



Diversity, Equity, and Inclusion Strategic Plan

Jeffrey S. Raikes School of Computer Science and Management

March 2021

The Jeffrey S. Raikes School of Computer Science and Management (Raikes School) targets the development of leaders for technology-driven industries. Our students and graduates need to be prepared to contribute to a global community, seeking to understand, empathize with, and consider perspectives and needs of diverse races, ethnicities, genders, abilities, sexual orientations, backgrounds, and identities. To achieve this goal, all people need to feel they belong in our community. In striving for inclusive excellence, we recognize the Raikes School must commit to valuing and welcoming diverse perspectives. This commitment will better our community, better each individual within and who interacts with our community, and increase the impact of current and future work our students, faculty, staff, and alumni produce.

To build the Raikes School's Diversity, Equity, and Inclusion (DEI) Strategic Plan, a committee was formed consisting of the Executive Director, Assistant Director of Academics, and Director of Recruitment and Student Success. The committee held conversations with current students, alumni, community organizations, high school counselors and teachers, UNL campus partners, industry partners, and with the Raikes School Corporate Advisory Board.

Assessment

Through our many conversations and through research, we have identified the strengths, challenges, opportunities, and needs of the DEI mission of the Raikes School. Each of these is outlined in detail below.

Strengths

- Our college-independent, **living-learning-community model** allows us to make meaningful change in many areas of student life – from the classroom to the dorm room, from recruitment to graduation. Therefore, we have the ability to create a holistic strategy for increasing diversity, equity, and inclusion within our unit.
- Our **Raikes School Core Values** (instituted in Fall 2018) are well-known and esteemed by all members of our community. Our annual Student Core Value Awards reinforce our expectation that our community members live the values, not just speak them. This endeavor has given us a valuable framework with which to anchor our DEI efforts, along with the invaluable experience of instituting wide-spread cultural change.
- We admit **students** into our program that exhibit a desire to lead and a passion for innovation. We can lean into (and strengthen) these proclivities by providing the students opportunities to shape DEI initiatives.
- Our **Raikes School Corporate Advisory Board** is replete with members harboring strong DEI passions and connections. In its advocacy on behalf of the Raikes School, our Corporate Advisory Board can promote our DEI successes and help us to achieve our DEI aspirations.

- Our **close ties with other units** (university-level recruiting, University Honors Program, School of Computing, Colleges of Business, Arts & Sciences, & Engineering, etc.) provide us a pre-existing action network that can be leveraged to achieve both our internal goals and those of the larger University.

Challenges

- Though it is our greatest strength, **our community is small**. As we recruit cohorts of approximately 40 students (perhaps 60 students within the timeline of this strategic plan), improvements in the demographic diversity of our cohorts may initially cause feelings of isolation. Similarly, our staff/faculty community consists of 13 people. It can be a challenge for students, staff, and faculty to become part of a community when they don't see similar faces succeeding within that community.
- Like any unit, **we rely heavily on our existing network of students, alumni, and stakeholders** who don't currently represent the diversity we are seeking in terms of race, ethnicity, gender, and socioeconomic status. We will need to be intentional about broadening our connections and pipelines for recruitment and external community engagement.
- **We partner with other units for many of the aspects which most-afford DEI action**: university-level recruitment, curriculum approvals and course offerings, and specialized student support. This is a strength in that we can present a unified front for university initiatives. It is a challenge in that our small unit's priorities may be tangential to the missions of our partners.
- Like all higher-ed institutions and units, **we are far downstream in a student's pipeline of education and opportunity**. Many of the disparities in STEM education, interest, and role models are introduced as early as Pre-K, and are cemented by middle school/early high school. Our current realm of influence does not begin until late high school, as students consider their post-graduation plans.

