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University of Nevada, Reno

Diversity & Inclusion

Democratic Civic Engagement

Diversity, Equity, and Inclusion Strategic Action Plan

2021 - 2022

September 15, 2021

University of Nevada, Reno
Diversity & Inclusion
Democratic Civic Engagement

Land acknowledgement

We acknowledge that the University of Nevada, Reno is situated on the traditional homelands of the Numu (Northern Paiute), Wašiw (Washoe), Newe (Western Shoshone), Nuwu (Southern Paiute) peoples. These lands continue to be a gathering place for Indigenous Peoples and we recognize their deep connections to these places. We extend our appreciation for the opportunity to live and learn on their territory.
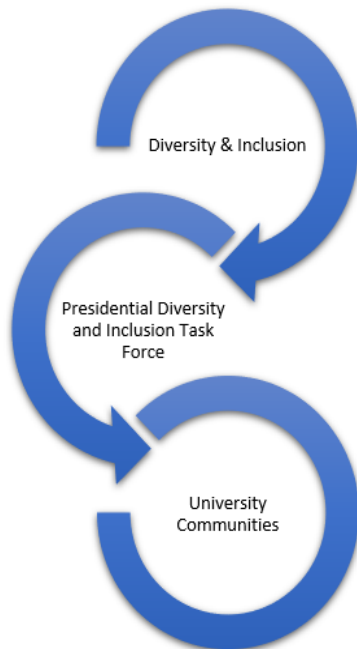
Diversity & Inclusion's Strategic Planning Report

Education is about the practice of freedom…and for that reason, the classroom remains the most radical

—bell hooks

Overview

Diversity & Inclusion's (D&I) development of its *Diversity, Equity and Inclusion* (DEI) *University Strategic Plan,* follows a standard of excellence in all peer institutions and was premised on the need to carry out extensive and ongoing engagement with university stakeholders to identify and advance DEI goals. This required a work-logic that promoted more effective intergroup relationships and decision-making, at every level of the university: academic, student services, administrative units, as well as staff and faculty advocacy and affinity groups. Though Diversity & Inclusion was primarily responsible for structuring the work and monitoring the implementation and progress of the university's DEI Strategic Plan, it has been an institution-wide effort. Further, because it is an ever-evolving process, rather than an arrived at resolution, a functional logic of continuous partnerships and collaborations across the university with the different university stakeholders must be sustained. This means ongoing strategic planning and organizing in a direction that begins at the base, that is, with each area and unit, grounded in data and research into systematized arrangements, moving into resource identification and university-wide communication, and going back to the areas and units for assessments and further agreements.

The formation of the *Presidential Diversity and Inclusion Task Force (PDITF),* in the early months of 2020 initiated the first stages of the foundational work for the DEI *Strategic Plan*. Each unit assessed their needs, areas of accomplishment, and areas for improvement. Departing from the 2018-19 Climate Survey findings, but critically, the following research-based, data driven efforts of the campus-wide PDITF, DEI goals and objectives were put in place for each participating unit. From those goals and objectives, Diversity & Inclusion was able to draw parallels and identify four themes to promote *inclusive excellence*—and the latter, as defined by the **American Association of Colleges and Universities' (AACU),** as "the active linking of DEI to creativity, innovation, and excellence". In our plan we aim to promote inclusive excellence in enrollment/hiring, retention, and graduation rates/promotion for underrepresented students, including students, faculty and staff; overall education in democratic co-existence; and improving upon more inclusive communication and symbolic language.

This report will provide a brief overview of the PDITF's recent, ongoing, and planned progress in key areas and lead into the shared goals and associated actions to foster inclusive excellence. The document is not intended to be an exhaustive report, but instead, provide insight into actions taken collaboratively across units, which then contribute to overarching university initiatives. One should view the report as a dynamic, living plan that by its very nature can never be fully completed but that requires continuous evolutions, over time, based on our university's evolving DEI advancements and community needs.

Inclusive Excellence in increasing enrollment, retention and graduation of underrepresented students

What We Heard:

Focus on creating a welcoming and enriching environment. Support for our Black, Indigenous, and People of Color (BIPOC) students and other underrepresented/minoritized student groups: financially, academically, and emotionally.

What We Are Doing:

In 2019, Diversity & Inclusion organized a series of focus groups following the presentation of the Climate Study results. In these sessions, undergraduate students shared that they would like to see more diversity in peers, faculty, staff, as well as across areas of study. Following these sessions, not only with students, but also with faculty and staff, Diversity & Inclusion, working directly with the President, created the Presidential Task Force. Starting with the academic units, each Dean identified and appointed a representative for each College/School, who worked on two levels: as an academic unit DEI representative for the university, but importantly, in coordination with an internal, more broadly representative DEI committee. Each organizing unit identified at least one student goal to advance diversity and inclusion.

At this initial stage, the office also partnered with Orientation organizers, Nevada FIT, the Core Curriculum unit, and The Center, Every Student, Every Story to provide trainings and learning opportunities centered on diversity, equity, inclusion, and social justice. Through this partnerships, one immediate action resulting for the early 2021-22 academic year was the incorporation of DEI trainings, as a central element in this year's Nevada FIT, impacting approximately 3,670 new students, who attended a training on diversity, equity, inclusion, and social justice. Further over 450 mentors and orientation leaders were also participants of a workshop on DEI values-focused action to advance social justice and allyship (or accompaniment).

Given the numerical importance of Hispanic/Latinx students for the state, as well as the nation, the longstanding UNR goal of achieving *Hispanic Serving Institutions (HSI)*, as is the case with the majority of the other NSHE institutions, has also been incorporated into the emerging DEI Action Plans, in order to support our Hispanic/Latinx students as well as other, first-generation, low-income and/or underserved student populations. Consistently, each College/School has created specific recruitment, enrollment, and retention goals, which include the creation of affinity groups and clubs, outreach efforts at high schools, recruitment campaigns, and more (see Appendices).
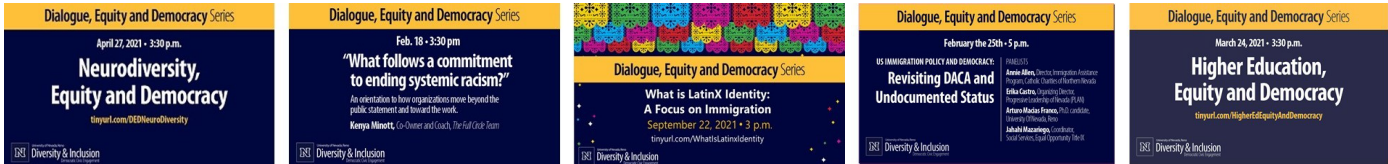
Planned Initiatives:

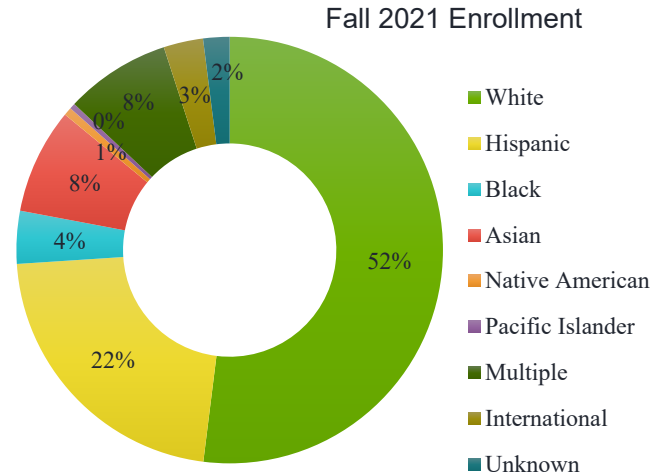- Focus on Latinx students and advancing HSI designation

- Focus on Indigenous groups, legislative tuition access and scholarship programs

- Emphasis on integration of efforts with Student Services for increased retention, belonging and community

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- Focus on creating a culture of assessment, evaluation and transparency on DEI

- DEI Dashboard to include student enrollment and retention

Fall 2021 Enrollment

- White — 52%
- Hispanic — 22%
- Black — 4%
- Asian — 8%
- Native American — 1%
- Pacific Islander — 0%
- Multiple — 8%
- International — 3%
- Unknown — 2%

Inclusive Excellence in the Classroom and Education in Democracy

What We Heard:
There is a need for increased focus on social justice, diversity, equity, and inclusion issues in the student curriculum

What We Are Doing:
In 2021, Diversity & Inclusion—in active collaboration with academic units, university departments, community groups, governmental and non-governmental organizations—launched its *Dialogue, Equity, and Democracy* series. Within this series, eight (8) panels and workshops have been hosted: Dismantling Racism, Immigration & Democracy, Women & Democracy, Neurodiversity & DEI, Tobacco & Communities of Color, Coded Bias, as well as an activity to mark the verdict of George Floyd's murder and in recognition of all victims of racial/ethnic violence. Additionally, several side projects have been initiated, including the *We the Pack* video series, a video campaign focused on the implicit bias and microaggressions experienced by our different campus communities.

Planned Initiatives: Further, and in order to advance the notion of *inclusive excellence in teaching* a *diverse classroom*, a pilot project was initiated in April 2021, following the documented identification of the academic DEI Task Force of requiring, "faculty development and teaching supports on DEI". This evolving series of workshops will be expanded in early October and will consist of four, two-hour sessions, each, building upon the evidence to further provide a set of clear and tangible recommendations on pedagogies and teaching that address and are mindful of anti-racist, xenophobic, anti-immigrant, sexist, homophobic, transphobic, and other anti-educational biases and concerns. All sessions will be led by Dr. Kenya Minott, working directly with academic Task Force members and Deans. Specifically, and working in close collaboration with the Office of the Provost, the workshops will:

- Address principles of inclusive excellence, diversifying syllabi, the impact of microaggressions in building inclusive environments, managing classroom conflict, and addressing hate and bias in the classroom.

- Examine specific courses, as well as teaching practices, to advance inclusive excellence.

- Submit a proposal for the development of a graduation requirement course, on *Social justice, Power and Democracy*.

Inclusive Excellence in faculty and staff recruitment, development, and retention

What We Heard:

Prioritize diversity and expand efforts to hire BIPOC and underrepresented faculty and staff. Further, there are hierarchical structures, and inconsistent practices, that exclude and inequitably impact underrepresented faculty and classified staff.

What We Are Doing:

Though the COVID-19 pandemic introduced budgetary/financial constraints, Diversity & Inclusion continued advocating for the hiring of those marginalized and historically excluded groups. Further, this aligns with the Chancellor's goal of advancing "equity practices", utilizing the **National the Association of System's Heads' (NASH)** *Equity Framework*, into overall, system-wide, NSHE strategic planning. In this commitment, the Chancellor is focused, during this year, on Equity Practice #7 (out of 9 in total), "**Faculty and Staff Hiring, Retention, Promotion and Rewards".**

With the continuation of implicit bias training for all search committees, the office developed and implemented a new online training. The training has been completed by 585 Search Committee members, since its launch in October of 2021.

In each College/School DEI Action Plans, diverse faculty recruitment is a priority. The plans include goals to address diversity in search pools, create faculty success programs, and create post-doctoral programs.

Planned Initiatives:

- Clear alignment with NASH Plan's Pillar no. 7, on faculty and staff hiring and retention
- Departing on the advances on faculty and staff hiring of the past 6 years, and utilizing Workday DEI information, development of strategies on retention, belonging and community
- Focus on creating a culture of assessment, consistent use of data and evidence, evaluation and transparency on DEI
- By 2022, Diversity and Inclusion will work with HR to expand search committee training to include searches for classified staff and hourly workers
- Better integration and focus of Faculty and Staff Affinity Groups
- Focus on transparency, top to bottom: initiating with high-level administration, supervisors and departmental chairs, to address arbitrariness, opaqueness, lack of transparency in supervising, personalism and to advance mentoring, retaining, promotion and tenure
- Faculty and staff DEI Dashboard created to improve data collection and reporting; monitor and improve diversity in all departments and to be integrated with the Students' DEI Dashboard

At UNR,

25% of academic faculty are of underrepresented and minoritized (URM) domestic identities

25% of administrative faculty are of underrepresented and minoritized (URM) domestic identities

29% of classified staff are of underrepresented and minoritized (URM) domestic identities

Only **2%** of academic faculty are Black; **7%** of academic faculty are Hispanic/Latinx; and **less than 1%** are Native American

In 2021, Diversity & Inclusion collaborated with a Vice President for Administration and Finance DEI Task Force—which included Human Resources and Facilities—to create goals that promote equitable hiring, professional development opportunities, but also a more welcoming work environment.

Inclusive Excellence in Communication, Symbols and Safe Spaces

What We Heard:

Actions taken on campus, systemically and individually, have caused hurt and pain. Many of our different campus communities (e.g., BIPOC, LGBTQ+, women, religious and other) have been personally impacted by hate, bias, microaggressions, and other forms of harm. There is a need to work proactively, and in an integrated fashion, to address those harmful systemic, and individual, issues. **A *sense of belonging,* requires, at minimum, that students, staff, and faculty feel safe, heard and supported, throughout campus.**

What We Are Doing:

Diversity & Inclusion has led the work of the **University Hate & Bias Response Team** since 2019. This group has reviewed hate and bias incidents, reported by university members and created educational resources for the campus community to address hate and bias across the different environments. Importantly, the existing Hate and Bias Response **Reporting Site** that was developed and improved last year, and following the model and in-house training with representatives of the *Anti-Defamation League* and its *Hate/Uncycled: Inclusive Campuses Challenging Bias and Hate* learning tools.

Responding to the **multiple levels of need created by the pandemic and addressing the socio-economic,** as well as health impacts being experienced, differently, by the diverse UNR communities, Diversity & Inclusion, and in collaboration with some of the members of the *Work, Life, Family and Council,* carried out a University-wide survey to identify needs pertaining to social needs and emotional well-being for the different campus communities. Findings were shared with campus leadership, as well as Affinity Groups and the Faculty Diversity Committee, to begin considering resources and operations, as the University moved away from remote work.

In an effort to **decrease overreliance on "policing"** and to emphasize community partnerships, Diversity & Inclusion has actively been **collaborating with Police Services** to create a Police Services DEI Action Plan for the department (see Appendices).

Additionally, in working in close collaboration with the Senate's Faculty Diversity Committee, Disability Resource Center and MarCom, Diversity & Inclusion added a ***Neurodiverse Alliance*** last Spring 2021 to its office-sponsored faculty and staff Initiatives. Importantly, this continues to align our work on **accessibility** concerns. and as it is also being promoted by the **Board of Regents,** with its renaming of its *Cultural Diversity Committee (CDC) to Inclusion, Diversity, Equity and Accessibility Committee (IDEA)*.

Planned Initiatives:

- Emphasis on educational outlets and resources, sense of belonging and emotional well-being and other

- Addressing long-standing anxieties/discomforts among BIPOC groups

- Working with the Students Services' **Student Activism Team**, our Hate and Bias Response Team will continue to improve on its alignments with the Title IX/EO Office, focus on better integration, transparency and more timely responses, to support not only students, but also faculty and staff

- Ongoing **monthly celebrations** and acknowledgment/communication on **important DEI dates** through increasing integration of efforts and timely communication

- Continuing to develop the role of the **D&I as a central coordinator of DEI efforts**, avoiding fragmentation and weakening of efforts

- Expanding the UDI's social media presence

- Creating and dissemination of *DEI Terms and Communications Guide*

- Development and dissemination of *We the Pack* video series

- Ongoing development of the open-access, *Dialogue, Equity and Democracy* public education series

- Ongoing Education on Freedom of Expression, Respectful Dissent and Democracy, including **this year's, 2022 Northern Nevada Diversity Summit**

- **First year celebration of October 12th as Indigenous People's Day**—a NSHE recognition coordinated successfully, last year, by the ODI, through NSHE's *Equity, Diversity and Inclusion Council* (EDIC)

- **Proposal for *Iconography and Representation Task Force*** to carry out an inventory of critical/principal university spaces to ensure the representation of the university's original inhabitants and the evolving diversity of our communities

- **Proposal for a *Center for Restorative Justice*,** as part of Diversity & Inclusion and integrating the related work of Police Services and Title IX/EO Office, to initiate anti-bias training with senior administration, including Deans, continuing into the campus community

    o **Required** resources and infrastructure, including personnel, to demonstrate a commitment *to prevent, respond to, and take accountability for harmful, discriminatory, and harassing behaviors*

College of Business Diversity and Inclusion Operational Action Plan

Strategic Goals

Goal Area 1: Student Centered

Objective 1: Increase percentage of under-represented undergraduate students by through targeted assessment, program development, advertising, and outreach.

Action Items:

- Create Hispanic or Latinx Business Student Association and hold first meeting (In progress)
- Solicit significant student input via feedback forms/surveys to gather input on ideas and opportunities for improvement in diversity.(Ongoing)
- Revise College of Business Vision/Mission/Initiative statements to more organically and explicitly integrate the College's value of Diversity and Inclusion (In process)
- Utilize College of Business social media platforms to create student engagement via posts, blogs, and other collaborative means (Ongoing)

Metrics/Performance Indicators:

- Create outline of Hispanic Business Student Association, identify association leaders; collect and store student input for ongoing creating Diversity goals for the College; College of Business posts its revised Vision/Mission/Initiative statements on the departmental site; student recruiting information and events are publicized through social media platformsstarting in summer 2022.

