

# Setting a Pathway for Institutional Change towards Inclusive Excellence, Diversity, and Teaching in STEM

**University of Nebraska-Lincoln IChange Team**

*An initiative of the APLU's*

*The National Alliance for Inclusive and Diverse STEM Faculty*

Building on Momentum

# ADVANCE Grant Outcomes

- Doubled in newly recruited women in STEM faculty hires
- Successful promotion of women to STEM department head or chairs from zero to three
- Shift in attitudes from negative to positive for dual career hires
- There is a positive correlation between having social networks and staying

## N2025 Imperative: *Three of the Six* Aims

- Establish a culture at Nebraska committed to increasing the impact of research and creative activity
- Focus research, scholarship, creative activity, and student experiences to foster innovative, interdisciplinary endeavors and solve challenges critical to Nebraska and the world
- Create a climate at Nebraska that emphasizes, prioritizes, and expands inclusive excellence and diversity

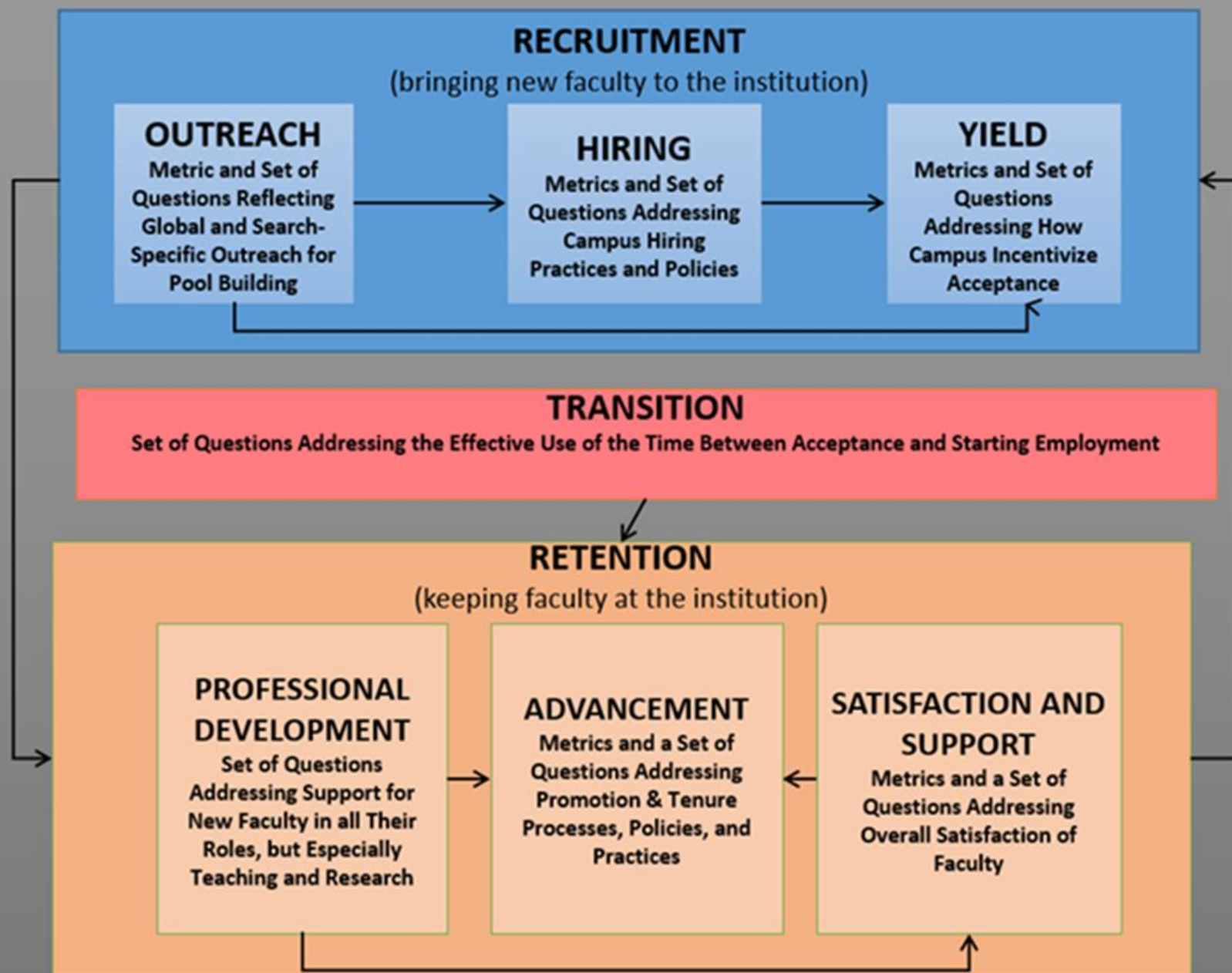
# ASPIRE Framework

<https://www.aspirealliance.org/>

# Key Aspire APLU Definitions

- STEM – defined by specific CIP codes, which include astronomy, atmospheric science, chemistry, biology, geology, genetics, physics, physiology, computer science, engineering fields, mathematics (incl. applied), statistics, anthropology, economics, psychology, sociology, linguistics, political science, history of science, and some public policy fields.
- URG – defined underrepresented groups as “any marginalized identity group that is less well represented in the STEM education pathway or workforce than their representation in the general population. Includes (but is not limited to): underrepresented racial and ethnic minorities (URMs), cis and transgender women, first-generation college students, veterans, individuals from low-income backgrounds, people with disabilities, and members of the LGBT+ community.”