Opportunities

- We have a **four-year cohort-model curriculum** that is ripe with opportunity for integrating service-learning, analyses of existing inequities (in leadership, in artificial intelligence, in STEM participation, etc.), and strategies for becoming more inclusive and equitable.
- We have a **living-learning community model** that provides rich opportunity for:
 - joint initiatives with University Housing and other units,
 - the creation/support of student inclusion networks,
 - the setting of expectations for external/community involvement.
 Through these opportunities, we can address DEI topics in nearly every touchpoint of the student experience.
- The **small, collaborative staff and faculty community** of 13 people holds regular, monthly meetings and a variety of meetings each month and week with various combinations of people. Through these opportunities, we can address DEI topics in nearly every touchpoint of the staff and faculty experience.
- In the formation of this strategic plan, we have developed **relationships with several K-12 schools and community organizations** with a strong DEI mission. These relationships (and others forthcoming) bring with them opportunities for our faculty, staff, and students to engage with our broader community (which is more diverse than in the university environment). These relationships also allow us to plant seeds of technology/leadership interest further "upstream" than our influence usually allows.
- **Dr. Robert Mackalski**, one of our new faculty hires, specializes in branding. We can lean into his expertise to build our Raikes School brand in targeted communities.

- We are pragmatic, passionate, and have a culture that values both innovation and holding ourselves accountable. We are dedicated to this plan and have great confidence that we will achieve our goals.

Needs

- **We will need time:**
 - more **student time**, if we are to increase the expectation of student community involvement.
 - more **faculty time**, if we are to rework our curriculum to better integrate DEI issues.
 - more **time from all of our community members and stakeholders** if we are to engage in individual and community-wide DEI training.
- **We will need a thorough survey** to help qualitatively and quantitatively assess inclusion and belonging in our community. We will need external expertise in the development, implementation, and statistical analysis of such a survey, as well as how the results change over time.
- **We will need a university-level DEI professional development grant program** that allows faculty and staff to apply for funding to attend conferences, colloquia, and other professional development activities related to DEI (e.g., Grace Hopper Celebration of Women in Computing).
- **We will need our close partners to coordinate with our efforts** (as we will do our best to coordinate with theirs).
- **We will need continuous communication from the University's upper administration** about how we can partner with one another to achieve our collective goals.

Goals, Strategies, and Metrics

Access and Success

The Raikes School is committed to recruiting, supporting, retaining, and graduating students from diverse racial, ethnic, gender, socioeconomic backgrounds, identities, and experiences. To achieve this aim, the Raikes School will expand recruitment efforts, foster a sense of belonging, and complete meaningful assessment.

Expanded recruitment efforts will include 3 primary initiatives:

1. **Continuing the Raikes School Summer Camp.** The summer camp is currently offered to rising high school seniors and targets students with little or no computing experience but who have an interest in learning more. Students experience life in the Raikes School by being taught by Raikes School faculty, touring research labs and local businesses, receiving support from current Raikes School student teaching assistants, and staying in the Kauffman Center. Participation in the camp has proven to lead to increased probability to apply to Nebraska and the Raikes School, and increased success through the Raikes School's selection process. To increase the racial, gender, and socioeconomic diversity of students attending the summer camp, we will increase communication to high school counselors and leaders in community organizations who serve underrepresented students. We will also expand the availability and awareness of need-based scholarships to ensure the cost of the camp is not a barrier to attendance.
2. **Building a broader pipeline of prospective Raikes School students.** The Raikes School's recruitment efforts are based in relationship building. We aim to lengthen the relationship building timeline through a student's K-12 experience and generate a broader awareness of the Raikes School. We will build partnerships with community organizations (ex: Prairie STEM, Girls Code Lincoln, the Urban League) and campus partners (ex: NCPA, College of Engineering, College of Business, School of

Computing). We will have more regular, annual communication with middle and high school counselors to ensure students who may be interested in the Raikes School are starting a path in advanced math and science early. We will encourage current student involvement in after school clubs related to computing and business and in mentorship/tutoring opportunities (ex: NHRI, Prairie STEM, Math Motivators, ACTivate). Current students will gain awareness of these community-based opportunities with club/organization fairs each fall and through increased sharing and celebration of students’ community engagement (ex: alumni newsletter articles, state of the school reports, weekly newsletters, and social media). Our goals to broaden our pipeline and identification of talented students interested in the Raikes School will be widely shared and will be achieved with continued support from the Office of Admission and our partner colleges.

3. **Considering racial, ethnic, home community, and socioeconomic status representation and possible barriers throughout the recruitment and selection process.** We will ensure all recruitment materials – website, flyers, videos, and social media – include students of color and students with various experiences, backgrounds, and identities. We will provide support to all students through the application and selection process with tips on writing quality essays and resumes and preparing for our interview day. We will include people from varied backgrounds and identities in the application review, interview, and overall selection process.

