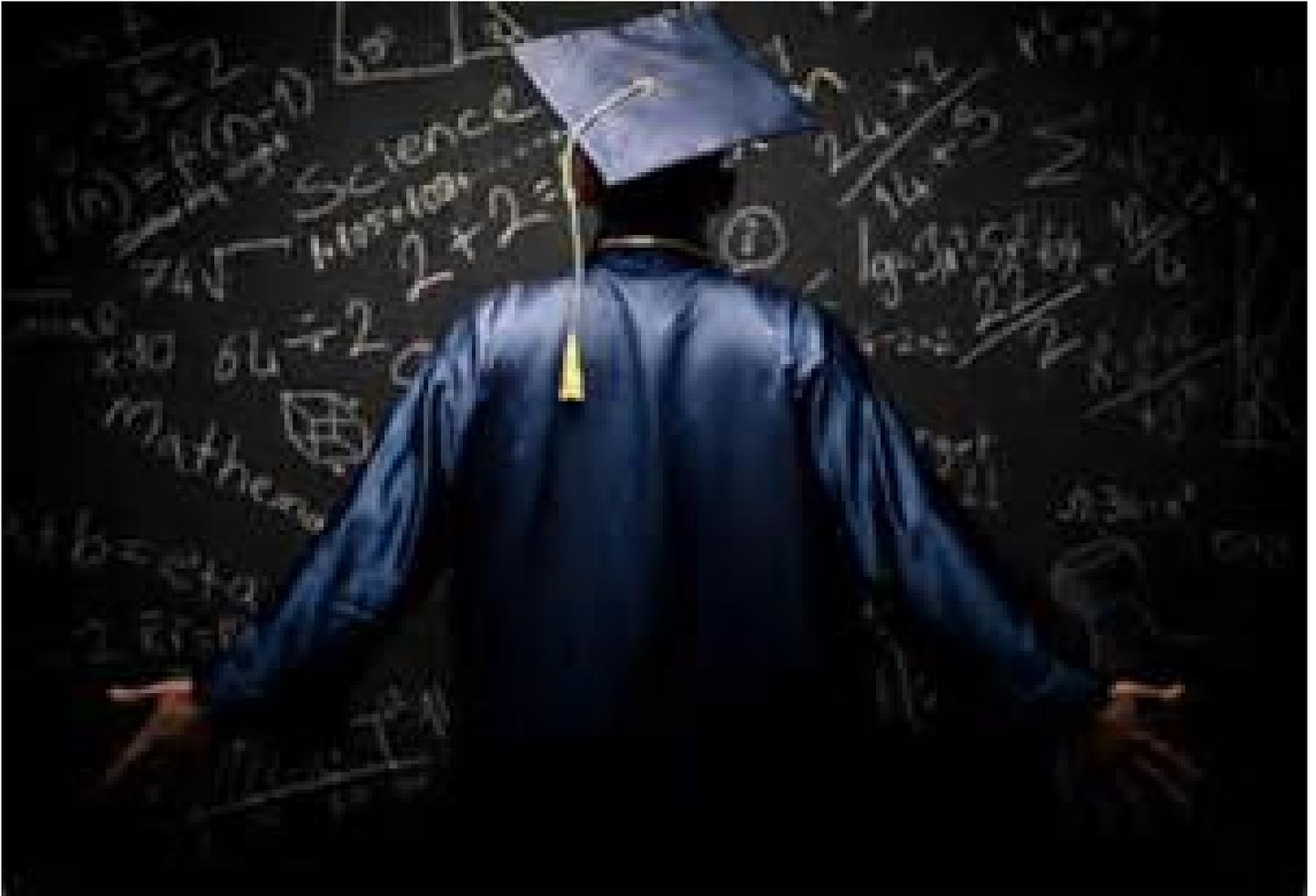


Institutional Diversity Efforts, 2013-14



NSHE is committed to supporting campuses that are reflective of the state population to meet the current and future social, economic and workforce needs of a highly diverse state. The following summaries have been submitted by NSHE institutions and include descriptions of initiatives to help create inclusive policies and practices that support diversity programs across NSHE.



Compiled by the Department of Academic & Student Affairs

May 2015

University of Nevada, Las Vegas (UNLV)

THE OFFICE OF DIVERSITY INITIATIVES

With a current vision aligned with the UNLV's mission to nurture equity, diversity, and inclusiveness that promotes respect, support, and empowerment ODI serves as a primary resource for the campus and local community in accessing available programs and services for continued support, development and success. Through collaborative partnerships and open communication with campus leaders, ODI continues to foster diversity and inclusion initiatives, strengthening our institution's goals for embracing excellence, innovation and unconventional spirit. The following is a sampling of recent and current initiatives:

Diversity Consultant: In spring 2014, UNLV hired nationally renowned diversity consultant Dr. Damon Williams to assist the institution in developing a campus diversity planning process. Dr. Williams made one site visit in 2014 and engaged in extensive electronic and telephone conversations as he compiled information to be used in his eventual recommendations.

Campus Climate Survey: Throughout 2014, UNLV built, tested, and refined a follow-up to the Campus Climate survey of 2010. Built upon the 2010 instrument, the new climate survey will yield comparable data that will allow the institution to develop a longitudinal basis of analyses.

Minority Serving Institution: In December 2013 and 2014, UNLV again applied for and was awarded Minority Serving Institution status under Title III. Title III designation is awarded to institutions serving a large population of Asian American, Native American and Pacific Islanders. UNLV is recognized as an emerging Title V - Hispanic Serving Institution.

The UNLV MSI task force continues to grow and provides critical educational programs to campus and community stakeholders. In 2014, the Fall MSI Leadership Institute was hosted by ODI and was attended by faculty, staff, students, and community members. The key areas presented included understanding and implementing best methods and practices for faculty and student engagement at MSIs, a student panel presented their current experiences, both positive and challenges they have overcome at UNLV; key faculty presented on their current work in supporting diverse student populations that included working with Native Americans and the development of a UNLV Ethnic Studies program.

Campus Alliances: Understanding the national emphasis being placed on STEM disciplines and the importance of ensuring Nevada does not fall further behind, UNLV is engaging in campus-wide efforts to more efficiently focus on accessing greater financial assets to support current and needed infrastructure. ODI is working with the office of the Vice President for Research and Economic Development to ensure that diversity issues are woven into every grant application effort and collaborative initiative in which UNLV engages. Recently the Office of Sponsored Programs reported that there are currently several grants in review by multiple federal agencies that total over \$9 million that have an MSI connection.

Multicultural Program (MP) for Engineering, Sciences, Allied Health Sciences, Community Health Sciences, and Nursing: This program provides direct services and support to faculty members, undergraduate and graduate students in respective STEM and health science programs and majors. It also attracts and recruits minority and underrepresented K-12 students into the STEM and healthcare related disciplines, fosters a positive and caring learning atmosphere that supports classroom instruction and professional development, increases retention and graduation rates, and improves overall student

success. The MP is aligned with the Office of the Vice Provost for Academic Affairs, deans, and faculty members of the respective colleges and schools to guarantee transparency and effectiveness of programmatic and systemic requirements and services, as well as, enhance minority and underrepresented students' expectations and needs. The program director functions as a faculty advisor to five student organizations within the College of Engineering. The Multicultural Program is actively involved in writing and supporting grant proposal projects across not just STEM and health science, but all academic units to secure additional funding for recruiting and retention purposes.

Now in its 25th year of operations, the Multicultural Program for STEM and Health Sciences continues to broaden and strengthen collaboration with community organizations, local, state and national workforce, in addition to global partners, to ensure a high level of professional preparedness of graduating college students, faculty, and businesses aligned with the institution's overall mission.

UNLV LSAMP Initiative: Understanding the national focus on strengthening the Science, Technology, Engineering and Mathematics (STEM) industry and bolstering the academic preparation of students pursuing STEM disciplines, UNLV is engaged in campus-wide efforts to more efficiently focus on accessing greater financial resources to support current and needed infrastructure.

ODI in collaboration with the Vice President for Research and Economic Development, the office of the Executive Vice President and Provost and the Center for Academic Enrichment and Outreach (CAEO) have begun developing a Louis Stokes Alliance for Minority Participation (LSAMP) Program focused on recruiting, retaining, and graduating underrepresented populations in STEM disciplines. The UNLV initiative is currently working to identify potential alliance members, both within the State of Nevada and regionally. The LSAMP Program is affiliated with the National Science Foundation and strives to increase the number of underrepresented members in STEM academic disciplines, and STEM career pathways.

3rd Annual NSHE Diversity Summit: UNLV in collaboration with Nevada State College and this year's host the College of Southern Nevada planned and delivered the 3rd Annual NSHE Southern Nevada Diversity Summit in October of 2014. The theme for this summit focused on student success and included a keynote address from Dr. Luis Ponjuan from Texas A&M. Dr. Ponjuan's research on Hispanic males is currently being used by national programs, including the White House, to help improve higher education for Hispanic and males of color. Over 200 participants were in attendance from all sectors of the Las Vegas local community. The Office of Diversity Initiatives presented a key workshop about the Latino Youth Leadership Conference and partnership with UNLV. Presenters included Jose L. Melendrez, ODI; Dr. Magdalena Martinez, Lincy Institute; and Ms. Ivet Santiago, School of Social Work.

