM Women, URM Men, Non-URM Women, Non-URM Men, Intl Women, & Intl Men should total 100%.

| | % STEM URM Women | % STEM URM Men | % STEM Non-URM Women | % STEM Non-URM Men | % STEM Intl Women | % STEM Intl Men | % STEM LGBT+ (if available) | % STEM Veteran (if available) | % STEM with Disability (if available) |
|------------------------------|------------------|----------------|----------------------|--------------------|-------------------|-----------------|-----------------------------|-------------------------------|---------------------------------------|
| Non-Tenure Track/Non-Tenured | | | | | | | | | |
| Assistant | | | | | | | | | |
| Associate | | | | | | | | | |
| Full | | | | | | | | | |

Q4.4. University of Nebraska-Lincoln Faculty Hires

Please note that percentage totals across rows (e.g. Assistant) for URM Women, URM Men, Non-URM Women, Non-URM Men, Intl Women, & Intl Men should total 100%.

| | % STEM URM Women | % STEM URM Men | % STEM Non-URM Women | % STEM Non-URM Men | % STEM Intl Women | % STEM Intl Men | % STEM LGBT+ (if available) | % STEM Veteran (if available) | % STEM with Disability (if available) |
|------------------------------|------------------|----------------|----------------------|--------------------|-------------------|-----------------|-----------------------------|-------------------------------|---------------------------------------|
| Non-Tenure Track/Non-Tenured | 9 | 3 | 40.3 | 26.1 | 12.7 | 9 | | | |
| Assistant | 5 | 5 | 30 | 40 | 5 | 15 | | | |
| Associate | | | | 100 | | | | | |
| Full | | | | | | | | | |

Q4.5. University of Nebraska-Lincoln Leadership Appointments

Please note that percentage totals across rows (e.g. Dean) for URM Women, URM Men, Non-URM Women, Non-URM Men, Intl Women, & Intl Men should total 100%.

| | % STEM URM Women | % STEM URM Men | % STEM Non-URM Women | % STEM Non-URM Men | % STEM Intl Women | % STEM Intl Men | % STEM LGBT+ (if available) | % STEM Veteran (if available) | % STEM with Disability (if available) |
|-------------------------------|------------------|----------------|----------------------|--------------------|-------------------|-----------------|-----------------------------|-------------------------------|---------------------------------------|
| Department Chair/Head | | | | | | | | | |
| Assistant or Associate Dean | | | | | | | | | |
| Dean | | | | | | | | | |
| Senior/Central Administration | | | | | | | | | |

Q4.6. Notes, including rationale for missing data

We were not able to get applicant pool data. We hired only 1 associate professor (a non-URM male) and no full professors. Our STEM leadership appointments data is missing.

Q5.1. C3. Common IChange Network Data Indicators: Retention
(Section F Data for Additional Year Data Collection)

Please indicate the following common data indicators for the institution. If data is unavailable, please label as "N/A" and provide an explanation in the Notes section below that table.

Q5.2. Academic year 2020 - 2021 Retention Data

| | | | | | | | | | |
|------------------------------|--|--|--|--|--|--|--|--|--|
| Non-Tenure Track/Non-Tenured | | | | | | | | | |
| Assistant | | | | | | | | | |
| Associate | | | | | | | | | |
| Full | | | | | | | | | |

Q6.4. University of Nebraska-Lincoln Overall Satisfaction

Please include the percentage of individuals in each category offering positive responses either on a single measure or a particular index. Please provide details in the notes section below.

| | % Positive STEM URM Women | % Positive STEM URM Men | % Positive STEM Non-URM Women | % Positive STEM Non-URM Men | % Positive STEM Intl Women | % Positive STEM Intl Men | % Positive STEM LGBT+ (if available) | % Positive STEM Veteran (if available) | % Positive STEM with Disability (if available) |
|------------------------------|---------------------------|-------------------------|-------------------------------|-----------------------------|----------------------------|--------------------------|--------------------------------------|--|--|
| Non-Tenure Track/Non-Tenured | | | | | | | | | |
| Assistant | | | | | | | | | |
| Associate | | | | | | | | | |
| Full | | | | | | | | | |

Q6.5. Notes, including rationale for missing data

We have no data to report here.

Q57. You have finished entering data into the IChange Network Annual Report Database for University of Nebraska-Lincoln. Thank you!