The Raikes School’s community can be leveraged and strengthened to foster a sense of belonging among all students, faculty, and staff. When onboarding a cohort of new students, we will connect students in peer mentor groups, foster dialogue and discussion in inter and intracohort events and activities and offer direct connections with current students and alumni from similar backgrounds to cultivate a sense of community, safety, comfort, and belonging. In all interactions among members of the Raikes School community we will emphasize the Raikes School core values. To help all students thrive we will maintain open communication with and connect students early and often to the University Honors Program, CAST, CAPS, BRRWB, OASIS, academic advising units, career services, Husker Hub, and other campus resources. There are a variety of touchpoints and external stakeholders who frequently interact with our students – company recruiters, Design Studio coaches and sponsors, speakers, etc. We will thoughtfully examine these partners to ensure they exhibit the same commitment to DEI that we do.

Throughout the recruitment experience, data will be compiled and reviewed to learn how students hear about the Raikes School, why they applied, where they are from, their academic metrics, their background, identities, and experiences. Data will be collected starting with the collegiate experience and into the alumni experience allowing us to identify places in the recruitment funnel, college experience, or alumni experience where students are or are not thriving. Adjustments will be made, or meaningful interventions will be added, to improve all students’ chance of success.

Demographics Across Current and Recently Graduated Raikes School Cohorts						
Cohort year	2020	2019	2018	2017	2016	2015
Applied	219	211	206	192	178	135
Non-Resident	80 (37%)	74 (35%)	68 (33%)	67 (35%)	56 (31%)	48 (36%)
Female	54 (25%)	56 (27%)	40 (19%)	44 (23%)	46 (26%)	29 (21%)
Ethnicity = non-white	54 (25%)	56 (27%)	53 (26%)	50 (26%)	50 (28%)	31 (23%)
Rural	28 (13%)	20 (9%)	30 (15%)	17 (8%)	20 (11%)	
Interviewed	141	118	96	90	79	66
Non-Resident	50 (35%)	45 (38%)	33 (34%)	28 (31%)	25 (32%)	32 (48%)

Female	41 (29%)	37 (31%)	29 (30%)	18 (20%)	22 (28%)	17 (26%)
Ethnicity = non-white	33 (23%)	28 (24%)	25 (26%)	25 (28%)	22 (28%)	16 (24%)
Rural	17 (12%)	12 (10%)	9 (9%)	10 (11%)	6 (8%)	
Admitted	51	52	51	43	42	46
Non-Resident	21 (41%)	21 (40%)	21 (41%)	13 (30%)	16 (38%)	27 (59%)
Female	22 (43%)	22 (42%)	15 (29%)	13 (30%)	13 (31%)	13 (28%)
Ethnicity = non-white	13 (25%)	10 (19%)	10 (20%)	9 (21%)	13 (31%)	6 (13%)
Rural	3 (6%)	6 (12%)	3 (6%)	5 (12%)	2 (5%)	
Enrolled	40	40	39	37	32	38
Non-Resident	14 (35%)	15 (38%)	17 (44%)	11 (30%)	13 (41%)	22 (58%)
Female	18 (45%)	17 (43%)	12 (31%)	9 (24%)	8 (25%)	9 (24%)
Ethnicity = non-white	11 (28%)	7 (18%)	4 (10%)	5 (14%)	8 (25%)	4 (11%)
Rural	2 (5%)	5 (13%)	3 (8%)	5 (14%)	1 (3%)	
Retained	40 (100% retained)	35 (88% retained)	31 (80% retained)	33 (89% retained)	27 (84% graduated)	34 (89% graduated)
Non-Resident	14 (35%)	13 (37%)	16 (52%)	10 (30%)	12 (44%)	20 (59%)
Female	18 (45%)	15 (43%)	9 (29%)	9 (27%)	7 (26%)	7 (21%)
Ethnicity = non-white	11 (28%)	6 (17%)	4 (13%)	4 (12%)	6 (22%)	3 (9%)
Rural	2 (5%)	4 (11%)	3 (10%)	4 (12%)	1 (4%)	

** Non-resident = students from outside of Nebraska.

** Rural defined as: 100 or fewer in high school graduating class and high school located outside a metropolitan area. Ex: Lincoln Lutheran High School is not considered rural even though the high school class is smaller than 100 but is located in Lincoln. Not tracked for cohort 2015.