Native American Outreach: The Native American Outreach program coordination is designed to engage faculty, students, staff, and community members regarding Native American diversity and inclusion initiatives at the University of Nevada, Las Vegas. Programmatic efforts have allowed UNLV to engage with national, regional, and local Native American tribal entities and education initiatives. These efforts have raised the university profile as an accredited Title III & Title V Minority Serving Institution (MSI) serving underrepresented Native American communities which maintain a unique politically sovereign status in relation to the United States government.

Community Engagement: ODI continues active engagement with the Clark County School District and minority based chambers, including the Asian, American Indian, Latino and Urban. ODI maintains regular contact and outreach efforts with community based organizations and agencies that include nonprofits, city, state and national organizations in support of serving students, staff and faculty under MSI efforts. Under these efforts are the development of multiple initiatives that are a direct link to UNLV efforts to

continue building towards becoming the premier research institution and Title V- Hispanic Serving Institution. These efforts include being a part of the founding team to establish the NSHE HSI Task-force, the NSHE Full Access Committee, founding board member of the Latino Leadership Council and council member with the City of Las Vegas Latino Network of Southern Nevada (LNSN). Under the leadership of the LNSN and the City of Las Vegas the 1st Annual Latino Summit was hosted at which UNLV was a key figure in facilitating and bringing the conference forward. This work also produced a key findings report on Latino issues, needs and concerns for moving Latinos forward in Nevada.

National Partnerships in Diversity: The Hispanic Association for Colleges & Universities (HACU) is the premier national organization that advocates for Hispanic Serving Institutions. UNLV is now in its 3rd year as member as an emerging HSI. In 2014 staff from ODI presented at the national HACU conference about student success through summer bridge programs highlighting the work of the ODI and UNLV with the Latino Youth Leadership Conference.

UNLV continues its membership with the National Association for Diversity Officers in Higher Education (NADOHE). NADOHE is the premier national organization for diversity officers that focuses on development and best practices of diversity offices. It provides national training through its national conference.

Title IX Compliance: Title IX activities and programs were established during this reporting period to ensure compliance with federal mandates. Specific activities included the establishment of bi-monthly coordinator meetings; participation in pertinent training related to first responders and victim advocate training; and the launching of an awareness that included the publication/distribution of Title IX information cards; workshops/seminars for student affairs, the student recreation center staff, and athletics; and continued maintenance of the website.

In addition, on behalf of NSHE, UNLV coordinated and hosted a 2-day comprehensive Title IX NSHE training in July 2014. The training, conducted by Ms. Saundra Schuster, J.D., a partner with the National Center for Higher Education Risk Management, included: Understanding, Applying, and Implementing the White House Task Force Recommendations on Preventing Sexual Assault; the Department of Education Questions and Answers on Title IX and Sexual Assault; the Intersection between Title IX, Clery, and the Campus SaVE Act; Preventing Sexual Assault/Harassment within High Risk Populations; and Policy Unification and Coordination. Over 120 individuals representing NSHE and its institutions attended the event.

Diversity Leadership Forums: Now in its fourth year, the 2013-14 Diversity Leadership Forum series focused on issues and concerns impacting the youth of each target community were determined during a follow-up session with the 2012-13 panelists, moderators, community stakeholders and the VP Council for Diversity and Inclusion members. Forum highlights in 2014 include the February 2014 event (conceptualized with the assistance of the Council of African American Professionals Chair) on the “school to prison pipeline” experienced by African American males. This event provided the initial framework of the 2014 NSHE Southern Diversity Summit entitled “Pipelines for Success”.

The March 2014 forum, co-planned and hosted by the UNLV Women’s Council, culminated in campus and community-based organizations to connect the with the Las Vegas PBS Women Engagement Council, various support agencies, and law enforcement to fight against juvenile child trafficking in southern Nevada. Lastly, Khen Rinpoche Head Abbot Appointed by the Dalai Lama was a member of the April 2014 panel held in recognition of Asian American and Pacific Islander Heritage Month.

The 2014-15 Diversity Leadership Forum Series, focusing on women in leadership, received both print and broadcast media coverage. The article entitled, "Diverse, 'dynamic women' to be the focus of UNLV forum series," was featured on the front page of the *Las Vegas Sun* on October 17, 2014 while a live interview with appeared on Channel 3 on October 13, 2014.

Diversity Leadership Forum Community Follow-Up: As in years past, ODI invited community leaders, forum panelists, moderators, VP Council for Diversity and Inclusion, and members of the President's Advisory Council to an interactive information-sharing session. The session, designed to recap the 2012-13 forum series, offered recommendations for future series and identified collective solutions that will benefit our campus and community.

Cultural Competence Academy: The UNLV Cultural Competence Academy (CCA), established spring 2014, offered a series of workshops, seminars, and training sessions designed to provide opportunities for members of the UNLV collegiate community to develop the knowledge, skills and awareness related to cultural issues and working with diverse populations.

The April 2014 CCA pilot featured Mr. Terry L. Cross, founder and executive director of the National Indian Child Welfare Association, who is considered the Nation's leading authority on cultural competence. Approximately 50 members of the UNLV collegiate community (faculty, staff, students, and deans), attended the pilot program that included 3 breakout sessions. The fall 2014 CCA, focused on microaggression as presented by Dr. Jolyn DePriest, owner of, AJ DePriest Consulting, who is best known for her development of curriculum and programs to address the importance of cultural competence, a diverse workforce, and inclusion.

During the 2014 spring and fall semesters, as a continuation of CCA, 8 Brown Bag session series were conducted relying on the expertise and interests of UNLV faculty, staff, and students. Topics included, but were not limited to: mentoring faculty of color; minority serving best practices; secular safe zone training; teaching and learning strategies; and international student advising.

THE DIVISION OF STUDENT AFFAIRS

Within the Division of Student Affairs we acknowledge that our activities, programs, service, and everyday interactions are enriched by our acceptance of one another, and we further acknowledge that each individual enriches the environment and the overall experience of its members. Learning from community members is best achieved in an atmosphere of mutual respect and understanding. The divisional commitment to value diversity must be embodied by all members of Student Life in order to achieve the desired civil, just and inclusive community.

STUDENT-FOCUSED INITIATIVES

UNLV strives to recruit students who will further enrich diversity and to support their academic and personal success while they are a part of our campus community. The university actively encourages applicants whose racial and ethnic backgrounds are underrepresented in higher education in Nevada, who are first-generation college students, and who have demonstrated financial need.

UNLV has been ranked the sixth most diverse campus among the nation's universities for undergraduate students, according to the 2013 U.S. News & World Report best colleges rankings. This is the third consecutive year UNLV has received this designation - - last year UNLV was ranked eighth most diverse; and, tenth most diverse the previous year. As of Fall 2013, at UNLV, 52 percent of all undergraduate students reported being part of a racial or ethnic minority.

ENROLLMENT AND STUDENT SERVICES

Admissions

The Office of Admissions employs bilingual staff, provides Spanish language translators across all Admissions programs and services, partners with school districts to reach diverse populations, and distributes a suite of printed materials as well as email communications to diverse communities in the immediate region.

Outreach and Prospective Student Events

The Office of Admissions conducts a number of recruitment events throughout the year both on and off campus, with an emphasis on promoting University attendance to underserved populations.

These include:

African-American & Hispanic Scholar Recognition Programs: These yearly programs invite high-achieving high school juniors and their families to campus to receive an inspirational message about the importance of higher education. They also hear a message from the Dean of the Honors College to provide them with the knowledge of the attainability of being an Honors student. Each year, through these two separate programs, over 150 families come to campus for their student to be recognized and to learn about the possibilities that await the student through higher education.

Be Prepared Series: This series of events at UNLV includes a series of events and on-campus workshops. Application workshops were held to assist students in completing and submitting their applications for admission to UNLV. Financial Aid Information nights were held in order to prepare students and their parents for the process of seeking and applying for both Federal and private aid. Lastly, five FAFSA Completion workshops were held where students and parents had the opportunity to walk through the FAFSA application with Financial Aid and Admissions staff members. While these programs were offered to all students, the target audience was first-generation college students.

Community Outreach Activities: Annually, the Office of Admissions participates in a large number of various community outreach activities through giving presentations and sharing general and admissions-specific information about UNLV while promoting a general message of college access. These outreach activities are sponsored by a variety of organizations and include, but are not limited to, the following: GLOW (Growing Latinas into Outstanding Women), LULAC (League of United Latin American Citizens), UNCF (United Negro College Fund) Empower Me, Las Vegas Latin Chamber of Commerce, Southern Nevada Children First: Brighter Future, Black Student Union Convention, ITCN (Inter-Tribal Council of Nevada) Native American Youth Leadership Conference, New Teacher Cultural Connections, and the Southern Nevada Native American Coalition.

Counselor to UNLV Day: This year in conjunction with the UNLV GEAR UP Ambassador program, middle school counselors were invited from schools identified by the Nevada State GEAR UP program as GEAR UP institutions. The Counselor to UNLV day is set to provide information and updates about UNLV, its programs and admissions processes as well as information geared toward college access. The middle school counselors in attendance remarked that the information they received as well as the campus tour provided on that day will be instrumental in providing better information to their students.

DreamCatcher Series: The Office of Admissions participated in the DreamCatcher series coordinated through the UNLV American Indian Research & Education Center. Through a three-part series the Office of Admission provided college access, admission and financial aid and scholarship information to middle-school and high school students and their parents.

Family Enrichment Day: Each year the Office of Admissions collaborates with CCSD to bring over 500 parents from CCSD empowerment zones with school aged children to campus to encourage them to remain active with their children in education and to plan on pursuing higher education. This event is geared toward first-generation underrepresented students and bilingual presentations and materials are available for those in attendance.