Q81. Please provide your email address; a copy of the survey will be provided to you upon completion. (Advance to next screen)

Judy.walker@unl.edu

Q1.5. Select academic year of IChange participation for University of Nebraska-Lincoln
 This is the current IChange Year for which the report has been completed. There is a separate place to indicate the academic year of data being reported.

2020 - 2021 ▼

Q1.6. University of Nebraska-Lincoln IChange Team Lead(s)

Marco Barker, Susan Swearer, Judy Walker

Q1.7. A2. University of Nebraska-Lincoln IChange Team Members

| | Team Member Name Name | Team Member Campus Role | Team Member Discipline Area |
|------|--------------------------|--|--|
| TM 1 | Marco Barker | Administrator ▼ | Education ▼ |
| TM 2 | Nicole Buan | Tenure-Track or Tenured -Associate Professor ▼ | Chemistry ▼ |
| TM 3 | Rich Bischoff | Administrator ▼ | Education ▼ |
| TM 4 | Mark Button | Administrator ▼ | Social, behavioral, and economic sciences (not including psychology) ▼ |
| TM 5 | Gwendolyn Combs | Tenure-Track or Tenured -Associate Professor ▼ | Business ▼ |

| | | | |
|-------|-----------------|------------------------|--|
| TM 6 | Jason Casey | Staff Member | Mathematics and statistics |
| TM 7 | Sherri Jones | Administrator | Education |
| TM 8 | Julia McQuillan | Tenured Full Professor | Social, behavioral, and economic sciences (not including psychology) |
| TM 9 | Lance Perez | Administrator | Engineering |
| TM 10 | Susan Swearer | Administrator | Education |
| TM 11 | Judy Walker | Administrator | Mathematics and statistics |
| TM 12 | | | |
| TM 13 | | | |
| TM 14 | | | |
| TM 15 | | | |
| TM 16 | | | |
| TM 17 | | | |
| TM 18 | | | |
| TM 19 | | | |
| TM 20 | | | |

Q1.8. A3. For the University of Nebraska-Lincoln IChange Team, please provide the following demographic information:

| | # of Team Members |
|----------------------------------|-------------------|
| # URM Women | 2 |
| # URM Men | 2 |
| # Non-URM Women | 4 |
| # Non-URM Men | 3 |
| # Intl Women | 0 |
| # Intl Men | 0 |
| # LGBT+ (if available) | 1 |
| # Veteran (if available) | |
| # with Disability (if available) | 1 |

Q2.1. B. Narrative Responses

Q2.2. B1. Identify University of Nebraska-Lincoln's greatest successes, as a result of IChange Network activities this year (academic year 2020 - 2021), towards:

Q2.3. Deepening the preparation of all STEM faculty to be inclusive and effective in their undergraduate teaching, research mentoring, and advising;

Teaching and Learning Symposium - UNL weaves inclusive excellence in its annual teaching and learning symposia. In 2020-21 academic, there were two symposia focused on DEI: a) inclusive pedagogies: <https://teaching.unl.edu/classroom-climate/fall-2020-teaching-and-learning-syposium/>; and b) DEI in STEM classrooms: <https://teaching.unl.edu/classroom-climate/spring-2021-teaching-and-learning-symposium/>. Additionally, the University of Nebraska System invited Ebony McGee to address racialized STEM education: <https://news.unl.edu/newsrooms/today/article/vanderbilt-s-mcgee-to-explore-diversity-in-stem/>. Inclusive Excellence Grant - A team at UNL has also applied for the HHMI Inclusive Excellence 3 Learning Community (IE3LC) in the area of inclusive teaching. The IE3LC is an initiative that challenges U.S. colleges and universities to substantially and sustainably build their capacity for student belonging, especially for those who have been historically excluded from the sciences. Resources - The Center for Transformative Teaching has developed a resource page for inclusive excellence teaching strategies: <https://teaching.unl.edu/classroom-climate/dei/strategies-and-practices-inclusive-excellence/>. Additionally, the Office of Diversity and Inclusion developed resources for virtual environments: <https://diversity.unl.edu/implementing-inclusive-excellence-virtual-learning-environments>. Leadership Education - In summer 2021, a group of department chairs (across fields) worked with Professor Patrick Jones, Associate Professor in Ethnic Studies and History, an expert in African American and US 20th century scholarship. The group started with a discussion of Ibram X. Kendi's book, How to be an Antiracist and met weekly throughout the summer. This work culminated in a document that will be shared with UNL's senior leadership that delineates actionable items for promoting diversity, equity, and inclusion.