Education and Scholarship

We are committed to prepare each and every one of our ever-diversifying cohorts of students, regardless of background or identity, to function effectively in a diverse society. Through an academic lens, we will approach this goal from four angles:

1. **Formal integration of diversity and inclusion topics in our curriculum.** For each of the next 5 years, we will conduct a formal review of the varied efforts toward inclusion and a greater appreciation for diversity addressed in our curriculum. For each RAIK course, the report will assess:
 - a. The diversity of the perspectives posed by the instructor (e.g., textbook authors, case protagonists, podcast hosts, guest speakers).
 - b. The diversity of pedagogical techniques and assessments employed in the course (e.g., proportion of low-impact and high-impact assignments on grade, expectations of class participation).
 - c. The explicit integration of the importance of diversity and inclusion in the curriculum (e.g., racial bias in facial recognition, how cultural values impact a person's leadership needs).
 - d. The resulting report will outline the current state of the curriculum at both the course and school level, as well as provide an overview of our collective successes, challenges, and opportunities for improvement. The report will be shared with our instructors, and our instructors will be expected

to pursue new inclusive opportunities. To hold ourselves accountable to our mission, faculty with a majority appointment in the Raikes School will have a section in their annual review form dedicated to the faculty member's commitment toward inclusion.

- 2. Ensuring the classroom and other academic spaces are welcoming and respectful to all.** To quantitatively measure the inclusion of our classroom environments, we will utilize the second question in the recently redesigned course evaluation form, "I feel welcome and respected." The Raikes School Executive Director (ED) and Assistant Director of Academics (ADA) will meet semestery to discuss these results and identify areas of improvement. They will coordinate with instructors to develop and track improvement plans as needed.

Special consideration for ensuring an inclusive, welcoming classroom environment will be paid to our Design Studio courses (RAIK 401H-RAIK 404H). Design Studio is the two-year capstone experience within the Raikes School, providing students an opportunity to work with industry clients to solve real-world problems. We recruit and encourage the participation of non-Raikes school students ("Design Studio Associates") to participate in the program and are committed to ensuring that all students feel like first-class citizens in all aspects of the course (in class, in their teams, etc.).

- 3. Providing the faculty and staff adequate training and resources to succeed in building inclusive academic communities.** Faculty and staff in the Raikes School are encouraged to participate in professional development activities. Faculty and staff will be encouraged to pursue professional development in the area of DEI, offered both by the University (e.g., UNL Faculty of Color Symposium) and by discipline-specific organizations (e.g., attending the Grace Hopper Celebration of Women in Computing or the Richard Tapia Celebration of Diversity in Computing, etc.). Faculty will apply for internal and external travel grants whenever possible. Whenever a faculty/staff member attends such an event, that person will present their learnings at either a faculty meeting or an all-staff meeting (whichever is more appropriate).

Climate and Intergroup Relations

At the Raikes School, we pride ourselves on the strength and vitality of our community – including the students who live, learn, and lead together, the faculty and staff that facilitate and guide student growth, and our external partners that provide invaluable insight and opportunities.

We intend to work with our Student Advisory Board (SAB) to investigate the needs for formally organized inclusion networks within our community to support students of color, students with LGBTQA+ identities, students who identify as female, etc. Each inclusion network would be open to all students who have an interest in creating community, encouraging advocacy and support, and requesting or recommending resources and education for students within each network and/or within our broader community. We firmly believe that the students should lead this exploratory effort. Once initial groundwork is compiled by the SAB, they will bring their findings to the RS administration. We will assist in the incorporation of networks for which we expect to have significant membership within the RS student body, and we will coordinate with other units (e.g., the University Honors Program) when our student body representation would be too limited (e.g., a single Pacific Islander student). We will ask leaders of the affiliated inclusion networks to keep attendance information, which (though imperfect) we will use as a measure of engagement in an annual review.