Hawaii New Student Orientation: Each year the Office of Admissions offers a special New Student Orientation on location in Honolulu, Hawaii. Due to the particular needs and concerns of the new admits and their parents from the islands, the program agenda and components are altered to provide specific information to and reassurance for the attendees. The vast majority of the 250+ attendees are of pacific-islander descent and are first generation students.

On-site Application and FAFSA Workshops: Realizing the specific challenges many underrepresented students and their families face in terms of accessibility of resources the Offices of Admissions and Financial Aid & Scholarships have offered Application and FAFSA Completion workshops at more than 20 local high schools. Knowing the diverse hours of availability for many of the parents, these have been offered both during the day and in the evening at the request of the high school and determined by the needs of the specific population being served.

Rebel Preview: Through this cross-campus collaboration, prospective students and their parents learn about the academic and student-life programs at UNLV. During this program a breakout session about Diversity Programming for UNLV students is offered.

Rebel STEM Academy: In partnership with the Vice Provost for the Academic Affairs Office, the Office of Admissions conducts biannual programs to introduce students to hands-on lab experiences in the Colleges of Sciences, Health Sciences and Engineering. The program targets juniors and seniors identified by partnering CCSD high school science and math teachers as students who would benefit from and be engaged in an early experience at UNLV.

Teacher Recognition Reception: This three-year old program was developed to give first generation students the opportunity to recognize the teacher that encouraged them to continue their education. Students nominate their teacher by letter and the teacher and student are invited to a reception each fall to accept the award.

Underrepresented Student Recruitment Fairs: Annually, the Office of Admissions participates in numerous national fairs marketed to underrepresented student groups including four National Hispanic Fairs and three Black College Expos.

UNLV GEAR UP College Ambassador Program: The UNLV GEAR UP (Gaining Early Awareness and Readiness for Undergraduate Programs) services all Nevada State GEAR UP designated middle schools in the state of Nevada. The program works to establish an early connection between low SES, underrepresented, first generation students and higher education. Exposure to college access information, academic mentorship and transitional support both from middle school to high school and eventually high school to college are provided in order to assuage the concerns of both the students and parents who have no experience to reference through these developmental processes with the ultimate goal of participants becoming college graduates.

Career Services Office

The mission of Career Services is to provide effective career planning and career development services to meet the needs of the diverse population it serves: prospective students, current students, and alumni. Career Services employs minority students and staff and provides on-going diversity training in the form of workshops, seminars, webinars, and research efforts to ensure this mission.

Financial Aid

In addition to the recruitment events conducted by the Office of Admissions, the financial aid counselors provided financial aid presentations to diverse ethnic communities within the Clark County School District. The Financial Aid & Scholarships Office employed Spanish speaking financial aid counselors to assist our Hispanic students receiving aid. Spanish speaking financial aid counselors were highlighted on various Hispanic media networks.

Office of International Students and Scholars

The Office of International Students and Scholars provides appropriate and personalized services and supports international students, scholars and various University departments and offices. OISS' efforts enhance and enrich the diversity of the campus community and foster the academic, cultural, and social pursuits of students and scholars from abroad through knowledge and expertise in recruitment, admissions, immigration, and advising.

Registrar's Office

The office employs a diverse and bilingual staff. Priority registration is provided for students with disabilities, veterans, and low-income minority student populations. Academic scheduling practices take into account special accommodation requests or requirements. The office provides support to various external units desiring to track specific student populations. The Registrar's Office has been a partner in the quest to achieve HSI and MSI status.

The Office of Veteran Services

The United States military consists of a rich and diverse population of volunteers that reflects the diversity of America. UNLV has established the Office of Veteran Services and the Student Veterans & Military Family Services Committee to better serve our growing student-veteran and military-family community by developing a welcoming, veteran-friendly campus environment that fosters academic and personal success.

We understand the many challenges associated with pursuing a degree while serving on active duty, as well as those associated with making the leap from the military to the civilian world. To meet these needs, the office is staffed with veterans and GI Bill-experienced staff to assist more than 1,400 veterans, dependents, active-duty service members, National Guard members and reservists with answers to questions concerning admissions, GI Bill enrollment certification, financial aid resources, campus and community support services, local veteran discounted-housing programs and various networks for veteran employment opportunities. UNLV also has a VA-supported VetSuccess program with VA benefits counselors on campus, and a Peer Advisors for Veteran Education (PAVE) program with veteran peer advisors to assist our incoming veterans with their transition.

CAMPUS LIFE

Student Union and Event Services

- SUES worked on understanding access for people with disabilities for event spacing. Examined procedures and guidelines on this topic including row width, purchasing an accessible ramp for event use, verifying listening devices were in proper order, etc.
- Transgender awareness training for SUES staff – how to understand specific needs as they relate to the Student Union as well as event services.

The Office of Civic Engagement and Diversity: The Office of Civic Engagement and Diversity provide educational endeavors, resources, and involvement opportunities guided by our commitment to social justice, community building, diversity, civic engagement, leadership, and a global perspective enacted through a holistic learning environment that engages students, faculty, staff and community members. In 2013-14 the Office of Civic Engagement and Diversity sponsored over 95 multicultural, international, and social justice programs reaching more than 5,800 attendees in addition to the 5,000 plus students, faculty, staff, and community members that attended the annual Festival of Communities.

- **Student Organization Registrations** of UNLV's 292 Registered Student Organizations, 23% are categorized as Diversity & Multicultural organizations, 17% are categorized as Civic Engagement & Advocacy organizations, and 8% are categorized as International organizations. The Office of Civic Engagement and Diversity oversees the student organization registration process and provides resources for student organization development and operations through the Student Organization Resource Center.
- **Multicultural Fraternities and Sororities:** UNLV is host to 8 historically African American fraternities and sororities that comprise the National Pan-Hellenic Council (NPHC). Each year the council hosts the Black Greek 101 program as well as an annual Yardshow during the Homecoming Week festivities as well as a Step Show each spring, in addition to educational forums and service programs that directly benefit the African American community within Las Vegas. Additionally, UNLV currently has 11 other culturally based Greek letter organizations that collectively make up the multicultural Greek Council (MGC) The breakdown of these groups is: 2 Asian interest fraternities, 1 Asian interest sorority, 3 Latina interest sororities, 2 Latino interest fraternities, 2 Multicultural based sororities and 1 Multicultural based fraternity. The chapters of MGC work collectively on a multitude of projects including MGC Council mixers, awards ceremonies, service programs and philanthropic endeavors.
- **Center for Social Justice (CSJ):** Operated through the Office of Civic Engagement and Diversity, the CSJ serves as a resource for students, staff, faculty, and community members to unite around, educate about, and advocate against social injustices that affect the campus, local, national, and global communities. The CSJ promotes the empowerment and collaboration of all individuals through creating awareness and providing support in order to initiate action and foster social justice. In addition, the CSJ serves as a safe space for all students identifying within the various communities on the campus of UNLV.
- **Rebel Advocates - Student Organization:** Rebel Advocates is a student organization that explores topics around identity and social justice. Rebel Advocate members are charged to raise awareness of pertinent issues to promote a culture of equity. This is done through dialogue, service, and educational based events.
- **Community Dialogues:** The Community Dialogues series is hosted by the Center for Social Justice to provide a meeting and dialogue space for various communities on UNLV's campus. In efforts to build community, promote awareness, and educate the campus about these communities, the discussion series will serve as a safe space for communities to come together, share ideas, and discuss challenges and issues within their respective communities.

- **Safe Zone Training:** CSJ's Safe Zone program at UNLV aims toward creating safe, civil community for all individuals, particularly our lesbian, gay, bisexual, transgender, queer and questioning (LGBTQ) members. During this interactive training session, each participant will receive resource materials relevant to coming out, ally development, and inclusive language. Participants will gain understanding and knowledge of the LGBTQ community's needs and concerns. Following the training session, participants will be provided with an opportunity to receive a Safe Zone sticker which indicates the participants' willingness to create a safe space and/or to be an ally for LGBT individuals.
- **Social Justice Programming:** Throughout the academic year, the Center for Social Justice provides UNLV students opportunities to examine various social injustices to deepen their understanding and awareness of these issues. The events also aim to ignite students to challenge these injustices and make positive change.
- **No Stupid Questions:** Panelists identifying with a specific identity group (ex: Asian, Black, LGBTQ, women) briefly share their identities and experiences then allow attendees to anonymously ask any questions they may have in a safe environment. The purpose of this program is to give attendees an opportunity to learn about an identity group outside of their own while reflecting upon their own unique identities. In addition, the event allows panelists an opportunity to reflect upon their identities and express themselves.
- **Cultural Leadership Retreat:** The Cultural Leadership Retreat is designed to facilitate students' understanding of multiculturalism within the context of leadership through the Social Change Model of Leadership Development. In this three day, two night weekend retreat, participants will attend interactive workshops designed to create an environment to explore cultural identity, share experiences and discuss the meaning of leadership in the context of a diverse society.
- **Emerging Leaders Retreat:** The Emerging Leaders Retreat is designed to give UNLV students the opportunity to explore their leadership identity. In this three-day, two-night weekend retreat, participants are engaged in dialogue and activities to gain a deeper understanding of their self-identity, communication, team building, problem solving, risk-taking, and the diversity of leadership styles on a foundational level for emerging leaders.
- **Global Leadership Retreat:** The Global Leadership Retreat is designed to give UNLV students the opportunity to explore their leadership identity in a global context. In this three-day, two-night weekend retreat, participants will engage in dialogue with peers and interactive workshops to gain a deeper understanding of how to be effective leaders in a global society. Domestic and international students are encouraged to attend.
- **Service Programs:** OCED assists students in developing a sense of civic engagement in their community through the act of service. Service transforms volunteers into active learners, providers, and advocates within the community. Every year, numerous UNLV students and faculty members impact the Las Vegas community through direct service, indirect service, and service learning.
- **Identity Months:** OCED coordinates and collaborates with academic departments and student organizations in order to create and promote events which correspond with the national heritage and cultural months. UNLV's identity months serve as a learning and celebration guide in which specific identity programming is offered on campus to celebrate our nation, our campus, and ourselves. The monthly recognitions are Latino Heritage (Sept), LGBTQ Pride (Oct), Disability Awareness (Oct), Native American Heritage (Nov), Black History (Feb), Women's History (Mar), and Asian, Pacific Islander & Middle Eastern Heritage (Apr).
- **Hear Our Voices - Identity Celebrations:** In collaboration with various academic departments and student organizations, OCED plans the Hear Our Voices series which features prominent members of UNLV and the local community who discuss connections between their identity, life, work and current trends.