# INSTITUTIONAL CONTEXT (Set of Questions Addressing Recent Events and Campus Initiatives related to Campus Climate and Diversity, especially of Faculty)



# ASPIRE Process



UNL applies to APLU initiative to refocus on diversification of STEM and create greater accountability



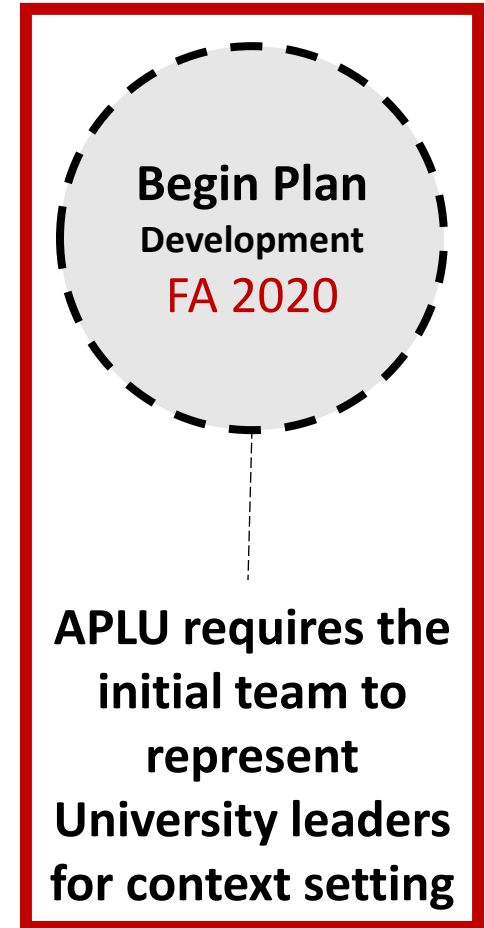
APLU required initial team of University administrative and faculty leaders for context setting



UNL team commits 30-50 hours in semester and summer to complete APLU self-study



Members of IChange Team attend two-day ASPIRE Summit and monthly sessions



APLU requires the initial team to represent University leaders for context setting

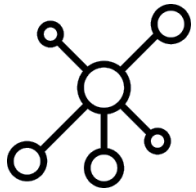
# UNL IChange Process



# ASPIRE IChange Team (updated)

- Judy Walker, Academic and Faculty Affairs (*co-chair*)
- Marco Barker, Diversity and Inclusion (*co-chair*)
- Nicole Buan, Faculty Senate President, STEM Faculty (Biochemistry – Committee Lead)
- Rich Bischoff, Institute for Agriculture and Natural Resources
- Mike Boehm, Institute for Agriculture and Natural Resources
- Mark Button, College of Arts & Sciences
- Deb Hope, Graduate Studies
- Jason Casey, Institutional Effectiveness and Analytics
- Gwen Combs, Diversity and Inclusion
- Sherri Jones, College of Education and Human Sciences
- Julia McQuillan, College of Arts & Sciences
- Lance Perez, College of Engineering
- Kathy Ankerson, Executive Vice Chancellor

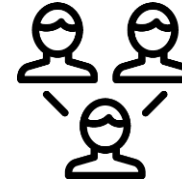
# Self Assessment – Existing Efforts



STEM colleges and/or programs already include commitment statement to D&I in search materials.



Search committee members are required to complete IEC search committee training.



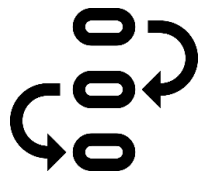
New faculty participate in a University-wide orientation, along with college-based orientations.



There are existing policies (IEC) and resources (i.e., Ombuds) available to faculty.