Objective 2: Improve gender balance of undergraduate students

Action Items:

- Sponsor International Women's Symposium online to increase visibility of College of Business to women on campus and across the country (March 8, 2021)
- Create and offer new course, "BUS 150 Women in Business Leadership" at the 100 level to introduce students to the College of Business, allowing time for a Business major or minor add-on (In progress)
- Create minor in "Managing Organizations" to help students outside the College see the value of these skills for not-for-profit settings (In progress)
- Tailor requirements for minor and double major to different majors to allow students to graduate in four years, perhaps with full summer loads, or overloads in spring and fall semesters (Ongoing)
- Feature women faculty in "Why I chose business" videos for social media (Ongoing)

Metrics/Performance Indicators:

- Create outline of events for the upcoming symposium; develop curriculum outline and have course approved through Curriculum process; identify required courses for minor; map out requirements and specific timeline for students, by semester, for majors in other colleges, and identify areas where their courses already satisfy the College of Business requirements; draft a

list of discussion questions for the video series and identify five women within the faculty toparticipate.

Goal Area 2: Faculty Centered

Objective 1: Increase number of under-represented full-time academic faculty

Action Items:

- Encourage undergraduate students from under-represented groups to consider academia as a Business major (Ongoing)
    i. Hold information sessions specifically for students from diverse backgrounds
    ii. Explain how academia works, PhD programs usually provide student funding
- Introduce strong undergraduate students to research by recruiting them to do independent studies (In progress)
    i. Recognize faculty support of undergraduate research efforts
    ii. Undergraduate research symposium

Metrics/Performance Indicators:

- Hold information sessions specifically for students from diverse backgrounds about PhD programs (Fall 2021); host an Undergraduate Research Symposium (Spring 2022).

Objective 2: Increase percentage of under-represented administrative faculty & staff

Action Items:

- Increase outreach efforts in searches for administrative positions by increasing the College's presence at outreach and recruiting events.

Metrics/Performance Indicators:

Number of diverse applicants

<u>Recent accomplishments</u>

Mandela Washington Scholars

- Is a six week program sponsored by the US State Department that brings 25 young entrepreneurs from Sub-Saharan Africa to campus to learn about leadership and entrepreneurship.
- Two former Mandela Scholars have returned to UNR to pursue MBAs.

PhD Project

- Is an organization focused on helping Black/African American, Latinx/Hispanic Americans, and Native Americans receive PhDs and become business professors.

- UNR supports the PhD Project, has had faculty attend their national conference, and utilizes their help to find diverse applicants for faculty openings.

Black Business Student Association

- Created in 2018, it provides mentorship, partnerships, and service-learning opportunities for Black and African students.

College of Agriculture, Biotechnology & Natural Resources Diversity and Inclusion Strategic Plan for 2021-2022

CABNR Diversity Committee:

The Diversity, Equity, and Inclusion Committee developed a set of long-term goals to support the proposed mission and vision of CABNR encompassing students, communities, and faculty and staff as part of an overall Strategic Plan. In consideration of resources and feed-back regarding the Strategic Plan from a survey of stakeholders, the committee selected three goals to focus upon for the 2021-2022 Strategic Plan. These goals, along with related actions and outputs, are listed below. Please note that this selection does not imply relative significance/importance but rather represents our opinion of what is feasible to accomplish in the immediate future**.**

Strategic Goals

Goal Area 1. Student Centered

Objective 1: **Reduce barriers that limit underrepresented students from enrolling in CABNR programs**

Action Items:

- Assess the application rate for underrepresented groups CABNR admissions, number of students admitted and admits to enrolled (Ongoing)
- Create an inventory of cultural hubs or locations to recruit students from in order to increase diversity
- Assess ways to target recruitment of underrepresented groups from junior high schools, high schools. (i.e., utilizing best practices of mentorship programs lead by the county school districts such as the Clark County School District Mentoring Program)
- Facilitate recruitment and active participation strategies for secondary school students and their guardians to complete the Free Application for Federal Student Aid (FAFSA).
- Explore recruitment of prospective students from tribal communities throughout the Great Basin area with consideration of geographic area tribal community in lieu of state boundary. Create collaborations and programs that can improve tribal students participation in CABNR programs. (i.e., New Beginnings for Tribal Students program). Create internship program for Tribal students currently enrolled (In progress)
- Assess the distribution of academic scholarship funds in CABNR to determine if awards are being equitably funded (Ongoing)

Metrics/Performance Indicators:

- Report that relates to quantitative data regarding applicants, admitted, and enrolled students to specific majors in CABNR for identifying gaps in diversity, as well as the cultural hubs and mentoring programs that may be effective at filling those gaps submitted to Dean by May 31, 2022; increase retention of Tribal students and increase number of Tribal transfer students into CABNR programs; meet grant required match for tribal students program; report regarding equity in distribution of scholarship funding submitted to the Dean by May 31, 2022

Goal Area 3*. Community Centered

Objective 1: Enhance individual and communities' ability to improve and achieve economic security

Action Items:

- Explore recommendations to the CABNR Marketing and Communications team for ways to improve communications to a diverse audience
- Evaluate demographic characteristics of program participants for the purpose of identifying deficiencies in program diversity
  - Identify a pipeline from diverse groups utilizing cultural hubs within the community to expand the promotion of CABNR Extension programs including small business development and professional development.
  - Identify ways to improve communication about CABNR Extension and NAES programs to urban, rural, suburban, tribal and inner-city populations (Ongoing)
- Improve our reach in all segments of the community with limited English proficiency
  - Explore translation certification (such as Test of English as a Foreign Language known as TOEFL) to support internal staff, faculty who are relied upon to translate literature for Extension's programs

Metrics/Performance Indicators:

- Deliver a document to the CABNR Marketing and Communications team with recommendations by May 31, 2022; create a report on the evaluation of baseline effectiveness and efficiency of programming to reach diverse groups within the community prepared by May 31, 2022; report to the Dean on opportunities for training and translation certification by May 31, 2022.

Goal Area 9. Faculty and Staff Centered

Objective 1: Cultivate a more diverse and intercultural CABNR workforce, including academic, administrative faculty, staff, students, and volunteers

Action Items:

- Recognize efforts by faculty and staff toward the goal of achieving diversity, equity and inclusion (In progress)
- Explore ways to provide CABNR-wide professional development opportunities related to diversity, equity and inclusion (In progress)
- Review appropriate tools recommended by the University Diversity and Inclusion Officer tools that will assess current climate within CABNR and among constituents

Metrics/Performance Indicators:

- Launch of Diversity Award program and award of first recipient by May 31, 2022; conduct, co-host, or collaborate on at least two seminars with subject matter experts that can be delivered

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* Numbering of the goal areas is based upon the CABNR DEI Strategic Plan

to all CABNR employees in both northern and southern areas of the state by end of academic year 2021-2022

College of Education and Human Development Diversity and Inclusion Operational Action Plan

Mission Statement

Inspired by its land-grant foundation, the University of Nevada, Reno provides outstanding learning, discovery, and engagement programs that serve the economic, social, environmental and cultural needs of the citizens of Nevada, the nation, and the world. The University recognizes and embraces the critical importance of diversity in preparing students for global citizenship and is committed to a culture of excellence, inclusion, and accessibility.

COED Mission:

The College of Education & Human Development is a recognized leader in guiding, shaping, and mentoring high-performing education professionals who will go forth with a lifelong love of learning and with the skills essential for thriving in a global, knowledge-based economy. We are committed to a diverse and inclusive learning community that works to promote education across disciplines for everyone, locally, nationally and around the globe. The University of Nevada, Reno is recognized by the Carnegie Classification of Institutions of Higher Education as an R1 institution, which is reserved for doctoral universities with the highest levels of research activity.

1. Prepares well-qualified educators, human development specialists, counselors, administrators, and other professionals to address critical community needs;
2. Conducts original research and scholarship to improve the knowledge base in professional practice and policy;
3. Engages with the state, local school districts, and communities through outreach and reciprocal partnerships to strengthen social, educational, and economic well-being of all Nevada citizens, including children; and
4. Cultivates professionals who are culturally competent, locally relevant, and globally aware.

COED Vision:

In all of its activities, College of Education and Human Development faculty and staff embrace the following values for our graduates and ourselves:

1. We value diversity, including but not limited to age, ethnicity, class, gender, indigeneity, language, disability, ability, race, sexual identity, religious status, gender expression, educational background, geographic context, nationality, immigration status, income, marital status, parental status, and work experiences.
2. We value ethical practice and abide by the ethical guidelines of each of our respective professional organizations.
3. We value integrity in all of our actions.
4. We value equity.
5. We value respect.
6. We value a culture of caring and relationship building.

To meet our values, COEHD has established the following DEI goals that will be carried out by the Associate Dean of Diversity, Equity, Inclusion & Undergraduate Programs in collaboration with the Diversity Committee. Below are the goals and their respective action items.

Strategic Goals

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

Objective 1: Engage in ongoing needs Assessment through action research
Action Items:

a. Report/reflect on the demographics across all constituencies
   i. Create a report to share with faculty and students [Spring 2021]
   ii. Meet with departments to review retention and graduation rates, request feedback/identification of collective and individual responses [Spring/Fall 2021]
b. Conduct a collaborative study about the climate in the college (focus on policy, curriculum, pedagogy, relationship building, professionalism)
   i. Use surveys, interviews/focus groups, etc.
      i. [IRB to be submitted March 2021]
      ii. [Phase one Data Collection (survey) to commence in April of 2021]
      iii. [Phase two of Data collection (interviews/focus groups) to commence in Fall 2021]
c. Collect data, analyze data, implement initiatives, study effectiveness, reflect, collect data, etc. Sharing findings with departments/centers, engaging in collective reflection and identification of next steps.
      i. [Recurrent with Phase three planned in Spring of 2022]'

Objective 2: Increase Awareness of DEI

Action Items:

a. Diversity Committee sponsored speaker series (internal and external to college) – engagement of faculty, students, community
   i. Speaker 1: Fall 2020
   ii. Speaker/Panel 2: Spring 2021
   iii. Speaker/Panel 3: Fall 2021
b. Integration of individual diversity goals for the year

Objective 3: Provide opportunities for training and exchanges of ideas/practices

Action Items:
a. Speaker series
b. Program-level goals & sponsored events

Objective 4: Build capacity for the integration DEI frameworks in curriculum, pedagogy & policies

Action Items:
a. Curriculum mapping in light of accreditation's focus on diversity as a cross-cutting theme

b. Peer modeling & exchange of ideas
c. Update the definition of "diversity" throughout all policy documents
   i. Critically examine existing policies and practices for bias *[Ongoing]*

Objective 5: Create a DEI award structure in the college

Action Items:

a. Create an award structure for college specific DEI award through a competitive nomination/submission process. *[Nomination language completed. Call to be circulated in late February 2021. First Award to be given during Spring Ceremony]*
b. Highlight important initiatives in the college. [*To commence upon receipt of nominations in the spring of 2021]*

Objective 6: Revamp the College's DEI webpage.

Action Items:

a. Include resources for students, faculty, and staff *[Spring 2021- ongoing]*

Metrics/Performance Indicators:

- Data analysis; attendance to series and subsequent forums; critical reflection on diversity goals at the end of the year; evaluation of curricular material; reflections on teaching evaluations; attendance to student diversity forums (see below).

Goal Area 2: Student Recruitment, Retention & Graduation

Objective 1: Increase diversity in teacher education students and all college programs

Action Items:

a. Targeted recruitment
b. Continue/materialize "grow your own" discussions with the school district [*Fall 2021 due to COVID]*
c. Review/evaluate recruitment and practices – *[Fall 2020/Spring 2021]*
d. Move from passive to active recruitment techniques *[Spring 2021]*

Objective 2: Retention: & Graduation

Action Items:

a. Targeted campaigns to identify and respond to student needs (Student Success Center) – *[Ongoing]*
b. Venues for sharing information anc collaborating with students– Student Diversity Forums (twice a semester)
   i. *[First forum held in Fall 2020- Next forum in Spring of 2021]*
c. Cultivation of spaces of belonging for all students

Metrics/Performance Indicators:

- # of students from recutiied and retained from diverse backgrounds; identify "Grow your own" program leaders and sign-in roster for the first meeting; # of students who complete their degrees; post- Student Diversity Forum's meeting evaluations; ongoing data collection and evaluation of effectiveness of responses to identified issues.

Goal Area 3: Faculty Recruitment and Retention

Objecive 1: Recruitment – [Fall 2021 and beyond because of Hiring Freeze]

Action Items:
   a. Advertisement of positions through many venues
   b. The Diversity committee will create a faculty-oriented interview protocol specific for different fields (Develop pool of questions) that the search committee can use in interviews (members of the committee can serve as consultants as needed).
   c. Critical analysis of all steps of the search committee work
   d. Create a pipeline from our own doctoral students

Objective 2: Retention – [Discussion with chairs to commence in Spring/Fall of 2021]

Action Items:
   a. Creation of support structures (e.g. formal and informal mentoring within and beyond program areas)
   b. Balance of service obligations of assistant professors

Metrics/Performance Indicators:

- # of faculty recruited and retained; pool of questions are made available to interviewers; indeifty 10 doctoral students within the pipeline; mentoring program leaders and mentees are identified.

College of Engineering Diversity and Inclusion Operational Action Plan

Mission Statement

Inspired by its land-grant foundation, the University of Nevada, Reno provides outstanding learning, discovery, and engagement programs that serve the economic, social, environmental, and cultural needs of the citizens of Nevada, the nation, and the world. The University recognizes and embraces the critical importance of diversity in preparing students for global citizenship and is committed to a culture of excellence, inclusion, and accessibility. Based on the belief that a diverse community of engineering professionals better serves a diverse society, the College of Engineering at the University of Nevada Reno is committed to maintaining and enhancing an inclusive community with open collaboration, equal access, and equality for our entire campus community. The College strives at the highest level to attract, develop, and support qualified persons of diverse backgrounds through collaboration and innovation to participate in its' educational, research, and outreach missions and programs to advance the field of engineering and society at the local, regional, national, and global levels. The College of Engineering (CoEN) is focused on striving for inclusive excellence through

- Committed leadership
- Dedicated financial and human resources
- Understanding of current and historical institutional context
- Accountability and data collection
- Intersectional Approach

Vision: The vision for diversity within the College of Engineering is to achieve national recognition as a leading institution in inclusive excellence based on the ASEE professional society standard

- Deans pledge (https://diversityrecognition.asee.org/application-process/guidelines/)

We define **diversity** as the condition of having different fundamental characteristics or being composed of differing elements; the inclusion of different types of people (such as people of different races or cultures) in a group or organization.

The CoEN Diversity committee recognizes that many dimensions exist that describe human beings and speak to the human experience, such as race and ethnicity, gender and gender identity, sexual orientation, socio-economic status, language, culture, national origin, religious commitments, age, physical and mental ability status, neurodiversity, learning preferences, military status, immigration status, citizenship status, political perspectives among other identity categories.

We define **equity** as the condition of having justice according to natural law or right, specifically the freedom from bias, favoritism, or inconsistent treatment.

The CoEN Diversity committee will promote equality of access, opportunity, outcomes, engagement/contribution, and reward/compensation by actively challenging and responding to bias, harassment, and discrimination in our College. We are committed to providing an environment of equal opportunity for all persons so that they can maximize their potential. Any form of discrimination based on

race, color, national origin, age, marital status, sex, sexual orientation, gender identity, gender expression, ability status, religion, height, weight, or veteran status as prescribed by University policy is prohibited.

We define **inclusion** as the act, activities, and policies of including or the state of being included.

The CoEN Diversity committee is committed to pursuing deliberate efforts to ensure that our College is a place where differences are valued, different perspectives are respectfully heard, and where every individual feels a sense of belonging. We know that by building a critical mass of diverse groups and creating a vibrant climate of inclusiveness, we can more effectively leverage the resources of diversity to advance our collective capabilities.

Strategic Goals

To accomplish its mission and achieve its vision, the College has set the following strategic goals:

Goal 1: Improve our shared understanding and valuing of diversity in all its forms.
Goal 2: Increase the recruitment, retention, and completion rate of students of diverse backgrounds.
Goal 3: Increase the recruitment and retention of faculty and staff of diverse backgrounds.
Goal 4: Engage in diversity in our curriculum, scholarly and artistic endeavors, and daily operations.

Strategic Objectives/Priorities

To achieve these goals, the College has set the following strategic objectives:

- Training DEI committee and faculty/staff, including Safe Zone
- Diversity Statements included on syllabi
- Increase awareness of committee and engagement with departments
- Student training
- Female Diversity Speaker
- Prioritize accessibility for students and staff with ability challenges

Given the above goals and objectives outlined by the College with input from University Committees our immediate action plan is as follows:

Education for Diversity, Equity, and Inclusion Training Across College Faculty and Staff

Objective 1: Have at least 75% of faculty and staff participate in interactive training related to bias, equity, and inclusion.

Measures: The College has retained an outside training agency, Cultural Excellence: Ideas and Discussion (CEID) (Regina Lewis, Ph.D.), to provide training to each unit. This training targets departments, leadership, and outreach positions within the College. ReginaSpeaking will provide documentation of all faculty and staff that participate in the offered training. Lists of those who participate will be compared to the faculty and staff throughout the College to assess completion. This task will be completed by the end of Spring 2021.

Engineering Unit Action Plan Development

Objective 2: Each department/unit will generate three actionable and measurable goals to integrate diversity, equity, and inclusion throughout all departmental activities.

