

families. Ensure accuracy, integrity, and confidentiality of academic records while adhering to the University, Nevada System of Higher Education, and state/federal policies and regulations.

b. Values

The department embraces and is guided by the Student Services agreed upon values of Pursuit of Knowledge, Equity, Accountability, Ingenuity, and Stewardship.

c. Department Diversity Statement

Diversity, equity and inclusion are core values at the University of Nevada, Reno for all students, staff and faculty. In Admissions and Records, we believe every member on our team of staff and students enriches us. They expose us to a broad range of ways to understand and engage with the community, identify challenges, and to discover, design and deliver solutions. Through this team, we are committed to delivering services and managing processes in a way that meets the needs of our diverse students and community while still ensuring compliance with our national, state, and Nevada System of Higher Education laws and polities.

3. Goals/work related to DEI and addressing systemic barriers in 2021-2022

a. Identify the department goals or systemic barriers to minoritized students related to DEI

i. Goal Area 1: Education for Diversity, Equity, and Inclusion

- A. Develop internal departmental web location for DEI Key Terms and Definitions, Strategic Planning, Trainings, and Educational Materials
- B. Identify online and free training opportunities for staff through professional organizations, university and student services resources, and other industry providers

ii. Goal Area 2: Student Recruitment, Access, Engagement, Assessment, and Identification of Barriers to Success

as probations/dismissal, return from dismissal, and grade replacement are cornerstones of an Academic Recovery Package.

- C. Redesign Math and English Placement through an equity lens. As ACT/SAT are proven to be discriminatory measures of academic preparation, we can we minimize their negative impact to certain groups. Current alternative placement methods (AccuPlacer/ALEKS and writing portfolios) provide options, but also come with an additional financial cost which can be a barrier.
- D. Design and Implement usage of Gender Identity/Preferred Pronouns. Students do not always fit neatly into a gender box of male/female. Because PeopleSoft was developed based around regulatory standards, the legal gender is needed and for federal reporting reasons must remain stable. Although we have restricted release of gender, there are times when it is required and must be tracked as such. This is not inclusive and needs to be expanded to recognize fluid student identity.

iii. *Goal Area 3: Faculty/Staff Recruitment and Retention*

- A. Ensure Admissions and Records staff are including ACPA/NASPA Competency Areas of Social Justice and Inclusion in annual evaluations
- B. Ensure that all job descriptions for searches include DEI foundations in announcements, descriptions, and job duties.

first year saw almost 100 students successfully funded through the program.

- B. In Fall of 2021, several new DEI supportive academic policies were implemented through collaboration between Admissions and Records, Academic Advising, Provost, Faculty Senate and ASUN.
 - a. Expanded grade replacement policy from 15 credits to 30 credits as well as inclusion of upper-division classes
 - b. Discontinuation of probation policy and development of academic recovery program with supports and dismissal based on term academic performance rather than solely cumulative which may take more time to bring up to good standing.
 - c. Return from dismissal approval developed from quantitative measures so students know what to expect and goals to meet to return to the university.
- C. In 2021-2022, the University formalized many of the steps moving away from utilizing ACT/SAT scores for Math and English placement in favor of more accessible and equitable measures.
 - a. Math Admissions and Records supported the Provost Office to underwrite the cost of ALEKS for students to eliminate cost barrier for lower income students.
 - b. Math Admissions and Records collaborated with academic and student services to develop and implement expansion on a beta project for placement surrounding high school GPA and high school math class performance. This approach has been accepted and formalized within the University Catalog.
 - c. English Admissions and Records collaborated with Core Writing and academic leadership to implement guided placement where students take a free online survey to guide the appropriate enrollment level.
- D. In 2021 – 2022, movement towards implementing a system to gather and share Preferred Pronouns, sexual orientation, and gender identity has continued. Admissions and Records has heavily advocated urgency to implement and share this data with other NSHE institutions as a vital part of the student identity. These will be included with other biodemographic information that moves between institutions as a student moves.
 - a. Admissions and Records worked with NSHE and statewide registrars to establish need for fields in addition to legal gender gender identity, sexual orientation, and personal pronouns

b.

- C. Continue to work toward implementation of Preferred Pronouns, Gender Identity, and Sexual Orientation within the Student Information System and integrated systems.
- D. Collaborate with Academic Advising and Provost Office to provide culturally relevant recruitment and retention efforts for transfer students.

iii. *Goal Area 3: Faculty/Staff Recruitment and Retention*

- A. Continue to ensure that all job descriptions for new searches include DEI foundations in announcements, descriptions, and job duties.
- B. Continue to see each staff member as individual with individual needs and develop retention plans for each one through DEI framework.

b. **Admissions and Records Update on Progress Toward Incorporating the Identification of Resources Allocated and/or Needed to Support Developed Goals and Partnerships**

- i. *The following resources/supports are identified and dedicated*
 - A. Partnerships are vital to Admissions and Records being able to meet DEI goals. Strong partnerships and support exist

c. **Admissions and Records Update on Progress Toward Long-Term Goals from 2020-2021 Annual DEI Plan**