Q2.4. Diversifying the faculty through effective recruitment, hiring, and retention of URG STEM faculty via institutional transformation in practices, policies, and resources;

Recruitment and Search - The University of Nebraska-Lincoln has developed the BRIDGE: Breakthrough Recruitment for Inclusive Diversity Growth and Excellence program to provide university-wide guidance for faculty and staff searches. The overarching goal of BRIDGE is to enhance campus recruitment and hiring strategies that will result in more diverse applicant pools and subsequently to increased hiring of diverse faculty and staff. The program encourages a continuous process of building relationships and networks that provide the foundation for effective recruitment that begins before formal search activities and continues after a selection is made. This includes a mindset of intentionality in all aspects of the search with particular attention to strategies for diversity, an action orientation to applicant sourcing, and alignment with appropriate search criteria and UNL values of inclusive excellence. The BRIDGE program provides two foundational resource components to assist goal accomplishment: A web-based Faculty and Staff Search Best Practices Guide for Inclusive Excellence brochure (with printable PDF) and UNL Search Compliance Education module. The education module is required for all persons who have a part in the search process. Search - DEI Ambassadors. The Ambassador program trains a group of faculty and staff in diversity, equity, and inclusion for all searches. All search committees in 2021-2022 will include a DEI ambassador from the beginning of the search process. The program is coordinated through the Office of Diversity and Inclusion and works collaboratively with the Office of Institutional Equity and Compliance. This year we had 30 applications from faculty and staff and 10 DEI Ambassadors were hired and will be trained in September 2021. NCFDD Support - UNL continues to promote faculty development and diversity through our institutional membership with the National Center for Faculty Development and Diversity (facultydiversity.org). Faculty of Color Symposium - The Office of Diversity and Inclusion has begun an annual symposium aimed at providing a space for faculty of color to share experiences, to hear from leading scholars of color, and to provide administration and leadership with insight into ways to address institutional barriers that impede faculty of color success: <https://diversity.unl.edu/faculty-color-symposium>.

Q2.5. Fostering institutional cultures that recognize and value inclusivity and diversity broadly, and in the context of STEM faculty work specifically.

Gender Identity Policy: In 2021, University of Nebraska System (NU System) Board of Regents launched a Chosen Name and Gender Identity Policy, which promotes gender inclusive language and individual identities: <https://news.unl.edu/newsrooms/today/article/inclusive-policy-recognizes-huskers-chosen-name-gender-identities/>. Campus Climate: The UN System is launching a system-wide climate survey for faculty, staff, and students in the final stages of development. State of Diversity - UNL hosts an annual convening to review key data points on diversity, share institutional DEI priorities and updates, and set the tone for DEI and Inclusive Excellence at the University. It also entails hearing from thought leaders. <https://diversity.unl.edu/state-diversity-2020> College Diversity - Some STEM colleges have developed diversity pages: Engineering: <https://engineering.unl.edu/celebrating-diversity/>; Institute of Agricultural and Natural Resources: <https://ianr.unl.edu/diversity-and-inclusion-ianr>; Agricultural Science and Natural Resources: <https://casnr.unl.edu/diversity-inclusion>; Education and Human Sciences: <https://cehs.unl.edu/cehs/diversity-cehs/>; Arts and Sciences (anti-racism) - <https://cas.unl.edu/anti-racism-commitment>; Graduate Studies - <https://www.unl.edu/gradstudies/prospective/diversity>. Performance Evaluations - The Council on Inclusive Excellence and Diversity devised two subcommittees to focus on inclusive excellence in evaluations - staff and faculty. The Staff group has successfully completed its work and made final recommendations for incorporating inclusive excellence in staff evaluations. The other group (faculty work) is currently paused.

Q2.6. B. Narrative Responses

Q2.7. B2. Identify University of Nebraska-Lincoln's greatest challenges, as a result of IChange Network activities this year (academic year 2020 - 2021), towards:

Q2.8. Deepening the preparation of all STEM faculty to be inclusive and effective in their undergraduate teaching, research mentoring, and advising;

Governing Structure - We have had campus discussions about valuing faculty contributions to engagement and outreach, which tends to be less valued at a RO1 institution. One of our challenges is that our Board of Regents bylaws outlines faculty apportionment across five categories: teaching, research, service, extension, and administration. While we have some flexibility in determining percentages across apportionment categories, we need to work at codifying a culture that values engagement and outreach as important contributions to scholarship and the academy. This is part of the work we are doing on articulating what a DEI culture can be in academia.