Measures: Finalized goals will be delivered to the College diversity, equity, and inclusion committee no later than the last day of the Spring 2021 semester. The committee will review preliminary goals to ensure that goals are measurable and aligned with best practices to integrate diversity, equity, and inclusion. Completion of goal development by all departments/units is expected and will be measured.

Revision and publication of the College of Engineering Diversity, Equity, and Inclusion Strategic Plan

Objective 3: Revise and publish a diversity, equity, and inclusion strategic plan that reflects the goals of the College and the units within the College

Measures: By the end of the Fall of 2021, the College of Engineering will publish its first diversity, equity, and inclusion strategic plan. This plan will be integrated with larger College and University strategic documents. This strategic plan's goals, priorities, and objectives will be assessed through coordinated efforts with University and disciplinary efforts for change in engineering. Publication of this plan also creates additional accountability for the College to lead on diversity, equity, and inclusion efforts.

Graduate School Diversity and Inclusion Operational Action Plan

Mission Statements:

- **University of Nevada, Reno Mission Statement**
  Inspired by its land-grant foundation, the University of Nevada, Reno provides outstanding learning, discovery, and engagement programs that serve the economic, social, environmental and cultural needs of the citizens of Nevada, the nation, and the world. The University recognizes and embraces the critical importance of diversity in preparing students for global citizenship and is committed to a culture of excellence, inclusion, and accessibility.

- **Graduate School Mission Statement**
  The University of Nevada, Reno Graduate School seeks to create a 21st century graduate student environment that values and promotes diversity, exploits the power and promise of technology, and provides an outstanding educational experience that enables students to successfully achieve their career goals, while serving as a catalyst for transforming the state's economy into one that is diversified and knowledge based.

Goal Area 1: To increase enrollment, retention, and graduation rates of diverse graduate students

- *Objectives:*
  1. *Adopt and implement innovative recruitment strategies for underrepresented college students*
     - We will implement annual Virtual Graduate School open house sessions multiple times throughout the academic year and will advertise these sessions with our current GradFIT partners and with other regional institutions with high undergraduate underrepresented student enrollments. Also, we will expand the reach of our GradFIT program by holding both in-person and virtual GradFIT options to serve a larger population of prospective students. These efforts will be assessed by the tracking attendance and creating a database which will allow us to determine whether participants apply and matriculate into graduate programs at the University.
  2. *Increase and improve graduate student resources/services to assist with retention and graduation rates in areas such as mentoring, mental health support, funding and professional development.*
  3. *Review policies and practices such as graduate program handbooks and graduate school policies/requirements for inclusive and equitable language/procedures*

- *Measures:*
  - *Increased enrollment, retention, and graduation numbers*
    - Enrollment and retention will be evaluated on a semester basis and graduation on an annual basis. Graduate programs will be evaluated and demographic data will be reviewed to increase identify priority areas for recruitment, retention and graduation of underrepresented groups within graduate programs. For example, some programs may need to increase efforts in diversifying their gender ratio or other underrepresented groups and more targeted approaches can be made to those populations based on the annual evaluations and review of demographics.

- o *Increased number of campus opportunities, resources, and services for graduate students related to professional/career development, well-being, and mentoring*
  - Current initiatives meeting the needs of students will be expanded and advertised through the use of the web, social media and email to all graduate students. Evaluations of these initiatives will be given for graduate students to provide feedback on the effectiveness of these initiatives to determine what can be improved.
- o *Revisions of graduate program handbooks and other graduate student-related documents that are equitable and accessible*

Goal Area 2: To increase an inclusive and equitable environment for all graduate students
- *Objectives:*
  1. *Increase awareness of current resources and services available to graduate students and their families*
  2. *Creation of family-friendly policies and environment to increase non-financial family support for graduate students.*
     - Hosting of social gatherings and events that encourage family attendance that can familiarize family members to the experiences of graduate student life and encourage more involvement with the graduate student's research. Increased attendance of family members to events such as thesis/dissertation defenses. The word "family" also refers to any individuals the graduate student considers to be family and does not necessarily include partners, children, parents, etc., but can include friends or other non-immediate relatives.
  3. *Implementation of biennial climate/experience survey to graduate students*
  4. *Required equity and diversity training provided by Graduate School Staff and Faculty Facilitators of the University of Wisconsin-Madison's Center for Improvement of Mentored Research Experiences in Research (CIMER) to new graduate faculty through Mentoring Mentors program*
- *Measures:*
  - o *Increased use of resources and services by graduate students. Evaluation of these resources and services will be done on an annual basis to further improve efforts.*
  - o *Increased involvement between the University and graduate students' family members. Family members report an increase in a sense of belonging and feeling welcomed through survey tools distributed to family members and their students.*
  - o *Adoption and implementation of new initiatives based on biennial survey results to address concerns. As well as initiate proactive initiatives to meet potential challenges that could arise*

Goal Area 3: To create an inclusive and equitable environment for all postdocs

- *Objectives:*
    1. *Increase awareness of current resources and services available to postdocs that can better serve the population's professional development and sense of belonging.*
    2. *Establish postdoctoral association and advisory board to further expand the presence and importance of postdocs at the University. These groups will serve as a voice to advocate for the population at large to provide further support to postdocs.*
    3. *Implementation of biennial climate/experience survey to postdocs to better understand experiences and challenges faced by the population in an effort to combat these negatives.*

- *Measures:*
    o *Increased use of resources and services by postdocs through the increase of attendance to events and utilization of resources to provided to them. Evaluation of these events and resources will be done on an annual basis with consultation from postdoc leaders to further improve efforts.*
    o *Increased engagement and visibility of postdoctoral population on University campus. Postdocs representatives serving on various University committees and increased feedback is sought from postdocs in regards to larger University decisions such as the University Strategic Plan.*
    o *Adoption and implementation of new initiatives based on biennial survey results to address concerns and challenges of the postdoc community. The results will be evaluated with the postdoc advisory board, postdoc association and upper administration in an effort to further support postdocs with challenges they may be facing.*

Honors College Diversity and Inclusion Operational Action Plan

Mission Statement

The Honors College underwent a systemic strategic planning process during the 2019-2020 AY that recast honors in a far-more DEI-focused manner. Since the previous honors program's mission statement did not display a clear alignment with the UNR mission statement's focus on DEI, a new set of mission pillars (values), integrated into the mission statement, were created which will now guide a significant amount of program operations moving forward. This is articulated below.

Strategic Goals

Goal Area 1 Devise new DEI-focused honors mission pillars that guide program operations

Objective 1: New pillars finalized and integrated into mission and program operations

Measures/Performance Indicators:

a. Integration of pillars and new DEI-focused holistic assessment protocols into new honors admission process
   a. Timeline: by 8/1/2020
   b. Personnel: HC MPO staff and admission committee staff
b. Integration of pillars into new honors course proposal process
   a. Timeline: by 9/1/2020
   b. Personnel: Erin Edgington/curriculum committees
c. Dissemination of pillars/revised honors mission on website and in print/promo materials
   a. Timeline: by 1/1/2021
   b. Personnel: HC staff and marcom liaisons
d. Integration of pillars into new Honors Record (student archive of accomplishment and program requirement fulfillment)
   a. Timeline: by 3/1/2021
   b. Personnel: HC staff and TLT liaisons
e. Integration of new pillars into new honors student conduct policy
   a. Timeline: by 9/1/2021
   b. Personnel: HC advising staff
f. Integration of new pillars into Phase 2 of the Mentorship/Coaching Program
   a. Timeline: by 9/1/2022
   b. Personnel: HC staff and external stakeholders

Goal Area 2: Create community-enhancing experiences that augment the centrality of DEI competency within the honors framework

Objective 1: LLC Freshman course sections revised with new DEI-focus

Measures/Performance Indicators:

    a. Revised syllabi complete with new focus in place
        a. Timeline: by 8/15/2020
        b. Personnel: HON215 teaching faculty
    b. Recruitment of new DEI-focused teaching staff to augment current HON215 class section capacity
        a. Timeline: by 7/1/2021
        b. Personnel: HC staff and recruited teaching faculty

Objective 2: Develop Honors-focused international trips for underrepresented honors populations, specifically, and HC students generally

Measures/Performance Indicators:

    a. USAC and faculty-liaison contacts established
        a. Timeline: by 6/1/2020
        b. Personnel: HC staff
    b. Prospective trip times and locations determined
        a. Timeline: by 1/1/2021
        b. Personnel: HC staff, USAC, faculty ambassadors
    c. Student scholarship dollars identified for trips
        a. Timeline: by 6/1/2021
        b. Personnel: Dean
    d. Trip itineraries/details finalized
        a. Timeline: by 10/1/2021
        b. Personnel: LLC planning committee

Objective 3: Develop DEI/Global Competency Area Studies Micro-Curriculum within honors to advance DEI awareness and HC mission opportunities (equity)

Measures/Performance Indicators:

    a. Convene subcommittee
        a. Timeline: by 1/1/2021
        b. Personnel: subgroup of larger LLC planning committee
    b. Identify SLOs for DEI/Global Competency Curriculum continuum
        a. Timeline: by 5/1/2021
        b. Personnel: subcommittee
    c. Identify and revise HON215/6, HON410, and international trip focus to align DEI/global competency interests and SLOs
        a. Timeline: by 9/1/2021
        b. Personnel: LLC planning committee and subcommittee

Goal Area 3: Increase Underrepresented student population in honors

Objective 1: Revise and enhance recruitment outreach activities

Measures/Performance Indicators:

a. Dean/staff will conduct direct recruitment sessions with at least 10 DEI-targeted high school student groups yearly
    a. Timeline: by 9/1/2021
    b. Personnel: Dean/MPO staff
b. Dean/staff will conduct direct recruitment sessions with at least 10 DEI-targeted on-campus groups yearly
    a. Timeline: by 9/1/2021
    b. Personnel: Dean/MPO staff
c. MPO staff will plan at least 3 joint programmatic activities between HC and DEI-targeted organizations yearly
    a. Timeline: by 9/1/2022
    b. Personnel: MPO/HSC
d. New print/online/social media marketing materials/campaigns created that is more DEI-centric
    a. Timeline: by 9/1/2021
    b. Personnel: MPO/HC staff

Objective 2: Devise and fulfill numerical recruitment goals

Measures/Performance Indicators:

a. 10% of program students will hail from underrepresented populations
    a. Timeline: by 9/1/2021
    b. Personnel: HC/MPO staff
b. 15% of program students will hair from underrepresented populations
    a. Timeline: by 9/1/2022
    b. Personnel: HC/MPO staff

College of Liberal Arts Diversity and Inclusion Operational Action Plan

Mission Statement

With the mission of the University of Nevada, Reno as a guiding principle, the College of Liberal Arts educates and inspires students to be engaged, flexible, and critically literate global citizens. Our students learn to evaluate, synthesize, communicate, experiment, and create in order to produce solutions to a range of known and future problems. Our ambitious, innovative, and community-engaged research and creative work in and across the Creative Arts, Humanities, and Social Sciences focuses on the varied contexts and expressions of the human condition. We aim to create a community of diverse and agile thinkers, makers, and doers who thrive in a challenging, changing world. Ultimately, we seek to better society and elevate humanity.

The College of Liberal Arts is committed to advancing diversity, equity, inclusion, and access in order to ensure the highest level of scholarly and creative achievement and social and interpersonal engagement. The college defines diversity as encompassing the broad array of cultural factors, including age, ability, religion, race, ethnicity, socioeconomic status, first generation college status, sexual orientation, indigenous heritage, nation of origin, gender and gender identity, language, immigration status, and veteran status. The college views diversity of representation and creating a sense of belonging to be key to its mission of forming a culturally diverse and inclusive community of faculty, staff and students who are prepared and committed to participating in and serving an increasingly diverse and connected global community. Our strategic plan is driven by objectives established in relation to faculty, staff, graduate student, and undergraduate student recruitment and retention efforts designed to increase the diversity present within the college and to ensure an equitable and inclusive approach to all aspects of college operations, governance, and community relations.

Significant CLA Achievements in Advancing DEI

The College of Liberal Arts developed the following statement on racism and bias, which it highlights on its website and encourages faculty to use on their syllabi:

> "The College of Liberal Arts unequivocally rejects white supremacy, racism and other forms of hate and bias. We will work to dismantle racism and discrimination on campus, in our communities and in society as part of our shared efforts to elevate humanity. We are committed to creating a campus community where all can work and learn freely, safely and productively, regardless of race, ethnicity, religion, origin, citizenship status, sexual orientation, gender identity, political affiliation, economic status, veteran status, or ability."

The statement and additional resources are made readily available and public on our Diversity, Research & Engagement webpage, which also contains a link to a robust list of Antiracist, antibias and antihate resources and important messages on Black Lives Matter and Anti-Asian Hate and Bias. The development of this webpage and related resources was a significant achievement last year, but the other important milestones include the development of our identity-based faculty and staff working groups (See Goal 3 for more details), the creation of minors in identity-based areas studies (see Goal 2

for more details), the development of a CLA Search Toolkit and search committee training that incorporates best practices for recruiting diverse faculty and staff, and the launching of a new college magazine entitled *Elevating Humanity*, which highlights the multiple ways faculty, staff and students in the college engage diverse and underserved communities (see Goal 6 for more details).

To advance our mission, the College of Liberal Arts has identified the strategic goals below for 2021–2022, which are drawn from our 2019–2024 Strategic Plan. Goals are assessed annually and a related implementation plan is created each year:

Strategic Goals

Goal 1: Recruit to advance a culture of inclusion and increase the diversity of applicants and acceptances among our faculty and staff.

Objectives:

- By May 2022, the Associate Dean of Diversity, Equity and Inclusion will develop supplemental online search committee training focusing on implicit bias in hiring and how to conduct diverse, equitable, and inclusive searches. (This training is currently offered in person.)
- Ensure that efforts to increase faculty diversity translate to diverse representation across all faculty and staff contract types and across all roles assumed by faculty and staff members, including administrative positions within the college; will report findings by May of 2022.
- By November 2021, compile and examine faculty, staff and student demographics in the college and use data to inform decisions regarding recruitment efforts for 2022.
- Prioritize retention efforts by providing more structured opportunities and events for mentoring and professional development of faculty and staff from diverse backgrounds, including the following:
    - Recruit 5–10 current faculty members to participate in the CLA Faculty Success Program in Spring 2022.
    - Encourage diverse faculty to participate in the multiple workshops and mentoring opportunities offered in our CLA Faculty Professional Development Program.
    - Continue developing and supporting affinity-based working groups. We currently have three; our goal is to have six by May of 2022.
- Work with the Planning Committee to evaluate and reconsider P&T practices and policies to ensure they are equitable. Complete a report with recommendations by May of 2022.

Measures/Performance Indicators
- Solicit and examine feedback from users of online search committee training regarding its quality and effectiveness.
- Demographic data on faculty, staff and students will be compiled, shared, and made readily available by the end of November 2021.
- Solicit and examine feedback from faculty who participate in our multiple mentoring and professional development workshops, working groups, and programs.

Goal 2: Advance a culture of inclusion to improve recruitment and retention of diverse undergraduate and graduate students.

Objectives:

- Increase opportunities for culturally diverse and underrepresented students at LiberalArtsFit through outreach, recruitment, and the development of innovative programming, like forums specifically for first-generation college students.
- Support the development of new courses and academic programs, especially for Applied Liberal Arts and DEI initiatives (minors in Black, Latinx, Indigenous, LGBTQ, and Asian Studies, for example). Expand current minors in Ethnic, Indigenous, and Latinx studies, and develop minors in Black and Asian/Asian American studies by May 2022.
- Develop an innovative BA in DEI Leadership program to be offered by Fall 2022.
- Develop a recruitment plan and programming to recruit underrepresented and undeserved high school students from throughout the state, including summer youth programs targeting specific groups and programs that bring K-12 to UNR.
- Create bilingual brochures and promotional videos in English and Spanish for recruitment. Provide departments with a bilingual toolkit to enhance the recruitment of students from diverse backgrounds. Coordinate with departments and programs to develop best practices for recruiting students from diverse backgrounds.
- Develop a marketing campaign centering on diversity, equity, and inclusion that targets underrepresented groups—Black, Native American, and Latinx.
- Enhance the effectiveness of recruitment efforts by assessing (through the use of data from Entrance/Exit interviews with students of color) and quantifying where possible those variables identified as relevant to students' decision to matriculate at UNR/CLA and/or terminate matriculation prior to degree attainment.
- Support identity-based Living Learning Communities through academic programming and by offering related courses, and establish a CLA LLC that is diverse and inclusive.
- Increase the diversity of students by 1% (from 42% to 43%).

Measures/Performance Indicators:

- Track progress on recruitment and LiberalArtsFIT programming by examining data; track and evaluate number of new courses and new programs added; collect data on number of brochures and videos shared; collect and continually evaluate student enrollment and retention data.

Goal 3: Foster our environment of inclusivity and engagement for students, faculty, and staff

Objectives:

- Establish and support identity-based working groups (e.g., Black, Latinx, Indigenous, LGBTQ+, Asian, etc.) that have been historically underrepresented in our college and at the university. These working groups make recommendations to improve faculty, staff, and student recruitment and retention by focusing on removing structural barriers and inequities that impede the personal and professional growth of individuals from these groups. They also serve to support faculty and staff who identify with these identities and advance related research in

the field. Three groups have already been established: Indigenous, Latinx and Black. By May of 2022 we will have three additional working groups: LGBTQ+, AAPI and Disability.