- **Rebel Meet Up:** Rebel Meet Up targets traditionally underrepresented students to provide resources for success and opportunities to connect with other students, student groups, faculty and staff. UNLV offices and local community groups are also represented to inform students about their respective programs and services.
- **International/Domestic Student Relations Initiative:** As a follow up from results from the International Student Survey a series of programs were developed to build relationships among domestic and International students. It was identified in the survey that International Students struggled to connect with their domestic peers. These programs aim to develop friendships and provide social development. Programs included karaoke nights, Halloween pumpkin carving nights, and game nights.
- **International Student Excursions:** In an effort to provide international students an outlet to the many sites around Las Vegas, OCED has provided social excursions throughout Las Vegas and its neighboring areas. Trips have included Fiesta Rancho for ice skating, Springs Preserve for nature walks, and to the local hockey team exhibitions to show support and educate students about a sport many do not have much experience trying in their home country. Upcoming excursions include Disney Land, Zion National Park, and the Grand Canyon.
- **International Education Week:** International Education Week showcases the talents of international students through various brown bag discussions and global nights which include cultural dances, food, and language fairs. In addition, opportunities are provided for international graduate students to share their research with the UNLV community. Many of the programs held were produced by the ideas of the students in the International Council, an organization created by OCED to give international students a voice during their time in UNLV.
- **Gender Neutral Bathroom Initiative:** OCED coordinates the Gender Neutral Bathroom Initiative which promotes and places clearly marked signage on designated bathrooms around the UNLV campus that are gender neutral.
- **Student Affairs Workshops:** Each academic year the Student Affairs Diversity Training Committee (SADTC) focuses around a diversity topic or identity group in order to educate and provide resources for UNLV staff. In all, over 10 workshops, trainings and meetings were offered through the SADTC committee; each of which encourage participants to create positive change within their leadership positions and departments.
 - In the spring of 2014 the focus was around hip hop pedagogy. SADTC sponsored an event featuring Dr. Chris Emdin, Teachers College at Columbia University, to discuss connections between social justice and hip hop.
 - In fall 2014, SADTC's identity group focus turned to the lesbian, gay, bisexual, transgender, and queer/questioning (LGBTQ) community. Two sessions were offered to staff which included basic terminology and a student panel.
 - In addition, book club meetings were held featuring the books "Parrotfish" written by Ellen Wittlinger and "The Social Justice Advocate's Handbook: A Guide to Gender" written by Sam Killerman.
 - Finally, SADTC offered various campus departments (Registrar's, Residential Life, Women's Center) trainings specific for their office and needs.

***Residential Life Diversity Report:
Spring 2014:***

- 39 Social Justice Floor Dialogues (these are floor discussions, led by individual Resident Assistants, focused on social justice/multiculturalism issues relevant to each residential floor)
- 17 passive programs with diversity related themes
- Four hour social justice training for Resident Assistants, focused on transgender issues facing traditional age college students

Fall 2014

- 43 Social Justice Floor Dialogues
- 21 passive programs with diversity related themes
- Day long social justice training for Resident Assistants, focused on understanding issues of privilege and creating positive spaces for social change

Examples of Social Justice Floor Dialogues include:

- “Diverse Campus – Diverse Holidays”
- “What really happens when you come out?”
- “Cross the line – multiculturalism at play”
- “The truth about stereotypes”
- “Be careful what you say; the power of words”
- “Identi-tea: food and culture around the world”
- “We’re all from somewhere: conversations about identity”
- “Freedom Seder”
- “Latino Heritage Month Celebration”
- “Privilege Walk”
- “Diversity Dialogues, Diversity Cupcakes”
- “Coming out stars”
- “Discussions of Ferguson, MO”
- “Academy Awards: diversity in Hollywood?”
- “Micro-aggressions Awareness”

Campus Life Assessment

Student Satisfaction Inventory -- Spring 2014

Key Findings related to the NSHE Diversity Report

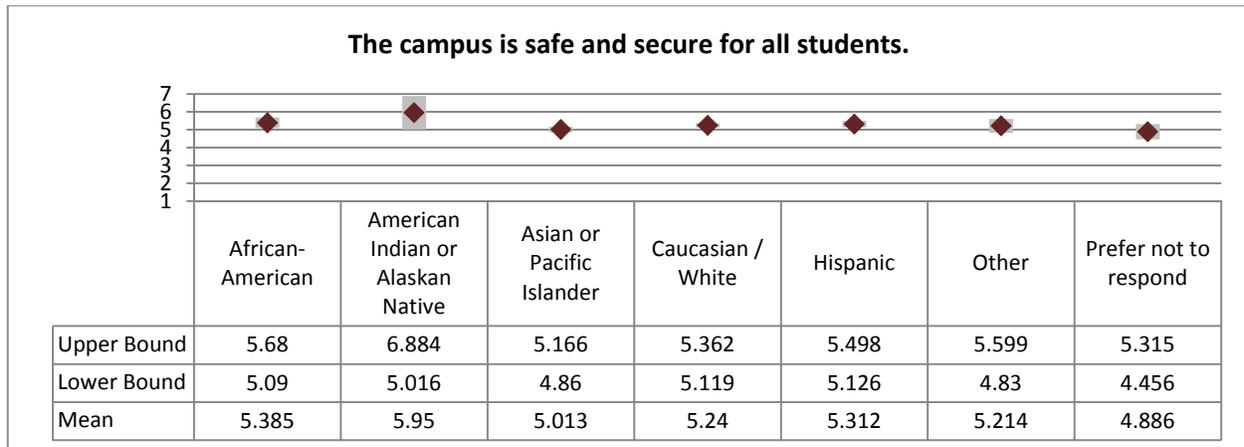
For the Spring 2014 administration of the SSI, 2,150 of 2,500 students completed the survey (86% response rate). The respondents were similar to the Spring enrollment in terms of gender and age. Three percent (3%) of all respondents identified as having a disability. While the composition of the SSI participants reflected the racial composition of enrollment for most ethnic groups, two divergences deserved note. Approximately 17% of students enrolled for Spring identified as Asian or Pacific Islander, but 24% of SSI participants did. Among enrolled students, 22% identified as Hispanic, but only 18% of SSI participants did. For other ethnicities, the portion of respondents was consistent with enrollment.

On the twelve scales of the SSI, only one showed significant differences based upon gender, race, age, or disability. That scale was *Safety and Security*, and the significant differences were by gender and racial group only. The scale consists of four items, and when those four items were compared by gender and racial group, two items showed significant differences. The first item differed significantly by both gender and racial group. It read “the campus is safe and secure for all students.” The second item differed significantly by racial group only. It read “parking lots are well-lighted and secure.” Students rated each item on a seven point scale where 1 was very dissatisfied, 4 was neutral, and 7 was very satisfied.

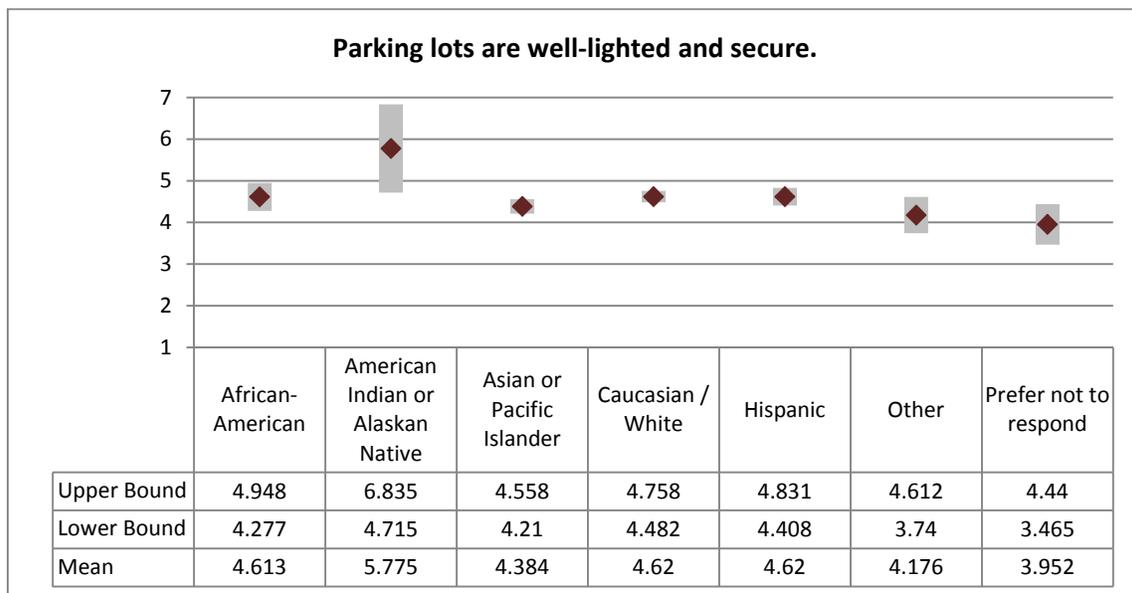
While the mean satisfaction for both women and men indicated satisfaction, women expressed lower satisfaction (5.08) than men did (5.50).

