1. Introduction

The Office of Admissions and Records is, in many ways, the gateway for students to achieving their academic goals. Admissions and Records facilitates policy development and interpretation, curriculum approval, class schedule, and enrollment management. The Office is responsible for maintaining the processes, documentation, and systems that manage admissions, enrollment, student records and degree certification/conferrals while ensuring compliance with federal/state regulation, Nevada System of Higher Education policy (NSHE), National Collegiate Athletic Association (NCAA) player eligibility, and Northwest Commission on Colleges and Universities (NWCCU) accreditation.

System management is at the core of operations within Admissions and Records. The department serves as the primary functional managers of the Peoplesoft/MyNevada student information system as well as stewards of student data for accuracy and privacy. Admissions and Records also manages the system and workflow for the curriculum approval process and University Catalog publishing, as well as software to maintain and publish transfer agreements and course equivalencies.

The office processes over 130,000 individual documents submitted each year as well as processing/maintaining records for the entire student body:
- 7,555 applications for in-state resident tuition
- 26,461 applications for admission
- 5,337 transfer in transcripts articulated
- 741,200 individual grades
- 20,261 class sections
- 5,796 course substitutions, requirement changes and degree requirement waivers
- 3,142 degrees processed and diplomas sent out
- Approximately 18,000 transcripts produced

While much of the office functions are transactional, Admissions and Records is also in a unique position to provide insight into where students struggle and what improvements can be made to still achieve compliance and university goals. There also can be latitude in professional judgement decisions, appeal education, form development, policy communication and other areas.

2. Department Foundation

a. *Department Mission*
Support the University mission by modeling the highest standards in providing exemplary service to the University's students, faculty, staff, alumni, and

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

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

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

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

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

   i. *Goal Area 1: Education for Diversity, Equity, and Inclusion*
   A. Develop internal departmental web location for DEI Key Terms and Definitions, Strategic Planning, Trainings, and Educational Materials
   B. Identify online and free training opportunities for staff through professional organizations, university and student services resources, and other industry providers

   ii. *Goal Area 2: Student Recruitment, Access, Engagement, and Retention*
   A. Establish, implement, and support team for NSHE Native America Fee Waiver
   B. Review and redesign of student academic forgiveness policies. In collaboration with academic leadership, Faculty Senate, and ASUN, review, update, and reframe academic policies to support students who may have fallen behind with academics with an emphasis on inclusion. Studies have shown that student academic achievement, specifically through the pandemic and moves to remote learning, has been disproportionately impacted when looking at race, economic, and geographical factors. Policies such

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

C. Redesign Math and English Placement through an equity lens. As ACT/SAT are proven to be discriminatory measures of academic preparation, we can we minimize their negative impact to certain groups. Current alternative placement methods (AccuPlacer/ALEKS and writing portfolios) provide options, but also come with an additional financial cost which can be a barrier.

D. Design and Implement usage of Gender Identity/Preferred Pronouns. Students do not always fit neatly into a gender box of male/female. Because PeopleSoft was developed based around regulatory standards, the legal gender is needed and for federal reporting reasons must remain stable. Although we have restricted release of gender, there are times when it is required and must be tracked as such. This is not inclusive and needs to be expanded to recognize fluid student identity.

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

A. Ensure Admissions and Records staff are including ACPA/NASPA Competency Areas of Social Justice and Inclusion in annual evaluations

B. Ensure that all job descriptions for searches include DEI foundations in announcements, descriptions, and job duties.

b. Describe progress towards each

i. *Goal Area I – Education for Diversity, Equity, and Inclusion*

A. In Summer of 2021, Admissions and Records identified TEAMS as a central location to share DEI Key Terms and Definitions, Strategic Planning, Trainings and Educational Materials. This has been implemented.