- Offer regular forums, dialogues, and trainings that increase student, faculty, and staff understanding of the relevance of concepts such as diversity, equity, inclusion, and antiracism.
- Use results of UNR Climate Survey to re-evaluate and revise the CLA Strategic Plan. Build a plan for addressing key areas identified for improvement, like enhancing a sense of belonging and addressing hierarchical barriers.
- CLA Diversity Committee will develop a climate survey for the college. Survey will be completed by May of 2022 and implemented in Fall 2022. It will include a tool and mechanism for collecting additional demographic information related to diversity (e.g., sexuality and religion) while considering ethical and legal issues concerning the collection and use of such data.
- Assist all departments and programs in establishing diversity committees or have designated diversity officers/liaisons that help identify and implement DEI goals for the department that align with the DEI goals of the college and university.
- Restructure the CLA Diversity Committee so that it is comprised of at least one diversity liaison from each department or program in the college and more students.
- Improve coordination and communication with departments and programs regarding DEI issues through online communication tools (websites, listservs, etc.) and other mechanisms.
- Continue collaboration with the College of Education, the Office of the Provost, TMCC, and the Washoe County School District to support Pack Teach—an interdisciplinary academic diversity, equity, and inclusion initiative to expand access to higher education for K-12 students in the state from underrepresented backgrounds and help prepare future educators from diverse backgrounds.

Measures/Performance Indicators
- Track number of working groups and committees established; evaluate progress on strategic plan and climate survey; evaluate impact of Pack Teach (e.g., level of satisfaction, job placement, student demographics, and other data).

Goal 4: Advance Latino Research Center; seek regional as well as national recognition of its mission as a hub for Latinx research and engagement and support the goal of the university to become an HSI.

Objectives:
- Conduct a Northern NV Latinx community assessment to learn the specific needs and assets of the community. The results will guide programming and research initiatives.
- Continue hosting Entérate events to engage members of the local Latinx community.
- Organize and host events that correspond to Latinx cultural celebrations. (e.g., Día de los Muertos, Hispanic Heritage Month, and Latinx student graduation celebration).
- Engage students in research and networking opportunities. (e.g., support their participation in the United States Hispanic Leadership Institute national conference and on the Latino Student Advisory Board).
- Continue to advance research in the field through the publication of *Border-lines*, participation in the CLA Latinx Studies Working Group; the development of scholarly talks and forums; and seeking funding to support research-related activities.

- Report findings and data from community assessment; track number of events hosted, research and networking opportunities created, publications, scholarly forums, and grants or additional funding obtained.

Goal 5: Enhance understanding of diversity, equity, and inclusion and CLA's leadership in this area through education, training, programming, and professional development.

Objectives:
- Continually update and enhance our Diversity, Research & Engagement website and list of antiracist, antibias and antihate resources.
- Develop additional workshops, tutorials and resources related to DEI and antiracism work.
- Continue to create and support programming centering on DEI and antiracism through the use of our CLA Diversity Fund and the work conducted by the Campus and Community Engagement Committee.
- Develop DEI campaigns, including one related to the institutional goal of becoming a Hispanic Serving Institution.
- Collaborate with key stakeholders on campus and in the community to share resources and maximize outreach and public engagement efforts to diverse and underrepresented communities.

Measures/Performance Indicators
- Conduct assessment of Diversity, Research & Engagement website and list of resources; track and assess the amount and quality of workshops, programming, tutorials, and campaigns created; create and maintain a list of key stakeholders on campus and in the community.

Goal 6: Strengthen community ties, university relations, access to higher education, and outreach efforts to diverse and underrepresented communities by developing innovative and engaging public programming.

Objectives:
- Reward faculty for developing and participating in public engagement activities, especially those centering on DEI initiatives; ensure these efforts are recognized and valued beyond traditional forms of service; develop clear guidelines and definitions for outreach and community and public engagement by May of 2022.
- Prioritize diversity, equity, and inclusion in outreach and public engagement efforts.
- Assess the use and effectiveness of CLA community listservs; develop a plan for improving the use of community listservs and other forms of social media.
- Track engagement perception of the college in the community (utilize community listservs, solicit feedback, collect and analyze data, consult with key stakeholders).
- Ask students, faculty, and members of the community about their needs and the type of programming they would like to see. Invite them to assist with developing programming that addresses their needs and interests.

- Promote CLA community engagement activities, especially those centering on diversity, equity and inclusion; publish a second edition of *Elevating Humanity* in Fall of 2022 and disseminate widely.
- Continue to cultivate relationships and collaborations with key stakeholders on campus and in the community; ensure key stakeholders represent a broad spectrum of constituents and diverse communities, especially those that serve underrepresented populations.
- Expand access to higher education for diverse, non-traditional, and underserved populations through collaborations with key stakeholders at UNR, in the NSHE System, and in the state of Nevada. For example, the Humanities Extended Project and the Nevada Prison Education Project.

Measures/Performance Indicators

- Compile reports and recommendations on campus and community engagement; track number of workshops, tutorials, resources, and campaigns created; create and maintain a list of key stakeholders on campus and in the community.

Goal 7: Solicit and secure funding and resources necessary to establish and support initiatives that center on diversity, equity, and inclusion.

Objectives:

- Prioritize fundraising efforts that center on diversity, equity, and inclusion.
- Increase support for existing CLA Diversity Fund.
- Create and support internal fellowships that provide faculty with opportunities to work in the Department of Gender, Race and Identity for 1–2 years.
- Raise funds to establish additional equity scholarships for underrepresented students.
- Raise funds to expand the number of students served by the CLA Student Emergency Fund.

Measures/Performance Indicators

- Evaluate amount of funds raised or percentage increase in funding for DEI programs; track and assess number of scholarships and funding opportunities added.

University Libraries and Teaching & Learning Technologies Diversity and Inclusion Operational Action Plan

University Libraries Mission & Vision

In support of the University mission to advance teaching, research, student learning, and community engagement, the University Libraries embrace intellectual inquiry and innovation, nurture the production of new knowledge, and foster excellence in education through scholarly resources, active learning environments, cutting-edge technology, and exceptional service.

The University Libraries aspire to be partners in the scholarly and creative achievements of students, faculty, and staff, leaders in the academic library community, and contributors in the University's efforts to become nationally known for academic excellence and positive community impacts.

Mission Statement of the Libraries/TLT Equity, Diversity & Inclusion Committee

The Equity, Diversity & Inclusion Committee focuses on building and sustaining a healthy organizational culture, providing inclusive services to our campus community and collaborating with campus partners in DEI efforts. We are committed to:

- Diversity: Advocating for the importance and positive impact of diversity in the Libraries staff, collections, exhibits, services and spaces.
- Equity: Meeting people where they are and working toward equitable policies and practices of fairness, justice, equal access, and equal opportunity for all people.
- Inclusion: Helping lead the Libraries/TLT to a place where differences are welcome, different perspectives are respectfully heard and where every individual is valued and feels a sense of belonging.

This committee will provide a forum for library employees to participate and collaborate in equity, diversity, and inclusion efforts, including:

Cultivating inclusive learning environments that accelerate self-agency through outreach, programs, events and services responsive to patron needs.

Co-creating an atmosphere that attracts and retains talent from diverse applicant pools.

2021-2023 Action Plan Goal Areas

1. Strategic Plan for Equity, Diversity, and Inclusion
2. Programming
3. Spaces and Places
4. Inclusive Personnel Recruitment and Retention
5. Research Agenda
6. Collections

Goal area 1 – Strategic Plan for Equity, Diversity, and Inclusion

Objective 1.1: Craft and adopt a Libraries & TLT Diversity Statement, reflecting a goal of Inclusive Excellence throughout the organization.

Objective 1.2: Create and adopt an EDI Strategic Plan reflecting a long-term vision and actionable goals in support of Libraries, campus and organizational priorities.

Measures/Performance Indicators:
- 1A. Submit a draft EDI Strategic Plan to Libraries Administration for review and approval. Assigned to: EDI Committee. Timeline: 2021 Summer.
- 1B. Assign responsibility and create a timeline with milestones for each segment of the Strategic Plan.
- 1C. EDI Committee to coordinate and record progress updates each semester.

Goal area 2 - Programming

Objective 2.1: **Incorporate** EDI into Libraries/TLT programming and outreach efforts.
- *Action item 2.1.1:* Inventory Libraries/TLT departments and committees for existing and planned programs and initiatives, and work with them to incorporate EDI into their work.
  - Assigned to: EDI Committee.
  - Timeline: 2021 (initial inventory).
  - Example – Outreach Committee Book Displays. Curated displays of traditional print and/or eBooks to incorporate representational months and/or to thoughtfully include EDI perspectives, regardless of display theme.
- Objective 2.2: **Develop** EDI-focused programming and outreach initiatives.
  - *Action item 2.2.1:* Use programs such as the Wikipedia edit-a-thons to expand collective activities designed to address gender and racial biases while facilitating the creation of content by underrepresented groups.
    - Timeline: 2021 (fall); ongoing.
    - Note: Past Wikipedia edit-a-thons have focused on Black History and Women of Nevada/Women's History.
- Objective 2.3: **Seek** campus and community programming partners.
  - 2.3.1: Partner with science faculty to create a Wikipedia edit-a-thon aimed at women in STEM, to be used as class work.
    - Timeline: AY2022.

Measures/Performance Indicators:
- 2A. Number of events
- 2B. Number of participants
- 2C. Number of new and/or continuing partners
- 2D. Documented course integration and instructor/student feedback
- 2E. Post-event assessment (TBD)

Goal area 3 - Spaces and Places

Objective 3.1: Identify areas of change based on evidence-based findings

- *Action item 3.1.1:* Conduct IRB-sanctioned research on *Library Spaces and First-Generation Students.* Analyze results to determine if students feel culturally welcomed and that they belong within the physical spaces of the University Libraries; identify actionable and measurable recommendations to improve Library Spaces.
  - <u>Assigned to</u>: EDI Committee.
  - <u>Timeline</u>: Spring 2021 (survey/*completed*); Focus groups (*in progress*); Analysis (Summer/Fall 2021).
- *Action item 3.1.2:* Facilitate a Library Space Audit with participation from Libraries committees (*e.g.,* Onsite User Experiences; Exhibits; Outreach) and departments/units.
  - <u>Assigned to</u>: EDI Committee.
  - <u>Timeline</u>: TBD/2022.

Metrics/Performance Indicators: Level of participation; documented change(s) based on findings

Objective 3.2: Land Acknowledgment
- *Action item 3.2.1:* Draft Land Acknowledgement language and solicit feedback.
  - <u>Assigned to</u>: EDI Committee. <u>Timeline</u>: *In progress.*
  - Measures/Performance Indicators: Libraries adoption and public display of land acknowledgement

Action item 3.2.2: Encourage Libraries staff to include a Land Acknowledgement in Sig files and at presentations.
  - <u>Assigned to</u>: EDI Committee. <u>Timeline</u>: *In progress.*
  - Measures/Performance Indicators: Staff adoption and display of land acknowledgement

Objective 3.3: Lactation Spaces; support of campus efforts to offer additional facilities
- *Action item 3.3.1:* Explore possible spaces within the Mathewson-IGT Knowledge Center
  - Partner with Committee on the Status of Women, Campus Facilities Planning and Libraries Building Operations to identify potential lactation space(s) to be conveniently accessible to students and others in need of appropriate space.
  - <u>Assigned to</u>: Associate Dean Kopecky.
  - <u>Timeline</u>: 2021-2022 (Spring 2021, *space identified; building plans are in-progress to determine feasibility/cost /timeline*)
  - Measure/Performance Indicator(s): New space(s) by 2023

- Objective 3.4: Develop service/resource-specific EDI statements.
  - *Action item 3.4.1*: Partner with Libraries/TLT units to encourage the development of EDI statement specific to their unit
    - <u>Assigned to</u>: Working Group/TBD. <u>Timeline</u>: 2022-2023

Goal area 4 – Inclusive Personnel Recruitment and Retention (2022-2023)
Objective 4.1: With Libraries/TLT HR officer, review recruitment and retention processes to assess inadvertent or implicit biases and attract candidates from underrepresented groups, including processes and procedures for student employees.

Objective 4.2: Collaborate on efforts to retain employees from underrepresented groups after the hiring process.
- Assigned to: Working Group/TBD.
- Timeline: 2022-2023

Goal Area 5 – Research Agenda (2022-2023)

Objective 5.1: Identify research gaps in the literature of equity, inclusion and academic research libraries.

Objective 5.2: Provide training and resources on ethical, equitable, and inclusive research practices; share resources with campus and professional communities.

Objective 5.3: Explore citation practices within Libraries/TLT faculty research projects
- *Action item 5.3.1:* Research potential changes/improvements to promote equitable approaches
- *Action item 5.3.2:* Create tools/resources to help colleagues analyze sources and authorities in their research – can we be more equitable and inclusive in conducting our research?
    - Measures/Performance Indicators: Assess recent scholarly publications for current practices. Commit to a case study based on EDI Committee projects to test these resources.
    - Assigned to: Working Group(s)/TBD. Timeline: 2022-2023

Goal Area 6 – Library Collections

Objective 6.1: Assess acquisition practices for print and e-format collections to identify possible gaps in resources for the study or representation of diversity, equity and inclusion.
- *Action item 6.1.1:* Explore GOBI Approval Plan profile; make recommendations while considering curricular needs, fiscal constraints, and Subject Liaison expertise and input.
    - Measures/Performance Indicators: Profile data (pre/post)
    - Assigned to: Associate Dean Kopecky Timeline: 2021-2022

Orvis School of Nursing Diversity and Inclusion Operational Action Plan

Mission Statement

Inspired by its land-grant foundation, the University of Nevada, Reno provides outstanding learning, discovery and engagement programs that serve the economic social, environmental and cultural needs of the citizens of Nevada, the nation and the world. The University recognizes and embraces the critical importance in preparing students for global citizenship and is committed to a culture of excellence, inclusion and accessibility.

OSN Mission:

Inspired by values of caring, compassion, and inclusion, the Orvis School of Nursing prepares the next generation of nurse leaders to promote the health and wellbeing of diverse populations in Nevada, the nation, and the world through excellence in nursing education, discovery, and engagement.

Vision:

Is to educate and graduate the best-prepared, confident leaders for the state, national and global community; to be a nexus for research and creativity that focuses on vital issues of our time; and to serve as a catalyst for the betterment of our society

OSN Vision:

To educate and inspire current and future nurses to be providers and change agents improving the health and wellbeing of our society; to encourage and support research and innovation; to focus on the challenges of a rapidly changing and culturally diverse healthcare environment.

Strategic Goals

Goal 1: Integrate values of diversity, equity, and inclusion into core processes

Objective 1: Include representation from the OSN Diversity, Equity, and Inclusion Committee on faculty and staff searches and Assistant Dean for Diversity, Equity, and Inclusion on faculty searches by the end of 2021

Action item 1: Establish a formal step in the faculty search committee for the candidates to be interviewed by the Assistant Dean for Diversity, Equity, and Inclusion on their accomplishments and career goals related to diversity, equity, and inclusion. The OSN faculty and staff search committees will include members from the OSN Diversity, Equity, and Inclusion Committee.

> Measure(s)/Performance Indicator(s):
> - Percentage of search committees who met set criterion; formal search procedures will be shared with 100% of faculty and staff.

Objective 2: Increase research and publication collaboration between faculty and staff with two or three collaboration initiatives by the end of 2022

Measures/Performance Indicators:

- number of research publications or presentations on topics of diversity, equity, and inclusion from OSN research faculty

Objective 3: Collaborate with the OSN Faculty Affairs Committee and administrative leadership to add diversity, equity, and inclusion components to staff and faculty annual performance reviews by the end of 2022

Measure(s)/Performance Indicator(s):

- Faculty and staff reviews will include a designated section to evaluate individuals' work and accomplishments related to diversity, equity, and inclusion.

Objective 4: Revisit School's values to ensure its alignment with a commitment to diversity by the end of 2021

Measure(s)/Performance Indicator(s):

- The new OSN strategic plan will include a designated section for diversity, equity, and inclusion

Objective 5: Increase access to interest groups for distant faculty and students by the end of 2022

Measure(s)/Performance Indicator(s):

- number of distant faculty and students present in their interested committees or groups

Objective 6: Integrate diversity into the curriculum throughout the undergraduate and graduate courses by the end of 2022

Measure(s)/Performance Indicator(s):

- All undergraduate and graduate course syllabi will include an official diversity, equity, and inclusion statement

Objective 7: Recruit and retain diverse faculty and staff by the end of 2023

Measure(s)/Performance Indicator(s):

- Increase the percentage of faculty and staff from underrepresented groups by 10%

Goal 2: Ensure diversity, equity, and inclusion are evident in education, research, scholarship, practice, and service activities.