- i. Secured support from Campus Solutions Governance Group, NSHE, and NSHE Registrars for urgency in establishing Preferred Pronoun, Gender Identity, and Sexual Orientation including formalizing in policy, technical modification, and self-service modification to Peoplesoft if needed
- ii. Continue with review of academic policy and Admissions and Records processes for system bias and improvement of enhances services to underserved populations
- iii. Evaluate current and adopt culturally sensitive communications and services

5. ***DEI-related Training/Professional Development***

The data reviewed from the Student Services WebCampus DEI training provides a look into the needs of the

Appendix A: Admissions and Records 2022-2023 Diversity, Equity, and Inclusion Plan

Goal Area 1: Education for Diversity, Equity, and Inclusion

- ❖ Ensure staff have opportunity to partake in DEI training and education offerings. Establish shared calendar within Admissions and Records of AACRAO, Student Services, University Experts, and other online professional resources.
 - By Summer 2023, Admissions and Records will have shared calendar for DEI training in central location for staff with at least 20 opportunities available
 - By Summer 2023, establish private, quiet location for staff to be able to join online DEI professional development without interruption of phones or other staff
 - By Summer 2023, provide Safe Zone professional development for all Admissions and Records staff
- ❖ Collaborate with NSHE Registrars, Student Services departments, Provost Office, and student leadership to identify and address key policies and practices that support systemic bias and discrimination.
 - By Summer 2023, perform assessment of improper appeal processes, communications, and data to ensure culturally responsive policies and language
 - During Fall 2022, Admissions and Records staff will attend NSHE Transfer Making Equity Empowered Transfer STEM Pathways conference
 - By Summer 2023, NSHE Registrars and Leadership will review policies surrounding bio-demographic changes and sharing of data for equity.
 - By Summer 2023, perform review of account past due holds through equity lens with internal leadership as well as NSHE Registrars

Goal Area 2: Student Recruitment, Access, Engagement, and Retention

- ❖ Refine communications and support to Native American students that may lose eligibility due to academics or program selection on how to regain
 - By Summer 2023, Admissions and Records will work with other Enrollment Services, Cashier and The Center staff to develop communications plan for students that have lost their eligibility
 - By Summer 2023, Admissions and Records will work with Director of Community Indigenous Peoples to vet language of communications in order to culturally responsive language
- ❖ Establish Spanish speaking network of Enrollment Services staff following the Native American Waiver model
 - By Spring of 2023, work with directors of Student Services and Academic Advising to identify Spanish speaking staff
 - By Spring of 2023, bring representatives of core Enrollment Services offices that are Spanish speaking together
 - By Summer of 2023, develop plan for streamlined questions and services to Spanish speaking community members to receive Enrollment Services

- ❖ Continue to work toward implementation of Preferred Pronouns, Gender Identity, and Sexual Orientation within the Student Information System and integrated systems
 - By Fall 2022, work with NSHE to hire Peoplesoft consultant to develop syncing project
 - By Spring 2023, work with LBGQTIA+ affinity groups and Student Services to develop plan to gather initial information from students
 - By Spring 2023, work with Student Services staff and affingroupso

Addendum: Admissions and Records 2022-2023 Strategic Plan Goals in Support of the Student Services Division Strategic Plan

Grow Student Enrollment

- ❖ Establish Spanish speaking network of Enrollment Services staff following the Native

- By Spring 2023, work with LBGQTIA+ affinity groups and Student Services to develop plan to gather initial information from students
- By Spring 2023, work with Student Services staff and affinity groups for education on Personal Pronouns
- ❖ Collaborate with NSHE Registrars, Student Services departments, Provost Office, and student leadership to identify and address key policies and practices that support systemic bias and discrimination.
 - By Summer 2023, perform assessment of improper appeal processes, communications, and data to ensure culturally responsive policies and language.
 - During Fall 2022, Admissions and Records staff will attend NSHE Transfer Making Equity Empowered Transfer STEM Pathways conference
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Foster a Culture of Completion

- ❖ Continue to work with Senior Vice Provost, Executive Director of Undergraduate Advising, and Sierra Nevada Teach-Out staff to facilitate completion of former SNU students and their teach-out degree
 - By end of Summer 2022, transition all remaining SNU students into UNR programs
 - By end of Summer 2022, work with Academic Advising to identify class schedules for needed classes and enroll all students in UNR needed courses
 - By end of Summer 2022, transition Master of Fine Arts program to self-supporting and sustainable program
 - By end of Summer 2022, work with Financial Aid to ensure all SNU students do not pay a larger amount out of pocket for no harm due to SNU closure
- ❖ Refine communications and support to Native American students that may lose eligibility due to academics or program selection on how to regain
 - By Summer 2023, Admissions and Records will work with other Enrollment Services, Cashier and The Center staff to develop communications plan for students that have lost their eligibility
 - By Summer 2023, Admissions and Records will work with Director of Community Indigenous Peoples to vet language of communications in order to culturally responsive language