We currently evaluate the success of our DEI mission informally through exit interviews and other such generalized touchpoints, which we will continue to do. In addition, though, we intend to add an intentional and directed assessment, a "climate survey," to be completed by all members of the RS community. The goal of the survey is to identify the extent to which individuals feel included, have experienced exclusion, and are interacting across diverse groups. Once developed, we will offer the survey annually and will produce a

report to be presented to the RS community. We will use this report to direct our future DEI initiatives and priorities, as it will pinpoint tangible needs in our community.

Institutional Viability and Vitality

Recruitment and Retention of Faculty & Staff. While the Raikes School is unlikely to be recruiting new faculty and staff over the short term, our intent is to aggressively recruit increasingly diverse faculty and staff members when we are next able to do so. We are changing our faculty recruitment process to require faculty applicants to include a diversity, equity and inclusion statement as part of their application, and plan to discuss DEI topics with faculty and staff applicants as part of their phone/Zoom interviews as well as part of their on-campus interviews.

Raikes School Corporate Advisory Board. Over the past 5 years, we have increased the number of women on our board from one to five, and the number of non-white board members from zero to three. A board recruitment sub-committee has been created, and increasing the diversity is one of this sub-committee's challenges as they seek out new board members. We are exploring opportunities for board training in DEI, as some of our current board members have connections to organization with expertise in providing DEI professional development.

Communications. We recognize that our external communications, especially those which serve as an invitation to apply to the school or to participate in our programs, need to reflect the diverse community and culture that we are working to build. One of our new faculty hires, Dr. Robert Mackalski, is an expert in branding and has accepted the role of Assistant Director of Marketing for the Raikes School. He will undergo a thorough review of all of our marketing materials, and work with our external advertising agency to ensure our materials and messaging accurately portray our [Raikes School Core Values](#).

We intend to share this plan, updates of our progress, and results of our climate survey with Raikes School faculty, staff, students, and the Raikes School Advisory Board as a part of our annual State of the School report. Summaries will also be shared publicly on our website and in our tri-annual alumni newsletter.

Implementation Plan

Goal 1: Increase diversity, equity, and belonging in all aspects of the Raikes School’s academic mission.

Objective 1: Hold faculty accountable for commitment to DEI.

Action Steps	Responsible Parties	Timeline	Domain	Target or Benchmarks	Resources & Needs	Indicators of Success
Add a “commitment to DEI” to the annual review form for RS Faculty	Executive Director RS Fac. Personnel Com. RS Faculty	Jan 2021- Dec 2021	2, 4	<ul style="list-style-type: none"> Revised Form Conduct Review using new form 	n/a	<ul style="list-style-type: none"> Faculty increase DEI activities in the classroom. Faculty increase attendance in DEI professional development opportunities

Objective 2: Annually assess the degree to which our curriculum and pedagogy addresses DEI.

Direct faculty to university resources (e.g., CTT, ODI, etc.) that can assist in DEI-related classroom integrations	Executive Director Asst. Dir. of Academics	Biannually in July and December	2	<ul style="list-style-type: none"> Increased communications to instructors about university teaching resources 	n/a	<ul style="list-style-type: none"> Faculty include university teaching resources in pedagogical decision making Faculty-developed pedagogy is in alignment with institutional DEI strategies
Create survey instrument to assess DEI integration in curriculum & pedagogy.	Asst. Dir. of Academics	Jan 2021- May 2021	2	<ul style="list-style-type: none"> Developed instrument 	n/a	<ul style="list-style-type: none"> Instrument can identify DEI-related content and policies at a sufficiently granular level.
Gather data from all instructors of RS courses regarding DEI integration.	Asst. Dir. of Academics RS Instructors	Annually in April	2	<ul style="list-style-type: none"> Responses from instructors 	n/a	<ul style="list-style-type: none"> Participation by >85% of instructors
Generate a report of results.	Asst. Dir. of Academics	Annually in May	2	<ul style="list-style-type: none"> Developed report 	n/a	<ul style="list-style-type: none"> Includes both successes and opportunities for improvement
Gather instructors to review report, make improvement plans and interdisciplinary connections.	Asst. Dir. of Academics RS Instructors	Annually in May	2	<ul style="list-style-type: none"> Discussion with instructors Developed plans Instructor commitments 	n/a	<ul style="list-style-type: none"> Instructors empowered to integrate successful DEI practices Instructors cohesive regarding DEI in classroom

Objective 3: Annually assess the classroom climate using course evaluation data.