The mean for all racial groups also indicated satisfaction. Students who identified as American Indian or Alaskan Native reported the highest satisfaction. Students who identified as Asian or Pacific Islander,

Other, or Prefer not to Respond reported the lowest satisfaction. Students who identified as African American, Caucasian / White, or Hispanic reported similar levels of satisfaction. Means are shown in this chart.



Satisfaction was lower and more varied for the second significantly different item than the first one. This second item differed significantly by racial group only. Students who identified as American Indian or Alaskan Native again reported the highest level of satisfaction. Students who identified as Other or Prefer not to Respond reported the lowest. Students who identified as African American, Asian or Pacific Islander, Caucasian / White, or Hispanic reported similar levels of satisfaction.



One of the twelve scales on the SSI is named *Responsiveness to Diverse Populations*. It includes six items which ask for student's satisfaction with the institution's commitment to 1) part-time students, 2) evening students, 3) older, returning learners, 4) under-represented populations, 5) commuters, and 6) students with disabilities. That scale did not vary significantly based upon gender, age, disability or race. The scale did differ significantly from national peers and from UNLV's previous administration in 2011.

Compared to similar institutions where the SSI was administered in Spring 2014, UNLV students reported significantly lower satisfaction (4.98 vs 5.43). Compared to UNLV's Spring 2011 SSI, UNLV students in Spring 2014 reported significantly higher satisfaction on five of the six items: disabilities

(5.27 vs 5.14), commuters (4.82 vs 4.67), part-time students (5.00 vs 4.88), returning learners (5.01 vs 4.90), and under-represented populations (4.99 vs 4.88). The sixth item (evening students) did not change significantly (4.80 vs 4.78). While we trail similar institutions, we are improving.

The SSI also includes some diversity-related items which are not part of this *Responsiveness* scale. One is from the *Campus Climate* scale: there's a strong commitment to racial harmony on this campus. For that item, UNLV (5.29) significantly trail similar institutions (5.55) by a quarter point. However, we significantly improved since Spring 2011 (5.12). While we trail similar institutions around the country, we once again are improving.

Two other items are UNLV-generated items: 1) UNLV celebrates cultural diversity (5.11), and 2) UNLV provides opportunities for me to learn about diversity (4.97). Satisfaction on both of these items improved since 2011: 4.94 and 4.80, respectively.

Campus Recreational Services

- Provide student staff with diversity customer service training. Two student employees were provided the opportunity to attend the NCORE conference (National Conference on Rare and Ethnicity in American Higher Education). Students used the information gained from the conference to present diversity training to 150 of their peers at the Fall All Staff Training In-service. Campus Recreational Services employs bilingual staff to assist with customer needs.
- Professional and student staff diversity training includes presentations from the Office of Veteran Services, Title IX Compliance Office, and the Office of Civic Engagement and Diversity.
- National Recreation and Sports Day is a half day event that provides the University community with information on health wellness and recreation inclusive of all ability types.
- Group Exercise Instructors are trained to adapt each exercise class to varying levels and abilities of all participants. Classes are offer at a variety of times to account for the different class schedules of undergraduate and graduate students.
- The 'Family Changing Area' has been converted to an 'All Inclusive Locker Room,' complete with locker rentals and a changing space for all abilities, genders, and ages.
- New ADA measures were implemented at the Student Recreation and Wellness Center with the addition of an accessible pool chair lift in the lap pool and ADA automatic door control for the Rebel Wellness Zone.
- Professional Staff, Graduate Assistants, student employees and Sport Club members participate in various community service opportunities at local non-profit agencies: Opportunity Village, Shade Tree, Safe House, The Center, After School All Stars, Veteran Services, and Supporting Homeless Youth.

STUDENT WELLNESS

Counseling and Psychological Services:

Group Program: The group counseling program has seen an increase in participation by underrepresented student groups, including Latino/a Americans, Asian Pacific Americans, African Americans, and Multiracial Americans (17%, 10%, 8%, and 8%, respectively). CAPS offers a variety of group counseling offering that are specifically programmed for the needs of underrepresented student groups including:

- **ALANA Support Group:** This group invites ALANA (African American, Latino/a, Asian American, and Native Americans) men and women who are seeking consult around issues of race, identity, biculturalism, and/or discrimination. Group discussions may involve issues such as stress due to racism, interracial dating conflicts, acculturation, and

immigration stress. This group focuses on providing support, developing new insights, and building skills to help address the issues that are unique to these populations.

- **Balance: First Generation College Student Support Group:** This group invites ALANA (African American, Latino/a, Asian American, and Native Americans) men and women who are seeking consult around issues of race, identity, biculturalism, and/or 1717 discrimination. Group discussions may involve issues such as stress due to racism, interracial dating conflicts, acculturation, and immigration stress. This group will focus on providing support, developing new insights, and building skills to help address the issues that are unique to these populations.
- **Military Students Support Group:** This is a support group that would focus on providing student veterans and active military status/reservist/guard students a safe environment to receive strength and encouragement in their efforts to cope with and adjust to challenges unique to military life. Students will have an opportunity to experience personal growth, provide and receive support from one another that can minimize a sense of isolation in dealing with their unique challenges, be they academic, relational, or adjusting back to civilian life, and instill hope in their ability to successfully navigate stressors, responsibilities, and ultimately successfully achieve their educational goals.
- **Sexual Orientation Support Group:** This is a support group that will explore issues of sexual orientation. In particular, this group may address identity issues related to coming out, dealing with family and friends, struggles with intimacy, and managing relationships. The group welcomes participants who are questioning or exploring their sexual orientation or who are at various stages of the coming out process.
- **ADHD Support Group:** This time limited (6 weeks), skill-based group will include psychoeducation about ADHD, assistance available on UNLV's campus, and strategies/interventions aimed at increasing attention and academic success. The group will be facilitated through a supportive process intended to help its members to improve their academic and personal lives. It is designed to be a forum where students can relate to one another, learn and find validation from one another's experience, and overall develop greater awareness about oneself and areas for improvement as well as learn the skills to make identified changes. General outcome is for students to better manage life with ADHD.

Therapy Data from 2013-2014 Annual Report: Assessment results indicate that graduate trainees perceived a 32% gain in their skills on "Awareness/Sensitivity to Diversity." This is one of the highest percent gains among the 6 core counseling competency areas. Their respective clinical supervisors assessed students to have an average of 31% gain in this area.

Educational Programing: CAPS offers a number of educational workshops and presentations to members of the campus community. Students and faculty can request these workshops for student groups or classes. The following workshops are offered that are related to:

- Transgender Identity Development
- Appreciating Diverse Identities
- International Student Adjustment: Managing Culture Shock
- Interpersonal Violence: Cues and Warning Signs
- Clinical Graduate Student Diversity Training

Disability Resource Center

The Disability Resource Center (DRC) of UNLV is committed to serving all persons who choose to self-disclose a documented disability regardless of ethnicity, age or gender. As the office designated to ensure full access and inclusion of persons experiencing disability, we provide services to assist in leveling the academic playing field while upholding the same standard met by all students.

Deaf and hard of hearing communication access services: This year the DRC provided 491 hours of sign language interpreting services for classes and out of class events such as instructor meetings, academic advising appointments and class related activities. Communication Access Real-time Translation (CART) captionists provide “word-for-word” speech-to-text services to allow visual access to spoken language. This year the DRC provided 1,170 hours of CART services. This represents a significant increase in comparison to FY13 of 617 hours. It is noted that students experiencing deaf and hard of hearing prefer communication access through CART services.

Testing services: Students with disabilities may require a variety of services in order to facilitate taking exams. The DRC proctored 1,712 exams for 310 students this year. At times, this required close collaboration with both student and faculty member to insure that appropriate adjustments were made without altering the purpose of the assessment. These adjustments could be a combination of the following common requests: extended time by 50% or by 100%, use of assistive technology devices such as screen magnification or other specialized software to read the exams out loud, alternative to scantron, quiet environment (one individual per room), use of specialized seating or adjustable table, and ability to type essays using basic word processing software.

Notetaking Services: In order to achieve full access to course lectures, the DRC trained, supervised and paid 321 students to provide copies of their notes to their classmates who are registered with the Center. A collective 15,700 hours were spent on taking notes for a total of 359 classes. These quality notes made it possible for 216 students with disabilities to bridge the gaps of information that may have been missed during crucial points of learning.

Assistive technology services: The DRC is fortunate to house auxiliary aids and devices that create opportunities for students with disabilities. Both high tech and low tech solutions are used to assess a student’s particular need. Some technologies that we have on hand to demonstrate include: software that magnifies or reads information off a computer to a person with little to no sight, Assistive Listening Devices (ALDs), various digital recorders, apps to assist with organizing and studying notes more effectively and text-to-speech software that displays, tracks and reads textbooks out loud. Students are able to borrow devices for a trial period during the semester.