Q2.9. Diversifying the faculty through effective recruitment, hiring, and retention of URG STEM faculty via institutional transformation in practices, policies, and resources;

Data - We need to create more of a data culture on campus. What are the questions we need ask in order to have access to accurate data? How can we improve our data collection systems so they are meaningful and contribute to a data-based decision-making climate on campus? We need to have accurate data in order to hold people accountable for transparent hiring, evaluation, and retention practices. We had made some progress in 2019; however, we lost momentum when COVID shut down campus and in-person interactions. State Law - like some other states (Michigan, California), we have more learning of how we navigate being an anti-affirmative action state and to develop intentional strategies that target underrepresented populations.

Q2.10. Fostering institutional cultures that recognize and value inclusivity and diversity broadly, and in the context of STEM faculty work specifically.

Pandemic - With most faculty and staff working remotely, the opportunities for connection and engagement were difficult. Additionally, the institution has had to reallocate resources in different ways to cover budget deficits. Capacity - There is some lack of capacity to focus on the intersection of diversity and STEM. Currently, there has been effort to build DEI broadly as a first step and there calls for greater support to build in the STEM effort.

Q2.11. B. Narrative Responses

Q2.12. B3. Share the actions University of Nebraska-Lincoln's senior leadership (e.g. President, Chancellor, Chief Academic Officer, Board, Cabinet) have taken to support your IChange efforts this year (academic year 2020 - 2021), including resource allocation, project visibility and centrality, etc. Please share details about what specific leaders have done.

UNL's Board of Regents adopted a "Chosen Name and Gender Identity Policy" that communicates a commitment to diversity and inclusion. This action has been lauded by our LGBTQIA+ communities. Additionally, the Chancellor of UNL reaffirmed his commitment to creating a culture of anti-racism. In July 2021, Chancellor Green appointed five faculty members to lead the campus's anti-racism journey: <https://news.unl.edu/newsrooms/today/article/five-faculty-to-help-guide-nebraska-us-anti-racism-journey/>. After the murder of George Floyd, NU System President Ted Carter, along with the three campus chancellors, released a statement condemning racism and the murder of George Floyd: <https://news.unl.edu/newsrooms/today/article/university-community-responds-to-national-protests/>. In spring 2020, the University of Nebraska System set up an emergency assistance fund to help members of the NU community who faced financial hardship due to COVID-19: <https://news.unl.edu/newsrooms/today/article/emergency-fund-supports-students-employees-impacted-by-covid-19/>. EVC/Associate Vice Chancellor for Academic and Faculty Affairs approved an allocation of a faculty director (reporting to the Associate Vice Chancellor Judy Walker) to dedicate .75 allocation to focus on iChange. The Vice Chancellor for Diversity and Inclusion has tasked .5 FTE faculty director to serve on iChange team, co-chair effort to examine inclusive excellence in P&T, and work with departments and committees to examine diversity requirement in curriculum. Prior, the VCDI allocated staff to support initial iChange administration.

Q2.13. B4. Describe University of Nebraska-Lincoln's efforts to involve URG faculty and administrators at all levels in IChange efforts this year (academic year 2020 - 2021).

We expanded our IChange Team from an initial team of 12 faculty and staff to 37. We purposefully included URG faculty and staff as we re-organized the IChange Team into four subcommittees: (1) Recruiting Diverse Faculty, (2) Faculty Evaluations, (3) Retaining Diverse Faculty, and (4) Data, Tracking, and Climate Surveys. In 2021-2022, the IChange team will hold Town Hall meetings and discussions around this important work. These sessions will be held campus-wide as well as delivered directly to smaller units and important stakeholders.

Q2.14. B5. Describe how University of Nebraska-Lincoln's IChange team and institutional leaders plan to maintain momentum towards IChange efforts and other diversity, equity, and inclusion efforts amidst the uncertainty and rapidly changing conditions created by COVID-19.