B. In Summer of 2021, a small team was developed to review and share educational opportunities available as well as encourage staff to take advantage of them. Announcements were made during regular staff meetings as a standing item.

ii. *Goal Area 2 – Student Recruitment, Access, Engagement, and Retention*

A. In Summer of 2021, an enrollment support team for the Native American Student Waiver was developed with a member from Admissions and Records, Financial Aid, Cashier, and The Center. By designating The Center member as the key communication with the student and the enrollment services team working in the background, the University simplifies and ensure accurate information to these students through a complicated policy. This

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

B. In Fall of 2021, several new DEI supportive academic policies were implemented through collaboration between Admissions and Records, Academic Advising, Provost, Faculty Senate and ASUN.
   a. Expanded grade replacement policy from 15 credits to 30 credits as well as inclusion of upper-division classes
   b. Discontinuation of probation policy and development of academic recovery program with supports and dismissal based on term academic performance rather than solely cumulative which may take more time to bring up to good standing.
   c. Return from dismissal approval developed from quantitative measures so students know what to expect and goals to meet to return to the university.

C. In 2021-2022, the University formalized many of the steps moving away from utilizing ACT/SAT scores for Math and English placement in favor of more accessible and equitable measures.
   a. Math – Admissions and Records supported the Provost Office to underwrite the cost of ALEKS for students to eliminate cost barrier for lower income students.
   b. Math – Admissions and Records collaborated with academic and student services to develop and implement expansion on a beta project for placement surrounding high school GPA and high school math class performance. This approach has been accepted and formalized within the University Catalog.
   c. English – Admissions and Records collaborated with Core Writing and academic leadership to implement guided placement where students take a free online survey to guide the appropriate enrollment level.

D. In 2021 – 2022, movement towards implementing a system to gather and share Preferred Pronouns, sexual orientation, and gender identity has continued. Admissions and Records has heavily advocated urgency to implement and share this data with other NSHE institutions as a vital part of the student identity. These will be included with other biodemographic information that moves between institutions as a student moves.
   a. Admissions and Records worked with NSHE and statewide registrars to establish need for fields in addition to legal gender – gender identity, sexual orientation, and personal pronouns

        b. Admissions and Records collaborated with Peoplesoft Technical Team to identify and test fields for storage and student update.

        c. An agreement with NSHE central staff, institutional registrars, and Campus Solutions Governance group to implement these fields was established.

        d. Admissions and Records began ensuring other campus systems are ready to accept new fields once implemented. Agreement from WolfCard, WebCampus, and Navigate managers to recognize Gender Identify and Preferred Pronouns is secured.

        e. Registrar met with Diversity and Equity leadership to begin conversation on defined values as well as needed education surrounding Preferred Pronouns.

iii. *Goal Area 3: Faculty/Staff Recruitment and Retention*
    A. In Fall 2021, all Admissions and Records staff included ACPA/NASPA Competency Areas of Social Justice and Inclusion and the Student Services Division in their goals within their annual evaluation.
    B. In 2021-2022, all job descriptions for searches included DEI foundations in announcements, descriptions, and job duties.

4. **Student Services Admissions and Records Diversity, Equity, and Inclusion Plan Summary for 2022-2023**

    a. ***Admissions and Records 2022-2023 DEI Annual Plan Summary***

      i. *Goal Area 1: Education for Diversity, Equity, and Inclusion*
        A. Ensure staff have opportunity to partake in DEI training and education offerings. Establish shared calendar within Admissions and Records of AACRAO, Student Services, University Experts, and other online professional resources.
        B. Collaborate with NSHE Registrars, Student Services departments, Provost Office, and student leadership to identify and address key policies and practices that support systemic bias and discrimination.

      ii. *Goal Area 2: Student Recruitment, Access, Engagement, and Retention*
        A. Refine communications and support to Native American students that may lose eligibility due to academics or program selection on how to regain.
        B. Establish Spanish speaking network of Enrollment Services staff following the Native American Waiver model.

C. Continue to work toward implementation of Preferred Pronouns, Gender Identity, and Sexual Orientation within the Student Information System and integrated systems.

D. Collaborate with Academic Advising and Provost Office to provide culturally relevant recruitment and retention efforts for transfer students.

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

A. Continue to ensure that all job descriptions for new searches include DEI foundations in announcements, descriptions, and job duties.