Alternative media services: Students with disabilities purchase their text then request a digital version to be loaded onto their personal device. Kurzweil 3000, a robust literacy software, is downloaded onto the device to give students with disabilities better access to the printed word. In the past year, 93 students registered with the DRC have requested to have their text books converted into this format. While Kurzweil is our most popular type of alternative media, it is not the only way students can request to receive text books. Other forms of conversion that the DRC can produce include: accessible file types for use with magnification software, Braille, raised graphs or tactile images.

Jean Nidetch Women's Center:

Lactation/Family Services: The Jean Nidetch Women's Center and campus partners have seven lactation rooms for faculty, staff, and students to pump or breast feed in a private, clean, and quiet space. We provide a rocking chair and a refrigerator for daily storage. In the JNWC Lactation Room, we also have a Medela Lactina Electric Plus Pump for you to use with your own attachments.

Advocacy: The Jean Nidetch Women's Center (JNWC) is committed to addressing the needs of the diverse UNLV community as it relates to sexual assault, domestic/dating violence and stalking. The JNWC hosts a 35 hour peer education and advocacy training once a semester. As such, we ensure that our advocacy and programming are inclusive of racial diversity, gender diversity including transgender students, and sexual orientation. We specifically incorporate diversity modules into our CARE Line training (i.e. herstory on the anti-violence movement, masculinity, API cultural humility, LGBTQIA2 language, working with veterans, and examining privilege). Along with advocacy services to victims/survivors, the JNWC coordinates events that bring awareness of these issues among diverse communities. Examples from this year include a Mock Trial highlighting LGBT violence, feminism and pop culture series and 1 Billion Rising (global event to awareness of violence against women and girls).

Prevention and Education: The CARE Advocates' mission is to grant access to knowledge, increase sensitivity, and change individual attitudes about interpersonal violence (IPV) through presentations and workshops around violence prevention. To accomplish our mission, our program utilizes the latest developments in the anti-violence movement to facilitate our CARE Presentations. We promote diversity by expanding the concept of what groups are affected by interpersonal violence. We facilitate a presentation entitled "Race, Gender, Sexual Orientation and Violence" which aims to expand the dominant perspective of an IPV victim from the traditional cisgender, white, heterosexual, female archetype to a more representative reflection of society. During the Spring 2014 semester, we presented our first "Male Survivors of Interpersonal Violence" CARE Presentation.

CARE (Campus Advocacy Resource Empowerment) Line: 702-895-0602: This 24/7 hotline provides advocacy for student, staff and faculty victims of sexual assault, domestic violence and stalking. This line is open to anyone needing crisis assistance. Volunteers have been extensively trained to provide service to respond to victims/survivors in need of assistance.

Advocacy Support Response Team Against Violence (ASERTAV): This group is dedicated to raising awareness about interpersonal violence, including, but not limited to, sexual assault, rape, domestic violence, dating violence, and stalking, throughout the UNLV community. ASERTAV strives to coordinate a collaborative response to student, staff, and faculty members of our community who may have been affected by violence. The goal is to communicate to survivors that they are not alone during their recovery by providing resources, support, advocacy, and education. Group membership from UNLV includes representatives from the JNWC, SHC, CAPS, Student 1919 Conduct, Residential Life, Civic Engagement and Diversity, Office of Diversity Initiatives, Campus Police, Academic Success Center and the Graduate College. ASERTAV hosts round tables, seeking to improve services to all communities at UNLV. This year's round tables discussed the needs of veterans, and students with disabilities.

Office of Student Conduct:

Representation on the Advocacy Support Response Team Against Violence (ASERTAV): OSC supports active staff membership and participation in ASERTAV, dedicated to raising awareness about interpersonal violence with specific foci on sexual assault, rape, domestic violence, dating violence, and stalking.

Full Office Participation in the “Green Dot” Violence Prevention Bystander Trainer

Program: The entire staff of the Office of Student Conduct participated in the 4-day Green Dot Trainer Program, focused on increasing awareness around and preventing sexual violence, dating/domestic violence, stalking, bullying, child abuse and elder abuse.

Representation on the Vice President’s Committee on Diversity and Inclusion Strategic Planning Retreat: Comprised of representation from the campus community affinity groups, this full day retreat was structured to allow review and discussion of the VPCDI Strategic Plan, with a follow-up action plan for implementation of identified goals to address various issues around diversity and inclusion.

Student Conduct Hearing Board and Academic Integrity Appeal Board Recruitment and

Training: The Office of Student Conduct conducts both an inclusive campus-wide and targeted recruitment and training process for the Student Conduct Hearing Board [SCHB] and Academic Integrity Appeal Board [AIAB]. In addition to striving for equitable representation amongst Undergraduate, Graduate and Professional students; Academic Faculty, Administrative Faculty, and Classified Staff members we also conduct intentional recruiting to obtain as representative membership as possible for both SCHB and AIAB membership in terms of gender, racial/ethnic, disability, sexual orientation, veteran, and other definitions within the diversity spectrum. We send recruitment information and conduct in-person outreach to University Departments and Student Organizations with a focus for diverse membership. Our most recent SCHB and AIAB recruitment efforts resulted in representation from Black/African-American, Hispanic, Asian/Pacific Islander, Indian/Middle Eastern, Disability, GLBTQA, Veteran, and Non- Traditional populations. We currently have 142 Board Members, with 72 being women and 55 being from a diversity affinity population.

Representation on Q:UNLV Faculty/Staff Organization: OSC supports active staff membership and participation in Q:UNLV, the faculty/staff organization for UNLV GLBTQA individuals. In addition to regular policy review, issue advocacy, and personal interaction; Q:UNLV took a role in supporting the Diversity Leadership Forum focusing on GLBTQA issues.

Title IX Compliance and Outreach: The Director of the Office of Student Conduct serves as an active member of the Title IX Coordination Team in the creation and implementation of policy and outreach surrounding this federally mandated regulation addressing all areas of gender discrimination, including harassment and assault. The Director also serves as a Deputy Title IX Coordinator for student-related issues.

Student Health Center:

Patient-Centered and Individualized Health Care Services: The Student Health Center (SHC) offers primary care and specialty health care services to the UNLV student body. Our health care team recognizes, appreciates, and incorporates the diversity of our students when planning and implementing the most appropriate, sensitive, and compassionate treatment for each individual student.

Care Management Services: Student Wellness has employed a Licensed Social Worker as our Care Manager for the Student Health Center and Student Counseling and Psychological Services (CAPS). The Care Manager position performs a myriad of professional duties, including assisting students to discover and navigate through resources related to obtaining financial assistance with prescriptions and medical supplies when needed, as well as applying for programs offering health insurance and financial discounts if the student is uninsured, under-insured, and/or experiencing economic challenges. In addition, the Care Manager position works with the SHC health care providers and students to ensure that services offered are understandable and agreeable to the student, appropriate given the individual's unique situation, and accessible.

Language Translation Services: The SHC contracts with highly trained Certified Medical Interpreters to serve and assist our students who may have limited English speaking skills, especially in regards to medical terminology, to ensure that all students are provided with clear, accurate, culturally sensitive, and confidential medical education and information by our clinical team.

Ongoing Diversity Training: The Student Health Center health care providers and staff have participated in diversity training opportunities, including Title IX, working with and caring for transgender students, available medical interpretation services, and Safe Zone training for advocacy for LGBTQ students.

Wellness Promotion:

Free HIV Testing Clinics: The Student Health Center laboratory, in concert with the Wellness Promotion department and SHC clinical department, offer Free HIV Testing Clinics, which include HIV testing along with pre-/post- test counseling, each semester to UNLV students. This year, the Free HIV Testing Clinics received the Golden Gull Best Practices Award from the Pacific Coast College Health Association (PCCHA). This accomplishment is significant in that the program, which was developed and has been implemented collaboratively in the SHC for many years to encourage screening and education regarding HIV testing, prevention, and treatment, was officially recognized by esteemed peers in college health as being exemplary and as making a positive impact on UNLV students.

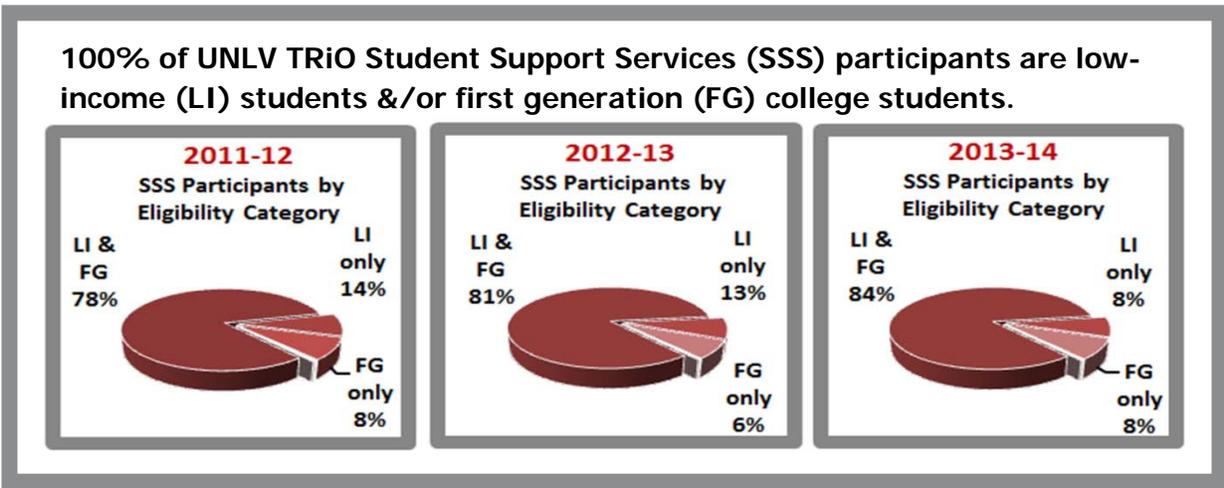
CENTER FOR ACADEMIC ENRICHMENT AND OUTREACH (CAEO)

The Center's mission is to provide traditional and innovative educational opportunities to a diverse community through targeted services and research that promote personal success. With that in mind, all activities conducted by The Center promote diversity in education and professional workforce. The Center's participants (2013-14) are as follows: Hispanic – 58%, African-American – 19%, White – 16%, Asian – 6%, and Native-American – 1%.