Objective 1: Implement an OSN Diversity, Equity, and Inclusion Committee by the end of 2021

Measure(s)/Performance Indicator(s):

- The new OSN bylaws will include the OSN Diversity, Equity, and Inclusion Committee as a standing committee. The OSN website will include a designated webpage for diversity, equity, and inclusion. The committee will have scheduled monthly meetings

Objective 2: Create an annual event focused on diversity, equity, and inclusion for all OSN stakeholders by the end of 2025

Measure(s)/Performance Indicator(s):

- Establish an annual celebration event dedicated to diversity, equity, and inclusion

Objective 3: Revise all course syllabi to include teaching strategies and pedagogies that are inclusive of diverse populations by the end of 2022

Measure(s)/Performance Indicator(s):

- All undergraduate and graduate course objectives will reflect the American Association of Colleges of Nursing's essentials to ensure diversity and inclusivity in teaching delivery

Objective 4: Establish an annual research award honoring those who advance diverse scholarship by the end of 2022

Measure(s)/Performance Indicator(s):

- An annual reward will be established to honor a researcher whose scholarship is dedicated to advancing diversity, equity, and inclusion

Objective 5: Use faculty relationships to expand service and facilitate other learning opportunities that engage diverse populations in underserved and underrepresented communities by the end of 2021

Action Item 1: Collaborate with DRC and other campus partners to establish Neurodiversity Alliance as one of the University Presidential initiatives under the Office of Diversity and Inclusion

Objective 6: Apply for diversity federal grants and funding by the end of 2025

Measure(s)/Performance Indicator(s):

- The OSN's research on diversity, equity, and inclusion will be nationally recognized and funded

Objective 7: Actively participate in the University of Nevada, Reno Cultural Diversity Summit held annually

Measure(s)/Performance Indicator(s):

- Number of presentations submitted at the Cultural Diversity Summit annually

Goal 3: Recognize and promote the core values of diversity, equity, and inclusion and increase investment in and commitment to the diversity of the student body, faculty, and staff.

Objective1: Leverage faculty and staff to increase awareness of commitment to diversity, equity, and inclusion at student recruitment events by the end of 2025

Action item 1: Collaborate with the Associate Deans for graduate and undergraduate programs and the OSN Student Affairs Committee to

Measure(s)/Performance indicators:

- increase the presence of students from the underrepresented groups by 10% at both levels

Objective 2: Assess current initiatives to identify opportunities for recruitment by the end of 2022

Measure(s)/Performance Indicator(s):

- Generate a report with details of the effort for recruiting students, faculty, and staff from underrepresented groups in OSN annual recruiting events

Objective 3: Create a holistic program that addresses financial and mentorship opportunities to support recruitment and retention by the end of 2022

Measure(s)/Performance Indicator(s):

- Generate an annual report that depicts such opportunities

Objective 4: Increase endowments and grants to support and retain students from underrepresented populations by financially by 2025

Action item 1: Establish a designated funding source for the OSN Diversity, Equity, and Inclusion Committee and scholarships for the students from underrepresented populations

Measure(s)/Performance Indicators:

- Amount of funding

Goal 4: Provide support to neurodiverse students, faculty, and staff.

Objective 1: Establish ongoing collaboration with DRC by the end of 2021
Action item 1: Establish regular meetings and dialogue by the end of 2021

Action item 2: Educate faculty and students of services provided by the end of 2022

Action item 3: Collaborate with Neurodiversity Alliance and DRC to develop educational events for OSN faculty and students about neurodiversity awareness and available services and resources available on campus and in the community

- Documented collaborative initiatives and activities between the OSN and DRC, monthly meeting between the OSN Assistant Dean for Diversity, Equity, and Inclusion and DRC leadership team

Goal 5: Establish internal and external collaborative interprofessional relationships that support diversity, equity, and inclusion.

Objective 1: Establish ongoing collaboration with other departments and schools within the University by the end of 2025

Action item 1: Co-host DEI events with other departments and schools on campus

Objective 2: Establish ongoing collaboration with healthcare institutions and organizations by the end of 2025

Action item 1: Co-host DEI events with healthcare institutions and organizations

Objective 3: Collaborate with professional nursing organizations by 2025

Action item 1: Co-host DEI events with professional nursing organizations

Measure(s)/Performance Indicator(s):

- number of events hosted

Reynolds School of Journalism
Diversity & Inclusion Operational Action Plan
AY 2021/22

Mission Statements
RSJ: The Reynolds School of Journalism and Center for Advanced Media Studies is an inclusive community of faculty, students, and staff committed to facing the challenges of truth-seeking, advancing the media professions, and serving the public good in a complex world.

Diversity Committee: To have a measurable impact on the recruitment, retention, graduation rates, employability and graduate school acceptances of Reynolds School students and alumni, particularly those from diverse backgrounds.

Strategic Action Goals for AY 2021/22

1. Implement tiered advising structure to increase RSJ resources for recruitment and retention of diverse students

   Objectives:
   - Hire Coordinator of Academic Success and GA
   - Reorganize RSJ staffing to increase resources and programs related to recruitment and retention, and to enhance capacity for DEI initiatives for students and faculty
   - Implement RSJ High School Outreach program (in which RSJ profs lecture in HS classes)
   - Develop RSJ-centric programs at Living Learning Community

   Measures/Performance Indicators:
   - Enrollment data, retention and graduation rates, DEI programs and spending, recruitment events and digital outreach, HS class visits, LLC programs

2. Revise RSJ promotion and tenure guidelines to include added criteria for engaged scholarship, to enhance faculty opportunity for research and creative production with communities of color

   Objectives:
   - Update P&T criteria to address engaged scholarship
   - Incorporate revised criteria into RSJ bylaws
   - Provide grants through CAMS and /or the Vierra Fund for Diversity Innovation to support engaged faculty research and creative production with communities of color

Measures/Performance Indicators:
- Revised and approved P&T policies, research grants awarded for engaged scholarship

3. Implement training programs to enhance faculty/staff cultural competence and attention to student resilience issues

   Objectives:
   - Develop workshops in accordance with 2020 faculty survey of training needs
   - Develop programs to enhance faculty/staff awareness of student mental health and resilience issues

   Measures/Performance Indicators:
   - Number of trainings conducted and faculty/staff participants (including KUNR), programming developed related to resilience, spending for training and programming

College of Science Diversity and Inclusion Operational Action Plan

Mission Statement

Inspired by its land-grant foundation, the University of Nevada, Reno provides outstanding learning, discovery, and engagement programs that serve the economic, social, environmental and cultural needs of the citizens of Nevada, the nation, and the world. The University recognizes and embraces the critical importance of diversity in preparing students for global citizenship and is committed to a culture of excellence, inclusion, and accessibility.

College of Science Mission Statement

The College of Science unites disciplines in the pure, applied, social, mathematical, and natural sciences around the central tenets of the scientific method and logic to provide students with outstanding educational and research experiences. The College recognizes that diversity of thought, background, and experience enrich and expand the scientific enterprise; and affirms the inclusion of all populations to enhance overall success in academic programs and excellence in research productivity.

Alignment

The College of Science mission aligns with the University's mission by recognizing the link between diversity/inclusion and excellence in education/research. The pursuit of excellence in education and research influences all decision-making and resource allocation at the college level. Expanded diversity and inclusion are necessary and fundamental components to continuing success in education and research. Thus, growth in diversity and inclusion is vital to the success of the college, influencing decision-making and resource allocation.

Strategic Goals

Goal Area 1: Education for Diversity, Equity, and Inclusion
Objective: Support Diversity, Equity, and Inclusion initiatives within individual units and across the college.

Actions:
a. Establish the DEI Collective, a voluntary meeting of representatives from programs and departments meeting at least once per semester.
b. Compile an annual list of DEI initiatives ongoing within programs and departments.
c. Compile recommendations at least annually for supporting DEI initiatives within and between programs and departments.
d. Commit college resources to support DEI initiatives each year.

Measures/Performance Indicators
a. Number of units participating in DEI Collective; number of self-identified representatives engaged

- Spring 2021 meeting: 7 of 10 units participating; 14 self-identified representatives
- Fall 2021 meeting to be scheduled

b. Number of units able to report substantive activities
- Spring 2021 meeting: 5 of 10 units reporting specific unit-level activity

c. Clarity and breadth of recommended action categories (from easily achievable to aspirational)
- Spring 2021 meeting: recommendations compiled into nine action categories; two acted upon immediately

d. Specific actions and College resources dedicated to support DEI recommendations and initiatives
- Spring 2021 to Fall 2021:
  i. Discover Science lectures – land acknowledgement incorporated; continued efforts attract diverse speakers; request that every speaker address DEI in career/life
  ii. Celebration of college community during diversity awareness months
     - African American Heritage Month (Feb '21) and Women's History Month (Mar '21) – A shared humanity https://www.unr.edu/nevada-today/stories/leaders-in-science
     - Hispanic Heritage Month (Sep '21) – Benuto lab story lined up for release
     - Indigenous People's Day (Oct '21) – Autumn Harry story lined up for release

Goal Area 2: Student Recruitment and Retention

Objective: Support and further develop programs designed to enhance student recruitment, student retention and student success across all demographics.

Actions:
a. Prioritize recruitment from Nevada high schools serving diverse and underrepresented populations.
b. Hire qualified and diverse Pack Mentors for ScienceFIT.
c. Maintain College of Science Student Emergency Fund to support students in need.
d. Mandate advising for every student for first three semesters.

Measures/Performance Indicators
a. Number of recruitment visits to and events hosting Nevada students from high schools serving diverse and underrepresented populations.
- Spring 2021 – hosted 3 Nevada Bound events targeting low-SES high schools as identified by the southern recruitment office

b. Demographics of college students; demographics of Science Pack Mentors
- Fall 2021
  i. 635 first-year students; 29% Hispanic, 45% White (self-identified IPEDS ethnicity)
  ii. 113 Pack Mentors; 17% Hispanic, 38% White (self-identified IPEDS ethnicity)
  iii. 3146 undergraduate students; 24% Hispanic, 51% White (self-identified IPEDS ethnicity)

c. Amount raised and number of students supported by Student Emergency Fund
- Spring 2021 - $136,750 raised and distributed to 547 students

d. Retention of first-year students
- Fall 19 to Fall 20 – 81%
- Fall 20 to Fall 21 – 81%

Goal Area 3: Faculty Recruitment and Retention

Objective: Support a diverse and excellent faculty body through recruitment and retention strategies.

Action Items:

a. Prioritize efforts to obtain a diverse and qualified applicant pool for every faculty search.
b. Provide a college-specific new faculty orientation and onboarding series each fall.
c. Verify that all early career faculty are being mentored in 5 areas, as specified in the college mentoring plan: research success; teaching excellence; graduate student and postdoc supervision; university structure, processes, and navigation; and work/life balance and cultural comfort.

Measures/Performance Indicators:

a. Demographics of search pools; demographics of finalists; demographics of hires
b. Faculty participation; faculty feedback
c. Faculty retention to promotion and beyond

School of Public Health
Diversity and Inclusion Operational Action Plan

UNR Mission Statement: Inspired by its land-grant foundation, the University of Nevada, Reno provides outstanding learning, discovery, and engagement programs that serve the economic, social, environmental, and cultural needs of the citizens of Nevada, the nation, and the world. The University recognizes and embraces the critical importance of diversity in preparing students for global citizenship and is committed to a culture of excellence, inclusion, and accessibility.

School of Public Health Mission Statement: Develop, disseminate, and apply knowledge to protect and promote the health and well-being of individuals, families, and communities. The mission will be accomplished through the following core values:

- Promoting health equity

- Embracing diversity

- Advancing knowledge

- Succeeding through collaboration

- Developing workforce excellence

Alignment: School of Public Health (SPH) mission aligns with the UNR mission in the development and application of knowledge to serve Nevada populations at different levels (individual, family, community) to accomplish the outcomes of health and wellbeing.

To accomplish the goals and objectives laid out in this document a ten-member Diversity and Inclusion Committee will be comprised of representatives from all academic divisions (Public Health Practice, HAP/SBH, Kinesiology, and Epi/Biostats), CASAT, and the NV Public Health Training Center, one undergraduate student and three graduate students (on-line and in-person MPH, and Ph.D.). This committee will work with the UNR Public Health Club to plan and host events. The DEI committee will have a seat on the SPH Executive Board and report committee progress regularly. Committee terms will last two years, meet monthly, and host other meetings as needed. The committee will remain responsible for this plan until a Diversity, Equity, and Inclusion Officer position is filled. Until the appointment of the DEI Officer, the DEI committee will decide and document committee structure (i.e., committee chair, co-chairs, executive board, etc.) to fulfill the plan objectives. An Associate Dean for DEI is the ultimate goal

We value human diversity in all its richly complex and multi-faceted forms, whether expressed through race and ethnicity, culture, political and social views, religious and spiritual beliefs, language and geographic characteristics, gender expression, gender identity and sexual identity,

learning and physical abilities, age, and social or economic classes.

We at the School of Public Health value human diversity in all its richly complex and multi-faceted forms, whether expressed through race and ethnicity, culture, political and social views, religious and spiritual beliefs, language and geographic characteristics, gender expression, gender identity, and sexual identity, learning and physical abilities, age, and social or economic classes. We respect the value of every member, and everyone is encouraged to share their unique perspective as an individual, not necessarily as a representative of any category.

This document is intended to be inclusive of everyone associated with the SPH including but not limited to Divisions, Centers, employee positions, education programs, and student level. Inclusion in the School of Public Health is the request to participate and contribute to the culture and development of SPH. Involvement creates a collaborative, supportive, and respectful environment that in turn increases the participation and contribution of all employees and students.

Goal Area 1. Learning Environment

Objective 1: Provide a supportive and nurturing learning environment to prepare students to collaborate with diverse communities in Nevada, regionally, the nation, and globally.

Measures:
   a. Plan and develop a short diversity and inclusion video to articulate SPH's vision, mission, and values as well as professional expectations to which students and faculty will be held (year 1).
      i. Video will be both welcoming and instructional to include student's diverse experiences, peer and faculty with student experiences.
      ii. Annually, screen diversity and inclusion video with every incoming student cohort during student orientation. This video will also be available to students through the MPH or Ph.D. student resource page where views will be monitored.
      iii. Each student will be required to confirm with his/her advisor that the material presented in the video has been viewed and understood.

   b. Every year provide a department orientation that explicates teaching expectations and resources for instructional support to all letter of appointment faculty and teaching assistants two weeks prior to the start of the semester or course being taught.

   c. Develop and pilot educational training on *inclusive excellence* for teaching faculty and teaching assistants from all SPH divisions and Centers. Training will be developed and piloted by the end of 2021.
      i. Training will cover microaggressions, cultural humility, tough conversations, and safety.
      ii. Confirmation of training completion will be provided and will be part of annual evaluations (ongoing).

      iii.   Training from other Colleges that include the above topics are acceptable for SPH.

d. The MPH practicum provides an important opportunity for students to gain real-life public health experience while serving the needs of the community. SPH will evaluate the needs of students and communities to ensure students are prepared to engage with communities in culturally sensitive and meaningful ways.

e. Require a diversity, equity, and inclusion statement as part of the planning/contract for MPH practicum for all MPH students.

Goal Area 2. Department climate

Objective 1: Foster and monitor a school climate that encourages diversity, inclusion, and critical discourse.

Measures:

a. Continue the annual cross-sectional climate survey for SPH student populations.

b. Foster an active student group that represents the SPH student body. This body will have a direct line to the SPH executive committee to make recommendations. Currently, the Public Health Club is an active body at the graduate level. A parallel club at the undergraduate level is needed. Additionally, these clubs will need support to develop and sustain a public health outreach and advocacy agenda.

c. Develop a faculty and staff policy or procedure to inform every SPH community member about the process of responding to a student complaint, (e.g., a student opens about an issue or a grievance). Including a checklist to be reported to the executive committee monthly/annually.

d. Develop "Diversity in Public Health" opportunities for a speaker series, listening sessions, presentation of public health research to encourage connections within and throughout the disciplines on campus.

e. Within two years, develop a Diversity, Equity, and Inclusion Officer position that will be at least part-time and part of SPH executive leadership.
      i.   Within 5-years, the DEI Officer position will become an Associate Dean position.

Objective 2: Transform SPH into a culturally respectful and sensory landscape to create a multicultural welcoming physical space.

Measures:

a. In year 1, develop multicultural health visualizations with narrative or audio explanations (e.g., murals, posters, wall colors, etc.) to be displayed within SPH buildings. Visualizations will be updated and rotated annually. The PH Club will offer significant input to reflect the student's perspective.

b. In year 1, display of country and state flags to demonstrate SPH national and international reach and commitment to working with diverse peoples. This could be a display that is part of health visualizations (a, above). An effort to include Indigenous symbols and flags will be a priority.

c. In year 1, translate the tagline "Making Health Happen" into Spanish, Paiute, Vietnamese, Tagalog, Korean, and diverse Chinese languages to display within SPH buildings. These language selections will widen depending on student and population change. Seek out collaborations with the different cultural departments and programs to include participation from their respective cultures.

    i. In year 1, add a "The SPH demonstrates its commitment to diversity by" section to the SPH website. In this section of the website, the efforts SPH makes to DEI will be highlighted. For example, links to scholarships, opportunities to participate in the SPH DEI committee, Diversity in Public Health speaker series, photos of the multicultural health visualizations, etc. and will include a student feature as a platform to share diverse experiences.

Goal Area 3. Recruitment and Retention

Objective 1: The college student population will reflect the diversity of the state and regional population. All students will be given equitable opportunities to be successful in their academic endeavors and plan for graduation.

Measures:

a. In year 1, collaborate with UNR undergraduate advisement to create outreach and recruitment events focused on specific populations in Nevada including secondary education students, transfer students from community colleges, and other institutions.

b. Annually assess recruitment initiatives to refine opportunities for recruitment at all program levels.

c. By year 2, work with the SPH development officer to secure funding for scholarships from donors that prioritize funding for students of color, first-generation, students raised in poverty, and otherwise historically underserved populations who pursue Public Health Practice, Social and Behavioral Health, Epidemiology, Biostatistics, Health Administration and Policy, and Kinesiology.

d. Continue providing resources to all students through the online Student Resource center.