B. Continue to see each staff member as individual with individual needs and develop retention plans for each one through DEI framework.

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

i. *The following resources/supports are identified and dedicated*

A. Partnerships are vital to Admissions and Records being able to meet DEI goals. Strong partnerships and support exist from Student Services, Decision Support, Peoplesoft Technical Team, Provost Office, Academic Advising as well as NSHE.

B. Student Services, University, and NSHE DEI educational resources and in place and central to staff development.

ii. *The following resources/supports are underway*

A. NSHE is in the process of hiring a professional consultant to implement the technical pieces of Preferred Pronouns, Gender Identity, and Sexual Orientation. This is needed to move this project forward.

iii. *The following resources/supports need to be explored further*

A. As the University does not currently have a Diversity, Equity, and Inclusion Officer, the work done with the former will need to be revisited. Education and communication of Preferred Pronouns, Gender Identity, and Sexual Orientation will need a campus leader as it is for students and faculty/staff.

B. As Admissions and Records has staff turnover and increasing complexity of programs, having current positions refunded will be essential to meeting these goals.

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

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

5. *DEI-related Training/Professional Development*

The data reviewed from the Student Services WebCampus DEI training provides a look into the needs of the Admissions and Records staff for training. The participation data helps to identify which staff need additional support from their supervisors to complete trainings. Workloads and workplace may need to be adjusted to allow for time to focus on this important development while ensuring completion of essential tasks. Admissions and Records will establish a space where staff can get out of the main office and away from phones/email to complete these trainings during a time not critical to the office.

During the summer of 2022, each of 24 staff completed training reports for several areas as defined by Student Services as important DEI professional development areas. Each member was asked to indicate if they had participated in professional development in the area within the last year, yes or no for each area. A score of 1 indicates yes. This data highlights the need to focus additional training opportunities and internal discussions particularly surrounding Safe Zones and Brave Space. As one of the department's primary goals for 2022-2023 surrounds Preferred Pronouns, Gender Identity, and Sexual Orientation; staff will need to receive professional development in this area over the next year to enhance understanding for implementation of these vital concepts.

Score	Content Area
8	Allyship
5	Brave Space
12	Cultural Humility
11	Culurally Responsive Assessment Practices
9	Identity Development
12	Implicit Bias
13	Intercultural Competency
8	Mental Health Support
9	Neurodiversity
1	Safe Zones

8	Trauma Informed Care
14	Universal Design for Learning

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

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

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

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

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

- ❖ Continue to work toward implementation of Preferred Pronouns, Gender Identity, and Sexual Orientation within the Student Information System and integrated systems
  - ➢ By Fall 2022, work with NSHE to hire Peoplesoft consultant to develop syncing project
  - ➢ By Spring 2023, work with LBGQTIA+ affinity groups and Student Services to develop plan to gather initial information from students
  - ➢ By Spring 2023, work with Student Services staff and affinity groups for education on Personal Pronouns
- ❖ Collaborate with Academic Advising and Provost Office to provide culturally relevant recruitment and retention efforts for transfer students
  - ➢ During Fall 2022, Admissions and Records staff will attend NSHE Transfer Making Equity Empowered Transfer STEM Pathways conference
  - ➢ During Fall 2022, NSHE Registrars will review NSHE policies to identify any impact of systemic biases
  - ➢ Partner with Academic Advising to review all University transfer policies, procedures, and services as part of the implementation of Transfer Center

Goal Area 3: Faculty/Staff Recruitment and Retention

- ❖ Continue to ensure that all job descriptions for new searches include DEI foundations in announcements, descriptions, and job duties
  - ➢ During 2022-2023, with any searches for open positions, Admissions and Records with work with Human Resources to ensure language in announcements and placements reflect DEI foundations
  - ➢ During 2022-2023, with any searches for open positions, Admissions and Records will work with Human Resources to ensure that job duties and descriptions are reflective of DEI values and joint responsibilities
  - ➢ During 2022-2023, with any searches for open positions, Admissions and Records will ensure diverse viewpoints in search committee membership and search input