*Are there existing efforts that advance diversity in STEM faculty?*

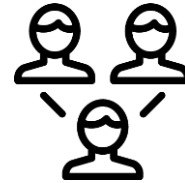
# Self Assessment – Sample of Challenges and Opportunities



A central, institutional and coordinated strategy for recruitment and outreach, along with recruitment analytics



Orientations and/or virtual space connecting new STEM faculty of color with affinity groups and resources



Professional development on faculty mentoring with attention on the experiences of faculty of color, women, and persons with disabilities

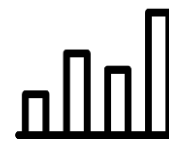
*What are other challenges or opportunities for diversifying STEM faculty?*



Development of support mechanisms and resources that reflect intersectional identities



An established, consistent, and institutional approach to evaluating D&I contributions in P+T



Greater Data collection on hiring, placement, and apportionment of service (e.g., mentoring)



A greater focus on access and barriers to the physical plant (buildings)

# ASPIRE Process *continued*



Assemble a planning team to construct the components of an action plan



Engage impacted communities, offices, groups, and stakeholders in their experiences and feedback



Draft an initial plan with goals, responsible parties, and metrics and then reengage stakeholders



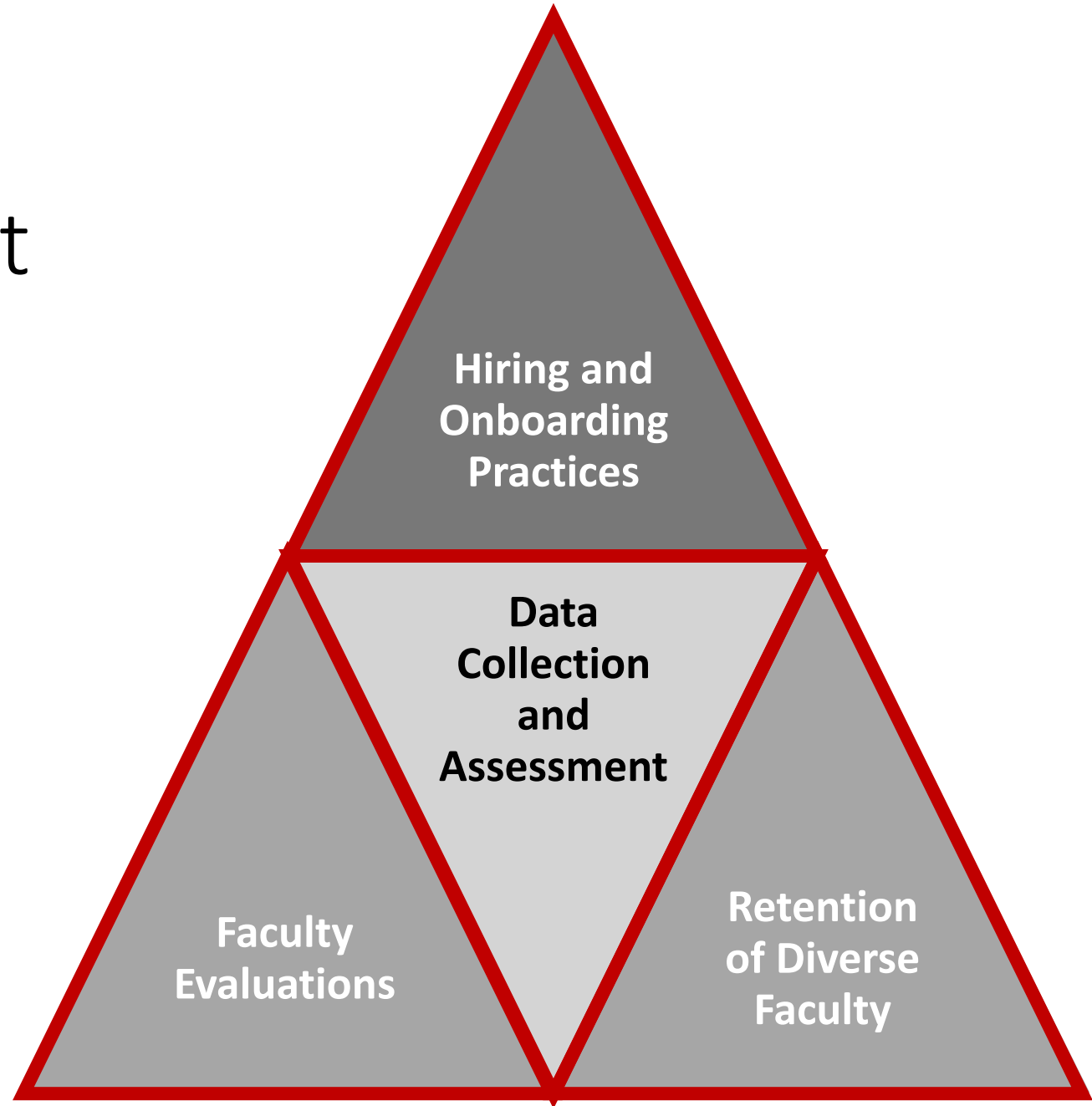
Review goals to ensure they address inequities and barriers to access and success



Responsible parties begin instituting action items and reporting progress to IChange Team



# Creating Sustainable and Long-Term Impact in Phase I



*Feedback*

*[https://go.unl.edu/engagement\\_survey](https://go.unl.edu/engagement_survey)*

*Would you be willing to be engaged in this effort?*

*Contact us at [executivevcoffice@unl.edu](mailto:executivevcoffice@unl.edu).*