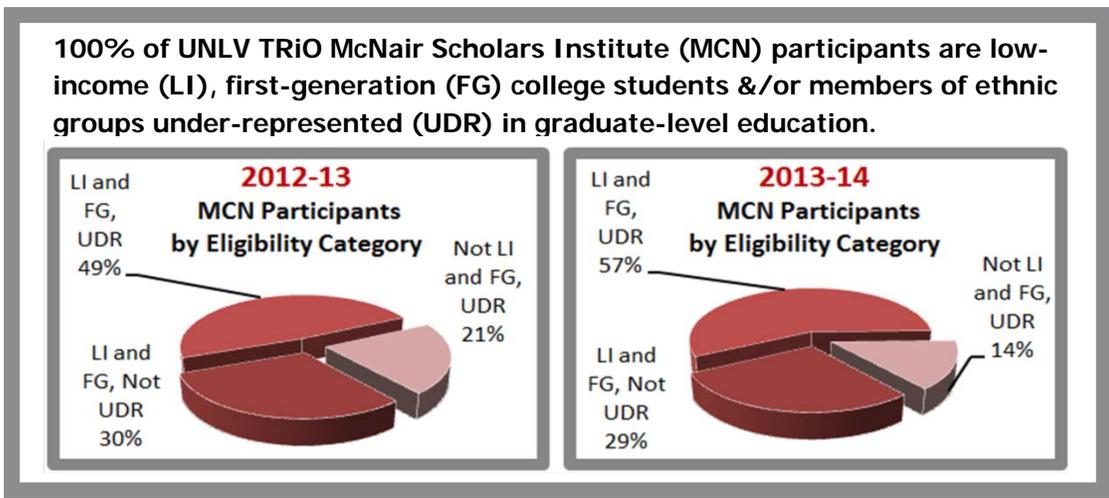
The Center offers the following services: academic advising, tutoring, instruction in developmental courses (math, science, English, writing, reading comprehension, information technology, and English as a second language), assistance with college admissions and financial aid/scholarship applications, counseling on college-adjustment issues, school decisions and admissions, personal counseling, and referrals to other campus and community resources. The Center houses 18 federally funded programs, 15 federally funded TRIO programs (Ronald E. McNair Scholars Institute, three Student Support Services programs, two Upward Bound Math and Science programs, three classic Upward Bound programs, four Educational Talent Search programs, Educational Opportunity Center and TRiO Training Institute) and

3 federally funded GEAR UP programs. Other initiatives within The Center include Family Support Services, Parents Educational program, Mentor and Volunteer program, and Summer Food Nutrition program.

TRIO Student Support Services (SSS) is a federally funded program that helps low-income, first-generation-college, and disabled undergraduates persist through post-secondary education and earn degrees. Furthermore, SSS assists college students with overcoming personal concerns, academic deficiencies and financial difficulties that could impair their chances of succeeding in college. SSS also provides students with the necessary tools to adjust to the demands of a college environment, while helping them develop good study habits and decision-making skills that increase retention and graduation rates. More than 60% of UNLV SSS participants graduate from UNLV within 6 years.



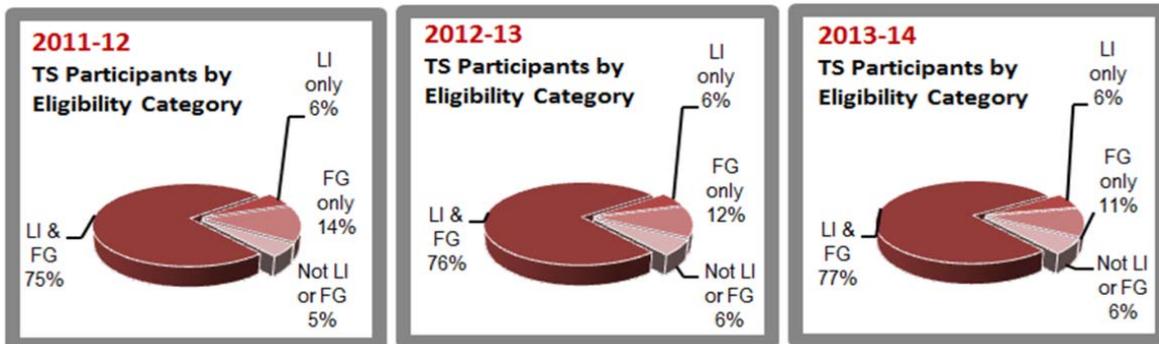
TRIO Ronald E. McNair Scholars Institute, grounded in the inspiration and vision of Challenger astronaut Ronald E. McNair, began at The Center in 1999. Its goal is to help diversify the ranks of American faculty and research institutions by providing assistance for under-represented groups. Through research opportunities, faculty mentoring and graduate college exploration, the program encourages and prepares minority undergraduates for careers in college teaching as well as doctoral study. More than 50% of UNLV McNair participants enroll in graduate school in the fall semester after they complete their bachelor's degrees.



Upward Bound (UB) and Upward Bound Math & Science Center (UBMSC) help under-represented high school students prepare for higher education. Qualified participants receive instruction in literature, composition, and foreign languages, while maintaining a heavy focus on mathematics and science. The program has two components: academic year and summer residential. During the academic year component, participants attend classes and workshops at the UNLV campus, where they also receive academic and career counseling, tutoring, financial aid assistance, and college admission information. During the summer residential program, students live in the UNLV residence halls, obtain first-hand experience of being college students, participate in activities that promote educational and cultural enrichment, and receive regular program services. More than 70% of UNLV UB and UBMSC participants enroll in postsecondary education.

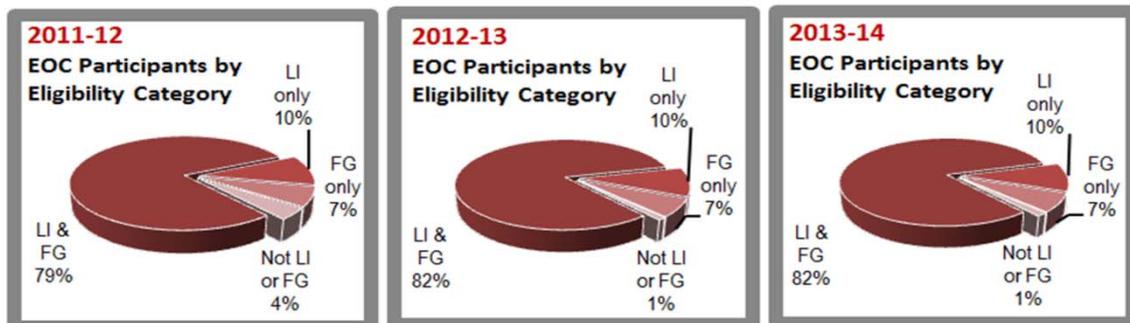
Educational Talent Search (ETS) serves eligible students in Grades 6 through 12 by providing academic advising/counseling, financial management, admissions requirements, and assistance with various student financial aid programs. 99% of UNLV ETS participants graduate from high school.

At least 94% of UNLV TRiO Educational Talent Search (TS) participants are low-income (LI) students &/or potential first generation (FG) college students.

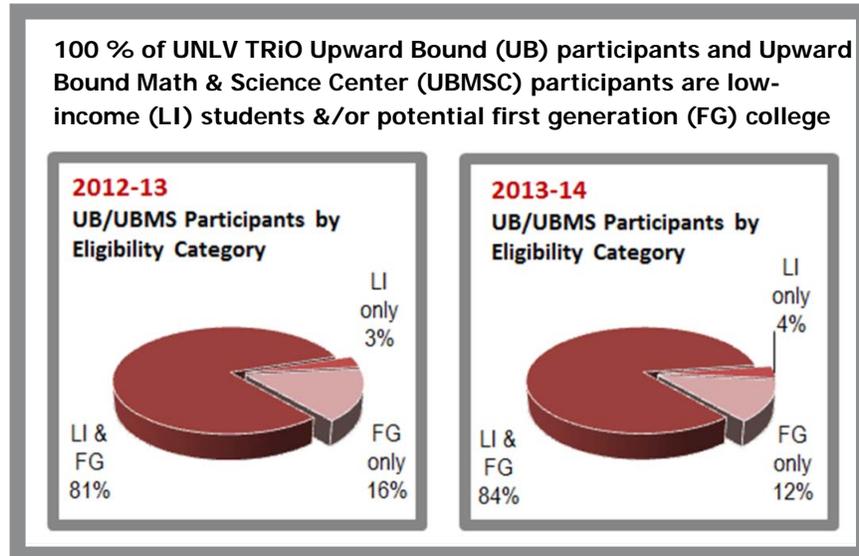


Educational Opportunity Center (EOC) assists qualified individuals 19 years of age and older to pursue postsecondary education. EOC assists qualified participants with choosing a career path and appropriate education channels as well as encourages high school dropouts to return to high school or obtain a GED (General Education Diploma). The goal of EOC is to increase the number of adult participants who enroll in postsecondary education institutions. At least 40% of high school dropouts who become UNLV EOC participants earn a secondary school diploma or its equivalent.