- ❖ Continue to see each staff member as individual with individual needs and develop retention plans for each one through DEI framework
  - ➢ By end of Fall 2022, each supervisor will continue to identify potential areas of impact for staff retention for each team member
  - ➢ By end of Fall 2023, each supervisor will develop a culturally responsive retention plan for each team member

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

<u>Grow Student Enrollment</u>

- ❖ Establish Spanish speaking network of Enrollment Services staff following the Native American Waiver model
    - ➢ By Spring of 2023, work with directors of Student Services and Academic Advising to identify Spanish speaking staff
    - ➢ By Spring of 2023, bring representatives of core Enrollment Services offices that are Spanish speaking together
    - ➢ By Summer of 2023, develop plan for streamlined questions and services to Spanish speaking community members to receive Enrollment Services

- ❖ Collaborate with Academic Advising and Provost Office to provide culturally relevant recruitment and retention efforts for transfer students
    - ➢ During Fall 2022, Admissions and Records staff will attend NSHE Transfer Making Equity Empowered Transfer STEM Pathways conference
    - ➢ During Fall 2022, NSHE Registrars will review NSHE policies to identify any impact of systemic biases
    - ➢ Partner with Academic Advising to review all University transfer policies, procedures, and services as part of the implementation of Transfer Center

<u>Improve Retention Rates</u>

- ❖ Collaborate with Academic Advisors and Student Services on nonenrolled student calling project
    - ➢ By end of Fall 2022, Admissions and Records will work with Executive Director of Undergraduate Advising to analyze data to determine optimal window for calling efforts
    - ➢ By end of Fall 2022, Admissions and Records will research and present breakdowns of student characteristics within the data to coordinating group to gather data needs
    - ➢ By end of Fall 2022, Admissions and Records will develop and test new queries to provide the data to Executive Director of Undergraduate Advising for dissemination and tracking

- ❖ Continue to work toward implementation of Preferred Pronouns, Gender Identity, and Sexual Orientation within the Student Information System and integrated systems.
    - ➢ By Fall 2022, work with NSHE to hire Peoplesoft consultant to develop syncing project

- By Spring 2023, work with LBGQTIA+ affinity groups and Student Services to develop plan to gather initial information from students
- By Spring 2023, work with Student Services staff and affinity groups for education on Personal Pronouns

- ❖ Collaborate with NSHE Registrars, Student Services departments, Provost Office, and student leadership to identify and address key policies and practices that support systemic bias and discrimination.
  - By Summer 2023, perform assessment of improper appeal processes, communications, and data to ensure culturally responsive policies and language.
  - During Fall 2022, Admissions and Records staff will attend NSHE Transfer Making Equity Empowered Transfer STEM Pathways conference
  - By Summer 2023, NSHE Registrars and Leadership will review policies surrounding bio-demographic changes and sharing of data for equity
  - By Summer 2023, perform review of account past due holds through equity lens with internal leadership as well as NSHE Registrars

Foster a Culture of Completion

- ❖ Continue to work with Senior Vice Provost, Executive Director of Undergraduate Advising, and Sierra Nevada Teach-Out staff to facilitate completion of former SNU students and their teach-out degree
  - By end of Summer 2022, transition all remaining SNU students into UNR programs
  - By end of Summer 2022, work with Academic Advising to identify class schedules for needed classes and enroll all students in UNR needed courses
  - By end of Summer 2022, transition Master of Fine Arts program to self-supporting and sustainable program
  - By end of Summer 2022, work with Financial Aid to ensure all SNU students do not pay a larger amount out of pocket for no harm due to to SNU closure

- ❖ Refine communications and support to Native American students that may lose eligibility due to academics or program selection on how to regain
  - By Summer 2023, Admissions and Records will work with other Enrollment Services, Cashier and The Center staff to develop communications plan for students that have lost their eligibility
  - By Summer 2023, Admissions and Records will work with Director of Community Indigenous Peoples to vet language of communications in order to culturally responsive language