Objective 2. Faculty recruits and hires will reflect the diversity of the SPH and University student population. Faculty will be mentored for retention and promotion across all demographics and SPH *tracks equally.*

Measures:
a. In year 1, create a list of traditional and non-traditional channels and events for faculty recruitment for each division/track (Public Health Practice, Social and Behavioral Health, Epidemiology, Biostatistics, Health Administration and Policy, and Kinesiology). The search committee chair will use these lists to post open positions.
   i. The Search Committee Coordination will include at least one member of the SPH DEI Committee until such time that it is overseen by the Associate Dean of DEI to ensure that the makeup of the search committees, job/position announcements, placement, and hiring practices follow the SPH commitment to DEI.
   ii. All recruitment and retention efforts will include the DEI Committee member and/or Associate Dean's input and guidance.

b. In year 1, develop two sets of diversity and inclusion diversity questions, one set for candidate screening and one set for final candidates. Once developed, these questions will be submitted to UNR human resources for approval and used for all SPH candidates.
   i. This activity will provide more effort in search processes to screen and hire people who value diversity and have those skills.

c. In the first year, implement a policy that offer letters for each new faculty will designate a senior faculty member for the new faculty to contact.

d. Within three to five years, develop a formal mentorship program to include any faculty willing to participate. The goal of the mentorship program is retention and developing a sense of belonging among faculty.
   i. As part of this initiative, mentors will be provided training on how to be a good mentor and how to mentor for diversity and inclusion.
   ii. SPH will identify other mentor programs on campus to adapt and adopt.

e. Develop a mentorship requirement to be incorporated into annual evaluation guidelines for full professors' evaluation. Requiring full professors to collaborate with new faculty

will increase research and publication production, in turn, will retain new faculty and foster a sense of belonging.

Objective 3: Establish internal and external collaborative interprofessional relationships that support diversity, equity, and inclusion.

Measures:

a. Collaborate with faculty in other departments and schools within the University to increase interdisciplinary research to increase opportunities for students at all levels.

b. Continue to seek out new relationships with local, national, and global health care institutions and organizations to foster inter-organizational partnerships. An increase in partnerships with the goal of new placements for student interns and recruitment of working professionals into the program as students.

c. Increase collaboration with local, national, and global professional public health organizations through our partner programs, student internships, and other programs.

d. Explore the opportunity of becoming a Hispanic Service Health professions school (HSHPS). This initiative will be led by the SPH executive leadership.

e. Support the development of programs across the University that center DEI, for example, an Indigenous Cultural Studies Department, Gender, Race, and Identity, College of Liberal Arts. Support includes cross-listing courses, developing courses that meet Silver Core objective 10, and seeking out joint appointment positions.

f. The President's Diversity, Equity and Inclusion Task Force (PDEITF) - the Dean-designated PDEITF for the Academic Units (AU) member will work closely with the UNR DEI office and the SPH DEI committee and/or the Associate Dean of DEI to ensure alignment with UNR goals for DEI.

g. By year 3, develop the formalized infrastructure for learning communities (LC). These peer-led groups of 8-12 members will be topic-based with the goals of building community, collaboration, and advancing DEI within SPH administration, teaching, scholarship, and service. All members of SPH will be invited to join topic-based LCs.
    i. Development of the LC process will begin in year 2. This includes research of LC development and best practices.

Updates to Action Plan August 31, 2021

Diversity and Inclusion Committee:

- Committee members were recruited including a member from each discipline, a student from each program, and a staff member.
- Meetings were held during the Spring Semester 2021 beginning February 23, 2021, including March 19, March 23, April 1, April 6, April 27, May 11.
- Meetings resume the week of September 6, 2021.
- Subcommittees
  - Multicultural Visualizations/Landscapes
  - Outreach: Website
  - Ad Hoc: Syllabus Subcommittee to create DEI Statement for syllabi
- Starting in April 2021, the DEI committee will have a seat on the SPH Executive Board and report committee progress regularly.
  - Attended bi-weekly executive board meetings to report progress
- The committee will remain responsible for this plan until:
  - a Diversity, Equity, and Inclusion Officer position is filled, OR
  - Associate Dean of Diversity, Equity, and Inclusion position is created and filled.

ACTION ITEM: Add an international student of any level to the committee.

Goal Area 1: Learning Environment

ACTION ITEM: Create the Welcoming Message video for distribution by Spring 2022 for all classes in SPH.

ACTION ITEM: Develop a process to ensure that all LOA and other lecturers/instructors have access to course materials for classes they will be teaching two weeks prior to the beginning of the semester.

Using a list of classes and instructors, enable access to required reading and other course materials.

ACTION ITEM: Develop training for *inclusive excellence* in the classroom to be reviewed bi-annually by all faculty/instructors/teaching staff.

ACTION ITEM: Create space on evaluations to confirm attendance to the *inclusive excellence* training as part of a commitment to DEI and its practices.

ACTION ITEM: Develop space on the academic advisor form to include confirmation that the Welcoming Video material presented has been viewed and understood by the student.

ACTION ITEM: Create a diversity, equity, and inclusion statement as part of the planning/contract requirement for MPH practicum for all MPH students.

ACTION ITEM: Develop a standard DEI statement for all syllabi.

Goal 2: Department Climate:

ACTION ITEM: Support the development of an SPH Student Caucus including the support of an undergraduate student SPH Club that works with the graduate student club. Caucus representatives will have direct access to the executive committee as needed.

ACTION ITEM: Develop a policy to inform all faculty/staff/instructors how to properly respond to a student complaint(s) which should include links to the policy and forms used to report complaints to the proper authority. To be included in the Welcoming video.

ACTION ITEM: Create a Subcommittee to provide opportunities for a speaker series, listening sessions, presentation of public health research to encourage connections within and throughout the UNR disciplines on campus during the academic year.

Goal 3: Recruitment and retention

ACTION ITEM: Develop a strategic plan to locate and obtain scholarship funding for specific groups of students.

ACTION ITEM: Gather a list of traditional and non-traditional channels and events for faculty recruitment for each division/track (Public Health Practice, Social and Behavioral Health, Epidemiology, Biostatistics, Health Administration and Policy, and Kinesiology) to use as the first level of recruitment by search committees.

ACTION ITEM: The subcommittee of the DEI Committee will develop two sets of diversity and inclusion diversity questions, one set for candidate screening and one set for final candidates, for use by all search committees.

ACTION ITEM: Each offer letter to a potential candidate will include the invitation of a current faculty/staff member randomly selected by position/rank equal to the candidate. Create a list of current faculty/staff who are willing to be part of the Welcome Wagon.

ACTION ITEM: Create a subcommittee to fully develop the mentoring program, establish the goals and desired outcomes, and manage the timelines for its inception.

UPDATED PROJECTED TIMELINE:

Year 1:

- Develop multicultural health visualizations with narrative or audio explanation.
- Display of country and state flags to demonstrate SPH national and international reach and commitment to working with diverse peoples.
- Translate tagline "Making health happen" into Spanish, Paiute, Vietnamese, Tagalog, Korean, and diverse Chinese languages and display within SPH buildings.
- Add to the SPH website "The SPH demonstrates its commitment to diversity by" section.
- Gather a list of traditional and non-traditional channels and events for faculty recruitment for each division/track (Public Health Practice, Social and Behavioral Health, Epidemiology, Biostatistics, Health Administration and Policy, and Kinesiology) to use as the first level of recruitment by search committees.
- The subcommittee of the DEI Committee will develop two sets of diversity and inclusion diversity questions, one set for candidate screening and one set for final candidates, for use by all search committees.
- Annual Climate Survey

Year 2:

- Develop a strategic plan to locate and obtain scholarship funding for specific groups of students.
- Create a subcommittee to fully develop the mentoring program, establish the goals and desired outcomes.
- Development of the Learning Communities (LC) process includes research of LC development and best practices.
- Annual Climate Survey
- Review Welcoming Video for updates
- Develop a Diversity, Equity, and Inclusion Officer position will be at least part-time and part of SPH executive leadership

Year 3:

- Develop the formalized infrastructure for learning communities
- Apply to become a Hispanic Service Health professions school (HSHPS)
- Annual climate survey
- Review Welcoming Video for updates

Within 5-years, the DEI Officer position will become an Associate Dean position.

VPAF Diversity and Inclusion Operational Action Plan

Division Overview

Administration and Finance (VPAF) encompasses a wide variety of support functions and essential operations at the university, including Business and Finance, Planning/Budget and Analysis, Human Resources, Facilities Services, Real Estate and University Police Services.

Inclusive excellence for VPAF is dependent on how well it values, engages and includes the rich diversity of students, staff, faculty, volunteers, community, and alumni constituents.

The following goals are established to make and measure progress on attributes that demonstrate the value, engagement and inclusion of the VPAF team members and the interactions with campus and community constituents.

Goal 1: Create a committee to help the division plan and measure/monitor Diversity, Equity and Inclusion.

Objective #1.1–Nominate individuals that wish to participate and identify stakeholders by March 1, 2021.

Objective #1.2 – Establish a schedule for regular meetings.

Objective #1.3– Draft and work with leadership to finalize a plan by September 1, 2021.

Objective #1.4– Create goals and measure progress on goals through May 2022

Measures/Performance Indicators:
- List of committee members; meeting notes in unr.box.edu folders; plan submitted to D & I Office; plan contents and progress tracked in meeting notes.

Goal 2: Diminish the perceptions and representations of a social hierarchy between Classified, Administrative Faculty and Academic Faculty by addressing perceived differences in communication levels, with a specific focus on Classified staff.

Objective #2.1– Reduce reliance on top down communication by identifying a communication model within VPAF that is successful in disseminating information to all employees by May 2022. Examples might be VP-level communicates campus-wide topics, AVP communicates divisional topics and managers communicate day-to-day implementation. Modes of communication should also be explored to include use of meetings, email, Teams and other modes that will successfully reach each employee.

Objective #2.2– Determine how employees can provide anonymous feedback/concerns or ask questions about University-wide initiatives (such as listening sessions) by January 2022.

Objective #2.3– Encourage individual employees to participate in committees, meetings and projects by sharing division-wide lists of opportunities by January 2022.

Measures/Performance Indicators:
- VPAF Communication Model that is shared by the VP with all employees; number of listening sessions and/or an anonymous survey collection tool; Get Involved" section on the HR website communicated to VPAF employees and related marketing data (number of views, etc.)

Goal 3: Take steps to build a culture of inclusive excellence in the work environment utilizing feedback from the climate survey. When faculty and staff feel included, the University is a place where students want to be.

Objective 3.1 – Define the elements of an inclusive employment environment for University of Nevada, Reno by using focus groups within VPAF by December 2021.

Objective 3.2 – Develop reference materials that educate employees on how to advance as Classified staff and Administrative Faculty by December 2021.

Objective 3.3 – Identify general responsibilities and expectations of supervisors in creating and maintaining an inclusive work environment by May 2022.

Objective 3.4 – Create a plan for supervisory training and support materials that includes actionable behaviors in creating an inclusive environment and improves consistency in the experience of employee that would be offered in the future by May 2022.

Measures/Performance Indicators:
- VPAF inclusive employment environment definition made public; number of knowledge base articles on website; written plan shared

Police Services Diversity and Inclusion Operational Action Plan

Mission Statement

To support the Nevada System of Higher Education through proactive community involvement, service, protection and trust.

Strategic Goals

Goal 1: Increase positive community exposure to University Police Officers through the development and implementation of at least 3 new community activities and/or social media events by June 2022.

Objective 1: Develop a committee to plan and implement community and social media engagement by October 1st.

Action Item 1: Committee will be formed by October 2021.

Action Item 2: Committee will meet bi-weekly to plan 2 months of community engagement.

Target 1: Implement a "[joke]" social media post each week for 6 weeks.

Target 2: Organize an officer scavenger hunt related to Officer's personal knowledge about the University.

Target 3: Drop-in workout classes with police chief and officers once a month. Advertised on social media.

Target 4: Create a quarterly newsletter or social media post that highlights at least two Officers through a personal bio.

Action Item 3: Committee will evaluate successes and failures.

Action Item 4: Highlight community engagement in public safety and protection and community involvement (M.S.)

Measures/Performance Indicators

- List of committee members submitted to Dr. Gordon Mora; number of events; number of social media posts shared; newsletter circulated
-

Goal 2: Focus on improving the work environment for women in Police Services by reviewing, evaluating, and clearly communicating maternity policies and FMLA, during and post pregnancy and/or adoption or placement.

Objective 1: Review current policy, incorporate state requirements, and solicit input from HR and police department members on what should be changed (specifically including when an officer should be pulled from full duty and how often employees should be given a lactation break).

Actions:
- Form committee by September 2021
- Meet with HR in October 2021
- Solicit input from department by October 31, 2021

Objective 2: Create and present a new maternity and family leave policy to command staff by 11/01/2021.

Measures/Performance Indicators:
- Completing a policy review and sharing research in Nevada box; Presentation to command staff; post policy for entire department

Goal 3: Create opportunities for civilian staff to be integrated with sworn officers as a single community.

Objective 1: Create a committee of civilian staff and sworn officers to meet and discuss issues between the two groups and foster integration.

Action Item1: Identify committee members and establish meeting date by 1 November.

Objective 2: Committee will meet quarterly to discuss upcoming trainings/ events, and plan for civilian staff to attend/ participate. First meeting will take place within the Fall 2021 semester.

Action Item 2: Encourage members of civilian staff to go on a ride along with sworn officers for patrol and court runs.

Action Item 3: Sworn officers go on a ride along with civilian staff to understand their role and duties in department.

Objective 3: Establish standard procedure for alternating staff to keep front office open, or for duty officer to take station calls so front office can be closed for training/ events. Procedure will be implemented by January of 2022.

Measures/Performance Indicators
- List of civilian committee members shared; meeting notes shared in NevadaBox; number of trainings; number of ride alongs; procedures established and shared.

Marketing and Communications Update on Efforts on Diversity, Equity, and Inclusion September 2021

- Coordinate "diversity in marketing" education for marketing and communications faculty and staff across campus.

  o Schedule an outside expert speaker to give a presentation to MAC Team members about diversity in marketing and communications - **In progress (we had a speaker scheduled in June that fell through) to be completed by Fall 2021**

  o Share all diversity events and initiatives in monthly MAC Meeting - **Ongoing**

- Collaborate on Presidential and campus-wide DEIA oriented communications, including formulating rapid social media responses.

  o Multiple video, web and communications support provided on key Presidential communications such as the US Immigration Policy, Atlanta shootings, George Floyd verdict, Commitment to DACA, etc. – **Ongoing**

  o Participate in Student Activism Working Group to develop the structure and procedures for a rapid social media response team – **In progress to be completed by August 2021**

- Develop a brand for the Office of Diversity and Inclusion, including redesign diversity webpages to increase visibility and traffic.

  o Creative support on tagline, identifier, and stationery **- Completed**
  o Design special Pride sponsorship logo - **Completed**
  o Optimize webpages and create new webpages as needed - **Ongoing**

- Ensure all University communications and imagery are accessible and reflective of the diverse culture and identities across campus.

  o Coordinated a 2021 diversity photoshoot and updated imagery across web and in collateral to reflect current diversity of student body - **completed**
  o Help coordinate "The Wolf Pack Way" banner campaign on campus to highlight diverse alumni from UNR – **Completed by August 2021**
  o Recruit a diverse mix of students to highlight in University videos - **Ongoing**
  o Regularly rotate images on homepage to reflect a diverse and inclusive environment - **Ongoing**

- Create an Inclusive Language Style Guide for University faculty and staff as a companion to the University brand style guide – **Completed by September 2021**

- Help create, brand, and promote University diversity campaigns.

  o Web, creative, and communications support for 2021 Diversity Summit - **Completed**
  o Web, creative, and communications support for "Dialogue, Equity, and Democracy" series - **Completed**
  o Web, creative, communications, and video support of "We the Pack" Microaggression video series - **Completed**

- Create a content strategy to highlight and celebrate underrepresented groups and groups that have or currently face discrimination.

- Manage an internal MarCom Theme calendar to promote activities, events, holidays, etc. centered around diversity - **Ongoing** – covered over a dozen so far)
- Design new Pride sponsorship identifier - **Completed**

- Increase support for University diversity, equity, and inclusion initiatives through focused *Nevada Today* content, hub pages, and Nevada Weekly roundups.

  - Meet with relevant University groups and discuss content opportunities for all major DEI Office recognized observances - **Completed**
  - Build landing pages/content hubs and supporting information architecture for select observances - **Completed**
  - Highlight observances in Nevada Weekly newsletter with relevant roundups - **Completed**
  - Include DEI stories each month in Nevada Today and/or NSights - **Ongoing**; published 7 blog posts and 22 stories so far)

- Develop a campaign to educate the University community on the purpose for and value of becoming a Hispanic Serving Institution. (Waiting on direction for a coordinated HSI specific campaign).

  - Created a Spanish version of "The Wolf Pack Way" - **Completed**
  - Coordinated TV and digital recruitment ads in Spanish - **Completed**
  - Redesigned and optimized key student webpages in Spanish - **Completed**
  - Developed campaign around Hispanic Heritage Month –**September 2021**
  - Serve on Alianza committee (Claudia Ortega-Lucas) and look for opportunities to promote Chicanx and Latinx students, faculty, events, and initiatives across campus as well as help with marketing material production in Spanish - **Ongoing**

- Send one team member to the annual NCORE conference to learn about and share current diversity-related ideas and initiatives – **Completed; sent eight team members to the virtual 2021 conference**

- Represent the MarCom department on the Hate & Bias Sub-Committee, as integrated to the Student Services' Student Activism working group – **Ongoing**

Division of Student Services
Diversity, Equity and Inclusion Strategic Plan
2020-2023

Division Mission Statement
The Division of Student Services exists to recruit, retain, and graduate students.