Review all RAIK course evaluations for issues in making students feel “welcome and respected”.	Asst. Dir. of Academics Executive Director	Annually in May & Dec	1, 2, 3	<ul style="list-style-type: none"> Discussion of evaluation results Listing of instructors needing additional support 	n/a	<ul style="list-style-type: none"> Increased understanding of classroom climate across all RAIK courses
Discuss opportunities for increasing belonging with instructors as needed	Asst. Dir. of Academics RS Instructors	Annually in May & Dec	1, 2, 3	<ul style="list-style-type: none"> Plans for improving classroom climate 	n/a	<ul style="list-style-type: none"> Decreased number of students who indicate they do not feel welcome & respected

Domains

1 Access & Success 2 Education & Scholarship 3 Climate & Intergroup Relations 4 Institutional Viability & Vitality

Goal 2: Recruit, support, retain, and graduate students from diverse racial, ethnic, gender, socioeconomic backgrounds, identities, and experiences.

Objective 1: Continue the Raikes School Summer Camp.

Action Steps	Responsible Parties	Timeline	Domain	Target or Benchmarks	Resources & Needs	Indicators of Success
Host annual summer camp for rising high school seniors with little or no computing experience.	Executive Director Dir. Recruitment and Student Success	Each Summer, ongoing	1	<ul style="list-style-type: none"> Increased communication to high school teachers and counselors and community organizations. 	<ul style="list-style-type: none"> Curated contact list. Financial support for scholarships. 	<ul style="list-style-type: none"> Backgrounds and identities of students attending the camp. Positive post-camp evaluations. Camp attendees applying and being accepted to the Raikes School and/or Nebraska.

				<ul style="list-style-type: none"> Expanded need-based scholarships. 	<ul style="list-style-type: none"> Budget to execute the camp. 	
Objective 2: Build a broader pipeline of prospective Raikes School students.						
Build relationships with community organizations and middle and high school counselors and teachers.	Dir. of Recruitment and Student Success	Jan 2021-May 2021	1	<ul style="list-style-type: none"> Curated contact list. Scheduled communications. 	n/a	<ul style="list-style-type: none"> Consistent communication flow between stakeholders. Student referrals applying and being accepted to the Raikes School.
Current student involvement in after school clubs relating to computing and business and in mentorship opportunities.	Dir. of Recruitment and Student Success	Fall 2021, ongoing	1, 2, 3	<ul style="list-style-type: none"> Hosting club/organization fair. Celebrating students' community engagement via social media and internal communications. 	<ul style="list-style-type: none"> Curated list of opportunities. Interested current students. 	<ul style="list-style-type: none"> Increased current student community engagement. Increased knowledge of the Raikes School among prospective students and community organizations. Increased applications and selection into the Raikes School from prospective students in target areas.
Recruitment collaboration with partner colleges, departments, and campus faculty and staff.	Dir. of Recruitment and Student Success	Jan. to May 2021, ongoing	1	<ul style="list-style-type: none"> Public recruitment goals and strategies. Regular communication scheduled. 	<ul style="list-style-type: none"> Knowledge of other campus entities DEI goals and strategies and how the Raikes School fits. 	<ul style="list-style-type: none"> Consistent communication flow between stakeholders. Student referrals applying and being accepted to the Raikes School.
Objective 3: Consider racial, ethnic, gender, home community, and socioeconomic status representation and possible barriers throughout the recruitment and selection process.						
Review and update recruitment materials.	Dir. of Recruitment and Student Success Asst. Dir. of Branding	Annually in April	1	<ul style="list-style-type: none"> Curated list of current recruitment materials needed for annual review. List of new materials needed. 	<ul style="list-style-type: none"> Marketing budget and expertise. 	<ul style="list-style-type: none"> Website, flyers, videos, and social media postings include students of color and students with varied experiences, backgrounds, and identities. All materials and messaging accurately portray our Raikes School Core Values.
Provide support to students through the application and selection process.	Dir. of Recruitment and Student Success	Annually August through February	1	<ul style="list-style-type: none"> Identify barriers or places where students struggle with the selection process. Develop strategies to support students in overcoming identified barriers. 	n/a	<ul style="list-style-type: none"> Increased quality of applications (essays, resumes, complete applications). Increased success of all applicants, including students of color and students from underrepresented backgrounds and identities, through the interview and selection process.
Objective 4: Foster a sense of belonging.						
Connect students in peer mentor groups.	Dir. of Recruitment and Student Success	Annually in May	1, 3	<ul style="list-style-type: none"> All freshmen in peer mentor groups. Trained and engaged older students to serve as quality mentors. Pre and post surveys. 	<ul style="list-style-type: none"> Budget to support group activities. Engaged older students. 	<ul style="list-style-type: none"> Groups meet regularly throughout the year. Positive survey responses indicating support from peer mentor groups. Increased positive relationships within and between cohorts.
Provide opportunities for dialogue and discussion in inter and intracohort events and activities.	Dir. of Recruitment and Student Success Events and Projects Coordinator	Annually August through October	1, 3	<ul style="list-style-type: none"> Create pre- and post-event surveys. Student engagement in activities. 	<ul style="list-style-type: none"> Budget for activities. 	<ul style="list-style-type: none"> Attendance at events. Positive feedback from post-event surveys. Increased positive relationships within and between cohorts and