We are fortunate to be one of the smaller Big 10 campuses and have returned to in-person instruction for 2021-2022. UNL required all faculty, staff, and students to show a negative COVID test in order to return to campus. In summer 2021, UNL started a vaccine incentive program. When individuals uploaded their completed vaccination cards, they were entered into raffles for prizes. Vaccinated individuals have a green checkmark on the "Safer Community app" and can enter buildings on campus. Individuals who do not wish to get vaccinated or to share proof of vaccination with the university must show a weekly negative COVID test. Additionally, face coverings are available in all buildings. By having a clear and safe return-to-campus plan, we can focus on our BRIDGE and DEI Ambassador programs to promote diversity, equity, and inclusion in all our 2021-2022 searches. In Spring 2020, instructors were given the option to opt-out of including student evaluations in their evaluation portfolios. Additionally, faculty could write a "COVID impact statement" that was included in their annual evaluations if their teaching, research and service were impacted by COVID. This demonstration of campus-wide flexibility communicates our commitment to IChange efforts at UNL. Faculty and staff feel included and supported when the workplace is flexible and responsive to their needs.

Q2.15. B6. Describe how University of Nebraska-Lincoln has used results from the self-assessment, climate and/or satisfaction survey(s), and/or action planning metrics to shape policy, practice, and resource allocation this year (academic year 2020 - 2021).

This is an area we are prioritizing for Year 3. We need to select and implement a climate survey that helps inform our decision-making moving forward. Our faculty senate executive committee is examining all the Board of Regents Bylaws through the lens of diversity, equity, inclusion and belonging. While this work at the system level is just starting, individual colleges and units have begun evaluating their materials and websites in order to be intentional, reflective, and accountable (<https://ianr.unl.edu/diversity-and-inclusion-ianr/evaluating-ianr-web-materials>).

Q58. B7. What elements of the IChange Network process and community were most useful to you to this year (academic year 2020 - 2021)? Where could you have used more support? This will help inform planning for Network activities in the coming year.

Members of the UNL IChange team found the July 20-22 conference helpful and the monthly meetings by cohort are also useful. We would have liked to meet more often as a UNL team during the conference with an Aspire/APLU facilitator. Since we added additional members to our IChange team and we've had some original members from the first year IChange team move on, it might be important to consider the fact that teams are dynamic and change. This was an issue that was raised several times in the conference—the fact that IChange team members change. So, the continuity from years one to three will be fluid. We also appreciated not having meetings in Summer 2021. For most people, summer 2021 was the first time they were able to see many friends and family in person. So, we appreciated the "gift of time."

Q82. B8. Considering the goals and related actions you have planned for your campus, what can the IChange Network or IChange Coordination Team provide to help you achieve those goals as an institution, a team, or as team members. This will help inform planning for Network activities in the coming year.

Seeing an example of an action plan could be helpful towards how we can organize our information. Additionally, having insight into how an institution handled stakeholder engagement could allow us to consider potential pain points experienced by others. These topics were not as spelled out in the summit.

Q83. B9. Identify University of Nebraska-Lincoln's greatest accomplishment(s) resulting from your participation in the IChange Network over the last three years.

This question was not displayed to the respondent.

Q7.1. D. Evidence of IChange Activities

What evidence of IChange activities does University of Nebraska-Lincoln want to submit with this report?

- Nothing
- Self-Assessment
- Draft Action Plan (Year 2)
- Final Action Plan (Year 3)

Q84.

Please upload your evidence for this year. Expected evidence:

- Cohort 2 - Final Action Plan
- Cohort 3 - Draft Action Plan

This question was not displayed to the respondent.

Q85. To help support our evaluation of the IChange Network, we're asking all institutions to submit their Narrative Self-Assessment (the policy and practice audit) that they completed in their first year of IChange participation. Please attach that file here.

We DO NOT want your full self-assessment DATA template. The information is highly sensitive, and once you transfer it to us as part of the project, it may be requested through FOIA requests. Administrative data held internally and used for internal decision making is protected in ways that sharing with a third party (another campus team, the IChange Coordination Team, or others) is not.

This question was not displayed to the respondent.

Q78. Please submit your evidence here.

| Scoring Results | |
|---------------------------------------|------|
| Score | |
| Mean Score: | 0.00 |
| Weighted Mean of Items: | 0.00 |
| Weighted Standard Deviation of Items: | 0.00 |
| Items: | 0.00 |

Location Data

Location: [\(40.848495483398, -96.624702453613\)](#)

Source: GeolP Estimation