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

Objective 1: The Division will provide clear Diversity and Inclusion Key Terms and Definitions for all Student Services DEI initiatives, programs, etc. by February 2021.

Action Steps:

- *By December 2021, 75% of faculty and staff within Student Services will be able to locate the key terms and definitions and have integrated them into their work.*
- *By June 2022, 90% of faculty and staff within Student Services will be able to locate the key terms and definitions and have integrated them into their work.*
- *By February of each subsequent year, conduct an annual review of the key terms and definitions to ensure they remain aligned with NWCCU and national organizations.*

Objective 2: Each Department/Unit will develop individual DEI strategic plans by the end of Spring 2021.

Action Steps:

- *By Fall 2021, departments/units will directly connect their DEI plans to the Goals and Objectives contained in the Division DEI plan.*
- *By end of Spring 2022, departments/units will report on their progress toward incorporating into their plans the identification of resources allocated and/or needed to support developed goals and partnerships.*
- *By end of Spring 2022, departments/units plans will contain short and long-term goals. Progress toward short-term goals will be reported back by the end of Fall 2021. Progress toward long term goals will be reported back by end of Spring 2022.*

Objective 3: Establish a Student Services Diversity Committee (SSDC) with representation from each department.

Action Steps:

- *By end of Spring 2021, Student Services will form the Student Services Diversity Committee (SSDC). The SSDC will be responsible for compiling yearly academic year-end reports that include goals, accomplishments, and data concerning Diversity, Equity, and Inclusion efforts throughout Student Services.*
- *By end of Summer 2021, the Student Services Diversity Committee will develop a Diversity professional development series that will be implemented in Fall 2021. This series will achieve a participation rate of 65% throughout the Division over the course of the academic year and will include a participant evaluation completion process.*

Objective 4: The Division will begin to advance culturally appropriate and sensitive assessment methods that are socially just and utilize anti-racist data and student-centric survey methods.

Action Steps:

- *By end of Spring 2021, Persistence Research will develop a professional development workshop series that identifies culturally appropriate and sensitive assessment practices including examples of a wide variety of culturally appropriate and sensitive assessments, utilizing anti-racist data and student-centric survey methods.*
- *By Fall 2021, Persistence Research will develop a rubric or scorecard to assess the level of culturally appropriate and sensitive assessment plans developed by each department.*
- *By Spring 2022, 75% of department/unit assessment plans will incorporate statements identifying how they are using culturally appropriate and sensitive assessment methods.*

Objective 5: Departments/Units in Student Services will collaborate with each other and external partners to embrace a wider definition of diversity that discourages systemic discrimination and ableism, and encourages equity and inclusion.

Action Steps:

- *Beginning in Summer 2020, department/units will conduct bi-annual reviews of policies, procedures, and accessibility practices that have served to perpetuate systemic bias and create systemic barriers for student success*
- *By end of Fall 2020, departments/units will have identified the steps they are taking to end the systemic bias in the policies, procedures, and practices within their areas.*
- *By Summer 2021 (and each Summer thereafter), each Student Services department/unit will develop three goals that demonstrate and submit their collaboration efforts across Student Services or externally that illustrates the efforts it is taking to broaden equity and inclusion efforts and discourage systemic discrimination.*
- *By end of Fall 2021, departments/units will report on the progress they've made regarding their systemic bias elimination efforts.*

Objective 6: Each member of the Division will participate in a workshop series focused on Universal Design for Learning Practices.

Action Steps:

- *By May 2021, the Disability Resources Center (DRC) will develop a Universal Design for Learning Practices Series.*
- *By July 2021, 40% of the Division will have participated in the Universal Design for Learning Series.*
- *By December 2021, 75% of the Division will have participated in the Universal for Design Learning Series.*
- *By July 2022, 100% of the Division will have participated in the Universal Design for Learning Series.*

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

Objective 1: Recruit and enroll underrepresented undergraduate and graduate students utilizing partnerships, collaborations, and support for existing pathway programs.

Action Steps:

- *By Summer 2021, Student Services will organize a working group to review existing University pathway programs and implement best practices from across the nation.*
- *By Fall 2021, Enrollment Services and Records will determine a set of priorities that focus on the development of data-informed effective recruitment strategies in line with institutional efforts for minoritized populations.*
- *By Spring 2022, Enrollment Services will conduct a review of all recruitment activities and assign a specific target for success and utilize outcomes-oriented metrics to quantitatively define success.*
- *By Summer 2022, Enrollment Services in conjunction with other Student Services departments/units will develop activities that strengthen the University's link with ethnically diverse and rural school districts, familiarize high-school students with the University's opportunities and resources through on-campus programs.*
- *By 2023, increase enrollment of underrepresented populations to 50% of total undergraduate student enrollment.*

Objective 2: Develop action plans to address systemic barriers to the recruitment and retention of prospective and/or current students.

Action Steps:

- *By Fall 2021, departments/units will develop specific action plans contained in their DEI strategic plans that address systemic barriers in their areas to the recruitment and retention of prospective and/or current students.*
- *By end of Spring 2022, departments/units plans will summarize and report out on the short and long-term goals contained in their action plans.*
- *By Summer 2022, progress toward short-term goals will be reported back.*
- *By Fall 2022, progress toward long term goals will be reported back.*

Objective 3: Develop and assess engagement and retention initiatives that close the opportunity gap for minoritized, non-represented, and underrepresented campus student populations.

Action Steps:

- *By Summer 2021, Student Services will conduct an analysis of the number and types of programs and initiatives dedicated to supporting the recruitment and retention of minoritized, non-represented, and underrepresented student populations.*

- *By Summer 2021, Student Services in conjunction with ASUN will design and conduct a Housing and Food Insecurity survey that will be distributed to all students.*

- *By Fall 2021, Student Services will develop student affinity programs and spaces for groups that have low retention rates in order to increase sense of belonging and provide additional resources and support to these students. The retention rates of students participating in these programs and spaces would be tracked.*

- *By Summer 2022, Student Services will document and disseminate quantitative and qualitative evidence of the impact of these initiatives.*

Objective 4: Enhance students' ability to communicate with others across difference.

Action Steps:

- *By Fall 2021, departments/units in conjunction with Persistence Research will develop specific learning outcomes that include knowledge to communicate across difference; attitude towards interacting with diverse others; and skill as a ratio of low/high quality interactions. By Fall 2021, the Center for Student Engagement will continue to conduct Deliberative Dialogues at least twice per semester.*

- *By Spring, 2022, The Center for Student Engagement will conduct train the trainer sessions for Student Services faculty in order for them to facilitate Deliberative Dialogues with the students they work with directly.*

- *By Fall 2022, Student Services will develop an Intergroup Dialogue program for students to help them learn how to hold conversations around identity.*

- *By Summer 2023, a deliberative dialogue session will be incorporated into summer orientation.*

- *By Summer 2022, Student Services will develop a certificate program for students on how they can ensure their events, advertisements, work (writing, media, etc.) is ADA accessible.*

Objective 5: Develop and assess students' knowledge and skills around ethical decision-making, empathy, individual leadership, and personal accountability.

Action Steps:

- *By Spring 2022, departments/units in conjunction with Persistence Research will develop specific overall learning outcomes that include knowledge and skills around ethical decision-making, empathy, individual leadership, and personal accountability.*

- *By Spring 2022, departments/units holding events and programs that facilitate students' increased knowledge and skills around ethical decision making, empathy, individual leadership, or personal accountability will develop specific learning outcomes for each event and program.*

Goal Area 3 – Faculty/Staff Recruitment and Retention

Objective 1: Create a Recruitment and Retention Practices Committee to formulate best practices, resources and guidelines for the recruitment and onboarding of diverse faculty and staff.

Action Steps:

- *By the end of January 2021, Student Services will identify individuals across the division to serve on the Recruitment and Onboarding Practices Committee that meets quarterly.*

- *By Summer 2021, the Recruitment and Onboarding Practices Committee will have identified best practices and resources for individual functional areas and across the division related to the recruitment and onboarding of diverse faculty and staff.*

- *By Spring 2022, the Recruitment and Onboarding Practices Committee will share a final document to Student Services personnel describing expectations and guidelines for the recruitment and onboarding of diverse faculty and staff.*

- *By Summer 2022, the Recruitment and Onboarding Practices Committee will have developed a comprehensive assessment of the recruitment and onboarding experiences of candidates for positions (Classified and Administrative Faculty) across the Division.*

Objective 2: Annual Evaluations will utilize the ACPA/NASPA Competency Areas of Social Justice and Inclusion to help Student Services staff develop competencies in these two areas and will include a section documenting professional development including participating in sponsored Division wide DEI trainings and/or certifications.

Action Steps:

- *By Summer 2021, Student Services will use baseline indicators of the Social Justice and Inclusion competencies to help staff member's asses their level of knowledge, awareness, and skills.*

- *By Spring 2022, Student Services departments/units will establish yearly Social Justice and Inclusion goals for each staff member.*

- *By Spring 2022, departments/units will develop competency markers for individual staff that will be incorporated into the annual evaluation process.*

Objective 3: Develop a mentorship program that focuses on building relationships and connecting new and existing employees across diverse staff groups.

Action Steps:

- *By Spring 2021, a working group will develop the mentorship program.*

- *By Summer 2021, Student Services will launch the mentorship program.*

- *By Summer 2022, the mentorship program will utilize participation data and the evaluation of individual commitment through performance evaluation acknowledgement.*

Objective 4: Develop a system to assess faculty and staff experiences and determine changes needed to improve access and work culture.

Action Steps:

- *By end of Summer 2021, Student Services will organize a working group to review existing Divisional efforts for assessing work culture/climate and develop a new Division-wide system to be implemented by Spring 2022.*

- *By mid-Fall 2021, the working group in conjunction with Human Resources will develop a survey tool used across the Division. By beginning of Spring 2022, each department/unit director will have trained in the use of the tool and will begin the implementation of the periodic work culture/climate system.*

- *By Summer 2022, Student Services will develop an exit interview process for outgoing staff to learn more about their experiences and determine potential additional changes needed to improve access and work culture.*

University Libraries Diversity and Inclusion AY22 Operational Action Plan

University Libraries Mission & Vision

In support of the University mission to advance teaching, research, student learning, and community engagement, the University Libraries embrace intellectual inquiry and innovation, nurture the production of new knowledge, and foster excellence in education through scholarly resources, active learning environments, cutting-edge technology, and exceptional service.

The University Libraries aspire to be partners in the scholarly and creative achievements of students, faculty, and staff, leaders in the academic library community, and contributors in the University's efforts to become nationally known for academic excellence and positive community impacts.

Mission Statement of the Libraries Equity, Diversity & Inclusion Committee

The Equity, Diversity & Inclusion Committee focuses on building and sustaining a healthy organizational culture, providing inclusive services to our campus community and collaborating with campus partners in DEI efforts. We are committed to:

- Diversity: Advocating for the importance and positive impact of diversity in the Libraries staff, collections, exhibits, services and spaces.
- Equity: Meeting people where they are and working toward equitable policies and practices of fairness, justice, equal access, and equal opportunity for all people.
- Inclusion: Helping lead the Libraries to a place where differences are welcome, different perspectives are respectfully heard and where every individual is valued and feels a sense of belonging.

This committee provides a forum for library employees to participate and collaborate in equity, diversity, and inclusion efforts, including:

- Cultivating inclusive learning environments that accelerate self-agency through outreach, programs, events and services responsive to patron needs.
- Co-creating an atmosphere that attracts and retains talent from diverse applicant pools.

AY21 Accomplishments

Goal area 1 – Strategic Plan for Equity, Diversity, and Inclusion

- Initial draft of a detailed EDI Strategic Plan was submitted to Libraries Dean Ray, reflecting a long-term vision and actionable goals in support of Libraries, campus and organizational priorities. Revised final plan to be completed by May 2022 based on the new direction and guidance of Dean Cardwell.

Goal area 2.2 – Programming
- Continued to use Wikipedia edit-a-thons to expand collective activities designed to address gender and racial biases while facilitating the creation of content by underrepresented groups. April 21, 2021 UNR JEDI Wikipedia Edit-A-Thon partnered with faculty and graduate students in the Department of Ecology (new collaboration); focus was on pages for women scientists and scientists of color. Participants: 31; Edited Articles: 12: Content added: 3,000+ words; 43 citations.

Goal area 3 - Spaces and Places
- Conducted IRB-sanctioned research on *Library Spaces and First-Generation Students* through Spring 2021 survey and April-July focused interviews. Analysis is underway to determine if students feel culturally welcomed and that they belong within the physical spaces of the University Libraries. AY22 Goal is to identify actionable and measurable recommendations to improve Library Spaces. AY23 publication goal.
- Identified potential space within the Mathewson-IGT Knowledge Center for a student-use Lactation Quiet Room, in partnership with Committee on the Status of Women, Campus Facilities Planning and Libraries Building Operations. Plans were submitted to campus administration; on-hold pending funding.

Goal Area 5 – Library Collections
- Partnered with major book vendor (GOBI) to identify Diversity Award book categories that would strengthen the collection in areas of equity, diversity and social justice.

AY22 Goal Areas
1. Strategic Plan for Equity, Diversity, and Inclusion
2. Programming
3. Spaces and Places
4. Inclusive Personnel Recruitment and Retention
5. Collections

Objective 1.1: Craft and adopt a Libraries Diversity Statement, reflecting a goal of Inclusive Excellence throughout the organization.

Objective 1.2: Create and adopt an EDI Strategic Plan reflecting a long-term vision and actionable goals in support of Libraries, campus and organizational priorities.

Measures/Performance Indicators:
- 1A. Submit a final EDI Strategic Plan to Libraries Administration for approval.
  Assigned to: EDI Committee. Timeline: May 2022.
- 1B. Assign responsibility and create a timeline with milestones for each segment of the Strategic Plan.
- 1C. EDI Committee to coordinate and record progress updates each semester.

Goal area 2 - Programming

Objective 2.1: Incorporate EDI into Libraries programming and outreach efforts.

- *Action item 2.1.1:* Inventory Libraries departments and committees for existing and planned programs and initiatives, and work with them to incorporate EDI into their work.
  - Assigned to: EDI Committee.
  - Timeline: May 2022 (initial inventory).
  - Example – Outreach Committee Book Displays. Curated displays of traditional print and/or eBooks to incorporate representational months and/or to thoughtfully include EDI perspectives, regardless of display theme.
- Objective 2.2: Develop EDI-focused programming and outreach initiatives.
  - *Action item 2.2.1:* Use programs such as the Wikipedia edit-a-thons to expand collective activities designed to address gender and racial biases while facilitating the creation of content by underrepresented groups.
    - Timeline: ongoing.
    - Note: Past Wikipedia edit-a-thons have focused on Black History, Women of Nevada/Women's History, and Women Scientists and Scientists of Color.
  - Objective 2.3: Seek additional campus and community programming partners.
    - 2.3.1: Timeline: (ongoing).

Measures/Performance Indicators:
- 2A. Number of events
- 2B. Number of participants
- 2C. Number of new and/or continuing partners
- 2D. Documented course integration and instructor/student feedback
- 2E. Post-event assessment (TBD)

Goal area 3 - Spaces and Places

Objective 3.1: Identify areas of change based on evidence-based findings

- *Action item 3.1.1:* Complete analysis and publish results on *Library Spaces and First-Generation Students* research. Analysis is to determine if students feel culturally welcomed and that they belong within the physical spaces of the University Libraries, and to identify actionable and measurable recommendations to improve Library Spaces.
  - Assigned to: EDI Committee.
  - Completed: Survey, 100 responses; Individual Interviews; 9 completed
  - Timeline*:* Analysis and publication draft, AY22.
- *Action item 3.1.2:* Facilitate a Library Space Audit with participation from Libraries committees (*e.g.,* Onsite User Experiences; Exhibits; Outreach) and departments/units.
  - Assigned to: EDI Committee.
  - Timeline: AY22.

Objective 3.2: Land Acknowledgment

- *Action item 3.2.1:* Monitor and support campus direction for formal Land Acknowledgement.

- *Action item 3.2.2:* Encourage Libraries staff to include a Land Acknowledgement in Sig files and at presentations.
  - Assigned to: EDI Committee. Timeline: *In progress.*
  - Measures/Performance Indicators: Staff adoption and display of land acknowledgement

Objective 3.3: Lactation and Quiet Spaces; support of campus efforts to offer additional facilities

- *Action item 3.3.1:* Identified potential space within the Mathewson-IGT Knowledge Center; await funding to move forward.
  - Partner with Committee on the Status of Women, Campus Facilities Planning and Libraries Building Operations. The identified space will be conveniently accessible to students and others in need of appropriate space for lactation and other private needs.
  - Assigned to: Associate Dean Kopecky.
  - Timeline: AY22
    Measure/Performance Indicator(s): New space(s) by 2023

Goal area 4 – Inclusive Personnel Recruitment and Retention (2022-2023)

Objective 4.1: With Libraries HR officer, review recruitment and retention processes to assess inadvertent or implicit biases and attract candidates from underrepresented groups, including processes and procedures for student employees.
- Assigned to: Mary Martini (HR Liaison); Heather Damonte (Assistant to the Dean).
- Timeline: May 2022 for initial review and recommendation.