						across diverse groups and identities.
Offer connections between current students and alumni from similar backgrounds and identities.	Dir. of Recruitment and Student Success	May 2021, ongoing	1, 3	<ul style="list-style-type: none"> Curated list of alumni interested in serving as mentors. 	<ul style="list-style-type: none"> Engaged alumni. 	<ul style="list-style-type: none"> Consistent communication between students and alumni. Positive survey responses indicating support from alumni and meaningful engagement.
Emphasize the Raikes School Core Values in all interactions within the community.	Executive Director Dir. of Recruitment and Student Success RS Instructors RS Student Advisory Board	August 2021, ongoing	1, 2, 3	<ul style="list-style-type: none"> All community members have knowledge of Core Values. 	n/a	<ul style="list-style-type: none"> Core Values are referenced in all community activities and engagements, inside and outside of class. Community members - students, staff, faculty, and stakeholders - recognize the purpose and importance of the Core Values.
Maintain communication with and connect students to campus resources.	Dir. of Recruitment and Student Success	Jan. to May 2021, ongoing	1, 3	<ul style="list-style-type: none"> Curated list of campus offices and personnel providing support in various areas. 	n/a	<ul style="list-style-type: none"> Students are connected to the support they need when it is needed. Faculty, staff, and TAs are knowledgeable of campus resources and feel comfortable making referrals, when necessary.
Examine all touchpoints and external stakeholders who interact with our community to ensure our partners exhibit the same commitment to DEI that we do.	Executive Director Dir. of Recruitment and Student Success Dir. of Design Studio RS Instructors	August 2021, ongoing	1, 2, 3, 4	<ul style="list-style-type: none"> Faculty, staff, and student knowledge of and commitment to DEI focus. 	n/a	<ul style="list-style-type: none"> DS coaches, DS sponsors, academic guest speakers, board speakers, employer partners, and all external stakeholders are folks who bring a variety of backgrounds, identities, and experiences. Student learning is enhanced by interactions with and hearing from people from diverse backgrounds, races, genders, identities, and experiences.
Investigate the need for formally recognized inclusion networks within our community.	Dir. of Recruitment and Student Success Student Advisory Board (SAB)	Fall 2021	1, 3	<ul style="list-style-type: none"> Discuss and determine needs with SAB. Tracked attendance and engagement with created networks. 	<ul style="list-style-type: none"> Engaged students. Budget to support requested activities and resources. 	<ul style="list-style-type: none"> Increased understanding of the interests and needs within our community. Creation of inclusion networks, where needed, inside the Raikes School and in coordination with other units. Meaningful student engagement in created inclusion networks.

Objective 5: Complete meaningful assessment.

