

Board of Regents Policy Goals Pertaining to Equity for People of Color

Originally issued February 1993; re-confirmed February 1997

GOAL 1:

Establish and encourage a clear commitment to the value of diversity on the part of all members of the University community

There should be a clear and continuous commitment from all members of the University community. The Regents, President, Chancellors, deans, faculty, staff and students are all key to achieving demonstrable progress towards inclusion and participation for every member of the University community. The example they set is crucial to the development of an institutional commitment to diversity. University leaders should not only state their commitment clearly and continuously, but should exhibit that commitment through their actions. When the commitment to the value of diversity is clearly demonstrated by these leaders, the actions of the entire University community will parallel the standards they set.

GOAL 2:

Establish a system of accountability to measure progress toward achieving the recommendations set forth in this report

1. The affirmative action office, or its equivalent on each campus and at central administration, should be responsible for implementing an affirmative action plan designed to achieve employee representation which reflects a position of leadership among similarly situated institutions. Uniform reporting methods should be established in order to provide meaningful university-wide analysis.
2. Performance evaluations at every level should address demonstrated implementation of equity policies.
3. Each campus and central administration should report annually to the Board of Regents regarding the status of diversity concerns and progress made.
4. Exit interviews, or other methods of gathering information, should be established in order to determine whether equity issues have influenced the departure of any employee.

GOAL 3:

Establish effective methods of recruitment and retention designed to achieve multicultural representation among faculty, staff, students, and administration.

1. Faculty and staff of color, as well as volunteers, are crucial role models. Incentives for active and successful affirmative action participation should be established. Establishment of vitae banks, use of minority directories, personal networking within fields of study and consortiums are recommended recruiting tools.
2. Candidates for University employment should be made to feel welcome on our campuses and in our local communities. Sincere and meaningful efforts should be made by the University and friends of the University to cooperate with local communities to develop and maintain the receptive social climate for all people of color, particularly those within the University family. Dual career family policies in cooperation with local business and industry are positive, desirable and recommended.
3. Mentoring and professional development opportunities for people of color should be encouraged and reviewed for effectiveness.
4. The reasons why people of color have declined offers of employment at the University should be determined and addressed.
5. Recruiting students of color nationally should be implemented, but not to the exclusion of enhancing recruitment efforts aimed towards multicultural residents of Nebraska. Effective formal and informal social support systems should be in place to improve student prospects for success and retention once on campus.
6. Student recruiting methods that are meaningful for bilingual families shall be developed and implemented.

GOAL 4:**Create and maintain a climate conducive to success for all peoples.**

1. Unfair, illegal, and irrational discrimination should not be tolerated in any form within the University of Nebraska. Appropriate steps to eliminate this type of discrimination should be swift and effective
2. Every effort should be made to create a university campus climate which in all faculty, staff, and students feel respected and comfortable and in which success is possible and obtainable. Seemingly simple information is greatly appreciated--is there a grocery store nearby that stocks cultural foods or products; where can a student of color purchase personal grooming or health products; does the community have a cultural center. Highly visible programs are valuable, but thoughtful courtesy is priceless.
3. Every effort should be made on campus to dispel the ignorance or anxiety associated with multicultural experiences. The multicultural experience is not to be feared or dismissed; the experience should be viewed and shared by each campus as an important step toward maturity, balance, equity, social justice, and racial harmony.

GOAL 5:**Support and encourage a curriculum which manifests diversity as a sign of equality.**

1. Academic freedom is grounded in the faculty's right to teach in an honest, challenging and progressive way. Academic freedom permits teachers to educate their students free from the pressures of dogma or the status quo. It encourages faculty to stimulate growth and maturity in students free from the peril of arbitrary termination of employment. Faculty should be encouraged to evaluate the present curriculum to insure that it is a curriculum which accurately evidences a balanced reflection of the contribution of all peoples, regardless of culture, race, or ethnicity. A quality curriculum should include an appropriate balance.
2. Recognizing that not every field of study may lend itself to total integration of diversity, imaginative thought during the teaching process should encourage the consideration of diversity issues. Studies should consider implementing diversity issues, thoughts, and ideas that are cogent and meaningful when they present a more accurate depiction of those studies. Additionally, inclusion of diversity within the curriculum is desirable to properly prepare students for a successful career upon the completion of the university experience.

GOAL 6:**Achieve a meaningful improvement in awareness and sensitivity to diversity issues.**

1. A program and atmosphere designed to raise awareness of diversity issues, increase sensitivity in general, to offer thoughtful approaches to the acceptance of diversity and to recognize the value of diversity should be available for all University staff, faculty, and administrators.
2. A similar program to achieve the goals and objectives as described above should be developed and implemented for the student body of the University in the areas apart from the curriculum and classroom environment. Successful participation and interaction in this program as it is developed in various ways, should be considered a desirable part of the university experience.
3. Workshops, seminars, speakers, forums, and festivals on cultural diversity for students, staff, faculty and Regents should be attended, supported and held with regularity.