Objective 4.2: Retain employees from underrepresented groups after the hiring process.
- Assigned to: Mary Martini (HR Liaison); Heather Damonte (Assistant to the Dean).
- Timeline: AY22 retention report.

Goal Area 5 – Library Collections
Objective 5.1: Assess acquisition practices for print and e-format collections to identify resource gaps for the study or representation of diversity, equity and inclusion.
- Action item 5.1.1: Continue review of GOBI Approval Plan profile; make recommendations while considering curricular needs, fiscal constraints, and Subject Liaison expertise and input.
- Assigned to: Associate Dean Kopecky
- Timeline: May 2022/ongoing
- Measures/Performance Indicators: Profile data (pre/post)

Future Plans

Spaces and Places: Encourage Libraries units to develop EDI statements specific to their unit.

Research Agenda: Identify literature and research gaps regarding academic libraries' equity and inclusion. Provide training and resources on ethical, equitable, and inclusive research practices; share resources with campus and professional communities.
#

Office of Information Technology

Diversity, Equity, and Inclusion Operational Action Plan

September 2021

The Office of Information Technology (OIT) recognizes that we are part of a world of great diversity – gender, race, culture, age, sexual orientation, abilities, skills, experience, values, and aspirations. We are committed to being an inclusive organization where all employees are empowered, valued, respected, and engaged. For this purpose, we will:

- Actively pursue a highly qualified and diverse workforce.
- Encourage diverse ideas, perspectives, and points of view.
- Establish a work environment that respects and embraces diversity.
- Serve and engage with the diverse local community, encouraging innovation and collaboration.

These commitments enable us to reach our full potential, fueling innovation and connection with our employees, the University, and communities we serve.

Goal Area 1: Use inclusive language, imagery, and voices in all communications for OIT including emails, website materials, printed materials, social media, and presentations.

Objective 1: Rework the strategic directions of OIT to include DEI.
Action Steps:

The OIT DEI TF members will:

- Review current OIT and University Core Theme Alignment. Rewrite or modify to include DEI language and goals.
- Review OIT Strategic Directions. Rewrite or modify to include DEI language and goals.
- Send recommendations to OIT Directors group.
- Send changes to modify the website and internal documents to the Communications Specialist once approved. Distribute to all OIT division employees.

Objective 2: Encourage all members of the OIT division to think in a more empathetic way that ties DEI into our everyday processes.
Action steps:

- A working group will distribute a list of resources that covers what to look for in content related to DEI. The working group will be available as an editing team via a listserv for content creators to check for DEI as part of the editing process for all new materials as requested (perform a DEI check similar to a grammar check on all emails, communications, etc.).
- Departments will check their existing materials for DEI – website, publications, emails, guides, etc. and make changes where necessary as they come across any issues.

Goal Area 2: Expand DEI internal education and resources for OIT division employees.

Objective 1: Create a platform to share DEI information with OIT.
Action steps:

- The OIT DEI TF will survey OIT division employees to determine an appropriate platform on which to share information within the division.
- Share and post resources on a regular basis (every month) to create a reference and resource library that includes items like books and articles related to DEI. All OIT division employees are welcome to post to this platform, but the final responsibility of posting at least one resource will rotate monthly among OIT DEI TF members.

Objective 2: Facilitate events that incorporate DEI education and discussion.
 Action steps:

- Include DEI information and events in the OIT newsletter by looking at the University's calendar and looking at local event calendars for DEI events to share. The Communications Specialist for OIT will put these items into the newsletter. The DEI TF committee members are encouraged to find and share resources as suggestions of what to include.
- Find guest speakers who can speak to technology and diversity at least twice a year. Host these events and open them to all distributed IT employees. DEI TF committee members will all work to find and suggest speakers to come and give these presentations. The Communications Specialist will organize the presentation event.
- Create open discussions around DEI topics for the OIT division. DEI TF committee members will all work to find and suggest speakers, resources, and topics as discussion points. The Communications Specialist will organize the materials to distribute and will organize the meeting for OIT division employees to discuss.

Objective 3: Encourage DEI training for OIT division employees.
Action steps:

A working group will:

- Seek out current University training resources through HR. The working group will share the resources with OIT leadership (directors and managers) to facilitate leadership's awareness and use of these resources with OIT division employees.
- Educate the OIT division about digital accessibility to make people aware of accessibility issues, the importance of inclusivity, and how to make sure their work is accessible through workshops and Tech Talks.
- Find outside community resources and share with the OIT division employees.

Goal Area 3: Expand diversity in hiring student workers, staff, and faculty.

Objective 1: Create a mentorship program that encourages OIT division employees to act as mentors to help young people in the community to get them acquainted with IT. This program should focus on helping young people who may not otherwise consider IT as a career path.
Action steps:

- Create a mentorship committee comprised of OIT and distributed IT employees.
- That committee will establish guidelines including time commitment to be a mentor.
  - Talk to Dave Shintani and someone from The Center to discuss possibilities.
- Recruit OIT division and distributed employees who might be interested in the mentorship program.
- Market the program around campus and to local high schools, community youth programs, etc. (The OIT Communications Specialist can assist with creating recruitment materials and contacting potential mentorship partners. Other division communications specialists can also assist if a distributed IT employee is on the committee and their specialist is interested in helping.)
- Run the mentorship program and solicit feedback from participants to improve the program in future years.

Objective 2: Expand diversity in student workers.
Action steps:

- Promote open positions to student clubs on campus and to DRC students.
- Review language used in recruitment to be in line with University DEI.
- Contact the student news outlets if the outlets have job posting opportunities.

Objective 3: Expand diversity in OIT division employees.

Action steps:

- The OIT DEI TF committee will review the Placement Goals Summary yearly to use it as a tool to inform hiring decisions, expand hiring pools, and inform where to post job opportunities.
- Review the places that jobs are posted to help diversify the pool of applicants keeping in mind the Placement Goals Summary for the year.
- The search coordinator will contact the working group when a new search is coming up. The working group will develop a list of places to post job opportunities that will encourage or inform a wider audience of applicants.
- When working with applicants during the interview process, the search committee coordinator will invite a member of the working group to contact the applicants regarding DEI. The member of the working group can share the Diversity Committees and Affinity Groups webpage, and other diversity groups within the Reno/Tahoe area, with the applicants and encourage them to learn about those and get involved. This is intended to make the applicant feel included and know they have a place, a voice, and respect here at the University. The working group member will try to arrange meetings between the applicants and representatives from those groups if interested.

UNR Med Strategic Plan Table for Faculty Diversity and Inclusion

UNR Med Diversity Statement

UNR Med recognizes that diversity promotes excellence in education, research and health care. Our school is an inclusive and engaged community and recognizes the added value that students, faculty and staff from different backgrounds bring to the educational experience. We strive to develop culturally competent graduates to care for the residents of Nevada and the nation.

ODI Mission Statement

To advance diversity initiatives and policies in order to promote access and equity throughout our institution. We foster shared commitment to a culture of diversity and an inclusive environment to support the success of our students, faculty, staff, and surrounding community.

Faculty Diversity and Inclusion Goals

1. Culture and Climate: Enhance a culture of inclusivity that welcomes and values diversity
2. Faculty Recruitment and Retention: Recruit and retain faculty and senior administrative staff from diverse backgrounds
3. Faculty Pipelines: Identify and attract individuals from diverse backgrounds to careers in science and academic medicine
4. Professional Development and Advancement: Provide faculty development to individuals from diverse backgrounds to nurture career advancement and promotion
5. Research and Scholarship: Develop and promote research and scholarly activities related to diversity and healthy communities
6. Training: Develop/expand training in diversity-related topics for faculty/departments, UME curriculum, and GME curriculum

Culture & Climate

Objective	Activity	Metric
Widely communicate UNR Med's core values and goals related to diversity and inclusion	Annual meetings between ODI and Dept Chairs and Unit Directors to discuss DEI	100% of departments/units will engage in these meetings with faculty/staff from the Office of Diversity and Inclusion and/or members of the Council on Diversity Initiatives (or SP Director)
	Each department / Unit sets D&I goals	Each department/unit will have at least one goal related to diversity and one goal related to inclusion every year (preferably in support of UNR Med Strategic Plan priorities and culture initiatives), and will report on progress of these goals in their annual department report to the Dean
	Diversity training during onboarding/ orientation	100% of new faculty and staff will receive diversity-related orientation content
	Coordination with Advancement and Engagement department to regularly highlight diversity initiatives and programs at UNR Med	Representative from Advancement and Engagement is a member of Council on Diversity Initiatives (CDI)
	Ensure that individuals from all backgrounds feel welcomed, included, and valued	Climate surveys (CDI, Standpoint, Dennison) performed every 1-3 years indicate that faculty are satisfied with UNR's efforts around diversity and inclusion, and that they feel valued for their contributions

Objective	Activity	Metric
Recognize the role of diversity as a bedrock of excellence	Disseminate results of climate surveys on diversity and inclusion	Offering data dialogues when data are released (may want to publish on intranet)
	Ensure that diversity values and goals are considered in UNR Med operating practices	Associate Dean of Diversity and Inclusion is a voting member of Med Executive Committee
	Annual faculty citizenship reports include value for activities related to promotion of diversity and inclusion	Faculty report adequate efforts
	Annual department/unit reports include value for activities related to promotion of diversity and inclusion	Progress on goals will be reported in Annual Department Reports to the Dean and chairs will meet all goals
	Honor those at UNR Med who reflect and promote diversity and inclusion	EDEI Awards for faculty/staff and learners
AAMC pilot of Foundation Principles of Inclusive Excellence (FPIE) initiative	FPIE assessments will lead to action plans for participating units/departments	Number of workshops given and outcomes on goals generated in workshops
Diversity initiatives will be integrated under the umbrella of the Council on Diversity Initiatives to increase effectiveness	CDI meets regularly, with ongoing development and review of initiatives and data	Meetings at least 6 (usually 12) times a year

Faculty Recruitment and Retention

Objective	Activity	Metric
Recruit and hire individuals representing MBDGs for faculty positions	Diversity/Implicit Bias training for search committees	100% of search committee members will participate in the training on diversity and unconscious bias
	Implementing best practices through use of Diversity Checklist (DCL)	DCL will be monitored by the Office of Professional Recruitment for adherence to the policy and required checklist items will have 100% compliance EEO reports will be monitored at each stage in the hiring process to ensure diversity in the candidate pool
Recruit and hire individuals representing our Mission-Based Diversity Groups (MBDGs) for senior administrative staff positions	The Standing Search Committee (SSC) will constitute the core of each search committee for leadership positions. The SSC utilizes best practices from the literature to promote diversity at each stage of the hiring process.	DCL will be monitored by the Office of Professional Recruitment for adherence to the policy and required checklist items will have 100% compliance EEO reports will be monitored at each stage in the hiring process to ensure diversity in the candidate pool
Participate in AAMC's Holistic Approach to Faculty Recruitment and Retention in Academic Medicine pilot	Implement AAMC's toolkit with SSC and participating departments/units. A Faculty Holistic Review (FHR) Implementation Team at UNR Med will adopt best practices more broadly at UNR Med.	Number of departments/units adopting FHR practices; diversity of applicants, interviews, hires; implementation checklist
Create expectations for leaders to be agents of change to promote	Department Chairs include data on recruitment and retention in annual department reports	Annual reports for faculty, staff, and Chairs will include at least one goal

diversity in recruitment and retention		related to promoting diversity and one goal related to advancing inclusion
Assess needs and respond to opportunities to strengthen the retention of diverse faculty	ODI and the Office of Faculty (OF) will conduct regular assessments of reasons that maintain retention of current faculty from MBDGs, and develop programming to strengthen those reasons	Joy in Work Study is being carried out in OF in 2020 to help understand reasons for retention. Themes will be identified and used in culture planning to improve retention. May do stay interviews in the future
	ODI and OF/HR will conduct faculty exit interviews to identify barriers around faculty retention and develop initiatives to address those barriers	100% of faculty who leave UNR Med will be offered an exit survey and interview
	ODI will communicate diversity resources and initiatives during faculty and staff onboarding and orientation sessions	100% of new faculty and staff receive info/training during onboarding
Provide regular opportunities for faculty, staff, and students to discuss issues related to diversity and inclusion at UNR med and in health care	Diversity Dialogues	DD held monthly and attendance monitored
Provide opportunities for faculty and students from MBDGs to connect	Affinity groups, like GWIMS, LMSA, APAMSA, MPSA, Rural SIG, Women in Medicine	Affinity groups remain active, with at least one meeting per semester

Faculty Pipelines

Objective	Activity	Metric
Create external pipelines and partnerships to attract and recruit faculty from MBDGs	OPR will contact these prospective applicants early in the completion of their programs to discuss the benefits of careers in academic medicine and match their interests with available opportunities at UNR Med	Number of outreach contacts
	Using Workforce Diversity Champions (WDCs) develop relationships (and eventually pipelines) with Historically Black Colleges and Universities (HBCU), Hispanic Serving Institutions (HSIs) and Minority Serving Institutions (MSIs) with residency and graduate programs	Number of visits with residents from HBCUs/HSIs/MSIs Number of applicants from these institutions
Educationally underserved/rural pipelines and incentives	Create opportunities for students to shadow and work in rural fields to encourage careers in rural medicine Partnership/pipeline with 3R Net to recruit rural faculty Attend rural annual events to recruit	OPR
Create pipelines and partnerships with medical schools, residency and fellowship programs at UNR Med and at other	Work with UNR Med graduate medical education programs to develop strategies for increased diversity in residents and fellows	GME Director and Workforce Diversity Champion to attend Student National Medical Association (SNMA) conference to recruit medical students to UNR Med residency programs

universities to identify, attract, and support students from MBDGs to establish careers in academic medicine		OPR Recruiter to attend National Hispanic Medical Association (NHMA) annual conference with table to recruit Create Nevada chapter of NHMA Internal Medicine Residency has implemented Holistic Review practices to interview, evaluate and rank applicants for residency at UNR Med Family Medicine Residency has implemented asking all applicants for residency questions related to competence and background in diversity during interviews

Professional Development and Advancement

Objective	Activity	Metric
Broaden the pipeline to enhance faculty development programs focusing on the transition from junior to senior faculty and leadership	Leadership training modules offered through Leadership Development Academy (LDA)	Number of MBDG faculty participating in LDA offerings
Increase MBDG participation in faculty development and leadership opportunities	OF will target individuals from MBDGs at the assistant professor level to participate in programming aimed at helping them to advance to the associate professor level, and associate level to full professor level. OF will also target MBDG faculty for leadership development through AAMC programs.	Number of MBDG faculty participating in programming (internal and AAMC offerings) Amount spent on MBDG faculty development
Assess and address faculty development needs for MBDG faculty	ODI and the Office of Faculty (OF) will conduct regular assessments of needs for faculty development and develop programming in response to those needs	Needs of MBDG versus non-MBDG faculty do not differ significantly and if they do, needs are addressed with appropriate programming
Reduce disparities in advancement for MBDG faculty	ODI and OF will analyze current trends in promotion for faculty to identify any possible inequities in promotion and tenure trends for diverse faculty, will inquire as to the barriers around advancement, and will develop programs to address these barriers (i.e., GWIMS activities)	No significant differences between MBDG and non-MBDG faculty in promotion

Research and Scholarship

Objective	Activity	Metric
Increase research and scholarly activity related to diversity and healthy communities	Written into new job descriptions of Associate Dean of Clinical Research and Associate Dean of Biomedical Research	Number of studies and scholarly work addressing DEI – ask ADCR and ADBR
Increase number of MBDG students and Residents working on research projects through grants and mentoring programs	Office of Medical Research to write R25 grant to fund additional research opportunities for students and we will actively recruit students from MBDGs to participate	OMR
Continue to advance research on implicit bias through the work of the Implicit Bias Research Program (IBRG) workgroup	The IBRG workgroup will continue to refine the Implicit Relational Assessment Procedure (IRAP)	UNR Med students, faculty, staff take the IRAP
	The IBRG workgroup will continue to develop curricular content on identifying and managing implicit bias, currently being piloted with UME students	Content woven into the curriculum and evaluated
	The IBRG workgroup will assess the effectiveness of training on implicit bias for search committees	Increased diversity of applicants, interviews, and hires after the training
	The IBRG workgroup is working with Admissions and Student Affairs at UNR Med and in the PA Program, as well as with GME, to deliver and assess training for admissions committees on implicit bias	Increased diversity of applicants, interviews, and offers after the training

Expand Trainings/Curricula in Diversity

Objective	Activity	Metric
Develop and deliver diversity-related trainings for faculty and departments/units	Diversity Health Series Inclusive Medicine Series Microaggressions and Bystander Intervention Training Implicit Bias and HCD Training Safe Zone Training	Number of trainings offered each year
Expand UME Curriculum	Expand Year 2 curriculum	ACTraining modules addressing bias against patients has been developed and launched in AY 2019-2020
	Develop Clerkship offerings	# hours content in OB/GYN and Psychiatry Clerkships
	Analyze Year 1&2 weekly cases for diversity	Monitor reinforcement of stereotypes, create opportunities to add diversity-related issues to allow for self-directed student learning through case questions)
	Develop cultural humility curriculum in Medical Spanish elective, drawing upon principles of ACTraining for patient care	2-3 online interactive modules developed and assess impact
Develop GME Curriculum	Create list of topics for residency directors to choose trainings and develop that content	# trainings offered in each residency

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