Compile and review data throughout the recruitment experience.	Dir. of Recruitment and Student Success	Annually in May	1	<ul style="list-style-type: none"> Surveys created and distributed at each point of the recruitment process. 	n/a	<ul style="list-style-type: none"> Increased understanding of perceptions and experiences across the recruitment experience. Survey results indicate successes and areas for continued improvement.
Compile and review data throughout the collegiate experience.	Dir. of Recruitment and Student Success	Annually in May	1, 2, 3	<ul style="list-style-type: none"> Surveys created and distributed annually to all current students. Exit interviews conducted with seniors and those departing the Raikes School. 	n/a	<ul style="list-style-type: none"> Increased understanding of perceptions and experiences across the collegiate experience. Survey results indicate successes and areas for continued improvement relating to feelings of inclusion, exclusion, and interaction across diverse groups.

Domains

1 Access & Success 2 Education & Scholarship 3 Climate & Intergroup Relations 4 Institutional Viability & Vitality

Goal 3: Recruit, retain, train, and support a diverse community of faculty, staff, and Corporate Advisory Board Members.

Objective 1: Recruitment and retention of faculty and staff.

Action Steps	Responsible Parties	Timeline	Domain	Target or Benchmarks	Resources & Needs	Indicators of Success
Aggressively recruit increasingly diverse faculty and staff members.	Executive Director Dir of Operations and Special Projects.	When hiring	2, 4	<ul style="list-style-type: none"> Widely distributed position postings. 	<ul style="list-style-type: none"> Curated list of faculty and staff position posting platforms 	<ul style="list-style-type: none"> Increased diversity in applicant pool for faculty and staff positions.
Include a DEI statement in faculty application materials.	Executive Director	When hiring	2, 4	<ul style="list-style-type: none"> Revised position postings. Revised application requests. Use DEI statement in decision making. 	<ul style="list-style-type: none"> Guidance from Institutional Equity and Compliance. 	<ul style="list-style-type: none"> DEI conversations included in application review.
Discuss DEI topics with faculty and staff applicants throughout the interview process.	Executive Director Dir of Operations and Special Projects	When hiring	2, 4	<ul style="list-style-type: none"> Revised interview questions and procedures. Conduct interviews with revised questions and procedures. 	<ul style="list-style-type: none"> Guidance from Institutional Equity and Compliance. 	<ul style="list-style-type: none"> DEI conversations included in interview process.

Objective 2: Increase racial and gender diversity on and DEI training of the Raikes School Corporate Advisory Board.

Create a recruitment sub-committee	Executive Director Board Chair	Jan 2021 and ongoing	4	<ul style="list-style-type: none"> Committee created 	n/a	<ul style="list-style-type: none"> Increased racial and gender diversity among members of the Corporate Advisory Board.
Conduct regular DEI training and conversations among board members.	Executive Director Board Chair	Annually	4	<ul style="list-style-type: none"> Training needs identified. Trainers or facilitators identified. 	<ul style="list-style-type: none"> Possible budget for trainers or facilitators. 	<ul style="list-style-type: none"> Increased understanding of the needs of our community and possible strategies to implement in regard to DEI topics.

Objective 3: Foster a sense of belonging.

Educate staff and faculty on belonging concepts and their role.	Senior Administration	August 2021, ongoing	1, 2, 3, 4	<ul style="list-style-type: none"> Provide knowledge of campus resources and education opportunities. Conduct staff trainings and discussion on belonging and DEI concepts. 	<ul style="list-style-type: none"> Engaged faculty and staff. Build training(s). 	<ul style="list-style-type: none"> Staff and faculty understand campus resources, utilize them, and refer students appropriately. Staff and faculty are active participants in efforts to fostering a community-wide sense of belonging. Indicators in goal 2, objective 4 above are being met.
Foster sense of belonging among faculty and staff to recruit, support, and retain a diverse workforce.	Senior Administration All staff and faculty	August 2021, ongoing	1, 3, 4	<ul style="list-style-type: none"> Offer connections between employees within and outside of the Raikes School. Provide opportunities for dialogue and discussion. 	<ul style="list-style-type: none"> n/a 	<ul style="list-style-type: none"> Consistent communication between staff and faculty within the Raikes School and with the broader Nebraska community. Staff and faculty are connected to the support they need when it is needed. Increased understanding of the needs and interests within the staff and faculty community.

Domains

1 Access & Success 2 Education & Scholarship 3 Climate & Intergroup Relations 4 Institutional Viability & Vitality