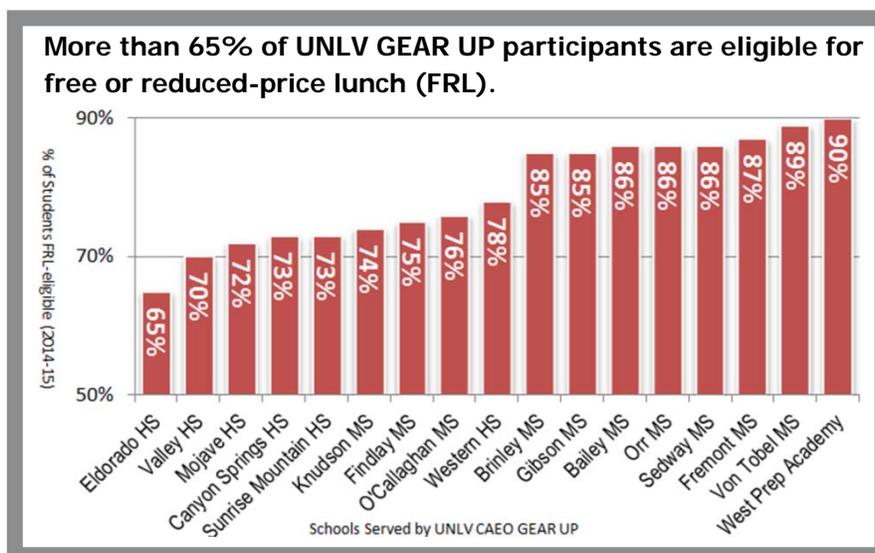
At least 96% of UNLV TRiO Educational Opportunity Center (EOC) participants are low-income (LI) students &/or potential first generation (FG) college students.



TRIO Training Institute provides professional development seminars for TRIO professionals from projects across the nation. Participants receive instruction on assisting TRiO participants with college admission and the financial aid application process. Over the past two years, UNLV TRIO Training Institute has been attended by over 700 TRIO professionals from 43 different states, as well as from Guam and Puerto Rico.



UNLV GEAR UP (Gaining Early Awareness and Readiness for Undergraduate Programs) focuses on providing intense and intrusive services to entire grade levels of Clark County’s poorest middle and high schools. The GEAR UP cohort model allows The Center to serve more than 20,000 students, their parents, their school and their community. Services include instructional enhancements, after-school programming, teacher professional development, volunteer and mentor services, tutoring, skill-building workshops, parental workshops, a speakers’ bureau, and much more. Out of the last graduating class, more than 71% of UNLV GEAR UP graduating seniors enrolled in postsecondary programs.



In addition to providing direct services to participants, The Center conducts, contributes, and sponsors academic research aimed at enhancing the body of knowledge that supports the improvement of retention and academic attainment rates of the disadvantaged and underrepresented populations. The

Center's objective is to increase the enrollment, retention and graduation rates of individuals from disadvantaged and under-represented backgrounds. GEAR UP and the TRIO programs at The Center are federally funded through the U.S. Department of Education. All services provided through The Center are free to those who qualify.

University of Nevada, Reno (UNR)

The University maintains a strong belief in access. The number of underrepresented students is at its highest point in the University's history. In fall 2014, 6,673 of 19,934 (33.5%) students at the University of Nevada, Reno self-identify with an ethnicity considered historically underrepresented in higher education in Nevada. This represents a 2.5% increase from fall 2013. Of note, In fall 2014, 1,410 students (41.6%) of the total first-year students self-identify with an ethnicity considered historically underrepresented in higher education in Nevada, representing a 3.6% increase from fall 2013. With this in mind, the University community will continue its commitment to students coming from underrepresented backgrounds by including them in targeted outreach and support services that assist in enrollment, persistence and graduation from the University.

Nevada System of Higher Education Initiatives:

Diversity Master Planning:

- The University of Nevada, Reno is actively engaged in the formative process of creating a Nevada System of Higher Education system-wide diversity plan. The plan will help establish the future direction of diversity, equity, and inclusion efforts. Each NSHE institution will work towards common diversity goals by tailoring approaches specific to institutional type and need.

Northern Nevada Diversity Summit:

- The conference *Exploring Diversity and Equity in Education, Careers, and the Community* was held February 26th and 27th, 2015 at the University of Nevada, Reno attracting 360 attendees. Keynote speaker Dr. Geneva Gay, set the tone regarding cultural responsiveness in both college classrooms and communities. The presentation focused on asking appropriate and relevant questions as a catalyst to forward the diversity mission. Following Dr. Gay, a total of 33 concurrent sessions took place over the two-day conference.

Hispanic Serving Institution Task Force:

- The University of Nevada, Reno in collaboration with NSHE peer institutions is actively engaged in both conceptual and practical work to move our campus from "emerging" to a fully designated Hispanic Serving Institution in support of theme 1, goal 2 of our 2015-2021 Strategic Plan. Efforts to date have included monthly videoconferences and a system-wide grant-writing workshop.

Initiatives to create an inclusive campus for students:

The Center for Student Cultural Diversity:

Annual Cultural Celebrations

- National Hispanic Heritage Month was celebrated in September 2014
- LGBTQ Month was celebrated in October 2014
- Native American Heritage Month was celebrated in November 2014.
- Asian American Heritage Month was celebrated in May 2014

- Student organizations and academic departments collaborated on cultural, educational and social events each month across campus. Events included movie nights, food demonstrations, student presentations, panel discussions and musical performances.
- Intertribal Higher Education Outreach Program events were held in spring 2014 and Fall 2014: These programs were held to build and maintain a good relationship with our tribal communities. Assistance with admissions, scholarships, and continuing education are offered along with help filling out the FAFSA.
- Undergraduate Christine Brown, was awarded a \$10,000 grant from the Native Stand organization with assistance from Saundra Mitrovich at the Center for Student Cultural Diversity. The grant will take place over a two-year period with the goal of implementing a health curriculum as a part of health classes on the reservation. An important component will bring these students on to the UNR campus to visit with the medical school and the biology and chemistry folks. The end goal is to encourage the fields of medicine and health as viable options.
- Asian and Pacific Islander Heritage Week organized by the Asian and Pacific Islander clubs and organizations on campus was held April 21-25, 2014 at UNR. Events were planned throughout the week to highlight specific aspects of Asian culture.
- In May 2014, the following graduation celebrations were held; Latino Graduate Celebration, Asian and Pacific Islander Graduate Celebration, Black Graduate Celebration, Native American Graduate Celebration, and LGBTQ Graduate Celebration. These are important celebrations for our students as they celebrate their achievements with their families and supporters.
- No Opportunity Wasted (NOW), a local nonprofit working with WCSD for the past three years to teach high school students and their families about college options. Partners with the Center for Student Cultural Diversity to bring high school students meet monthly to learn test taking and application skills culminating in a week-long trip to several Historically Black Colleges & Universities (HBCU's). Nevada student leaders and their membership have tutored the high school students and spent time with them on several occasions addressing the challenges of the transition from high school to college. Meetings occurred throughout 2014 Calendar year.
- The Center for Student Cultural Diversity assisted in building the first Spanish–Language Orientation sessions for Latino parents with all information delivered in Spanish. This was in collaboration with New Student Initiatives, OPS, Financial Aid, Housing, Police Services, and Integrated Marketing.
- The Center for Student Cultural Diversity facilitated communication between the Mexican Consulate of Las Vegas and the University of Nevada, Reno to commence the conversation of more exchange of students from Mexico coming to study here at the University of Nevada, Reno and our students going to study at Mexican Universities. Meeting occurred on April 11, 2014.
- Bobby Seale: Power to the People event on April 22, 2014 in collaboration with the Joe Crowley Student Union, ASUN, and the Center for Student Cultural Diversity. As a Black Panther Party founding member he spoke on social movements across generations.

- The Hispanic Youth Leadership Summit (HYLS) was held on April 18, 2014 and November 6, 2014 at UNR. It was attended by 230 Latino Freshmen and Sophomores and 277 Juniors and Freshmen respectively from WCSD. Sessions on academic preparation, career pathways, and financial planning were led by staff and current students.
- Asian American & American Indian/ Alaska Native youth summit on November 24, 2014 for grades 9th through 12th from both inside and outside the Washoe WCSD are invited to attend the youth leadership summits. Students come to campus for a half day of informational sessions and outreach programming designed to give them information and tools to make the prospect of a college education a reality. A total of 151 students attended.
- The Black Youth Leadership Summit (BYLS) was held on October 3, 2014 at UNR and attended by 158 students from WCSD. The focus of the summit was to address high school graduation requirements and admission to higher education. UNR administrators, faculty and students participated in this event.
- Reno Sparks Indian Colony youth leadership summit on May 30, 2014 for grades 9th through 12th from both inside and outside the Washoe WCSD are invited to attend the youth leadership summits. One Hundred students visited campus for a half day of informational sessions and outreach programming designed to give them information and tools to make the prospect of a college education a reality. It was an especially important collaboration between the Reno Sparks Indian Colony, WCSD, Barrick Gold Corp., and the Center for Student Cultural Diversity as it also brought student from Elko County, Owyhee, and McDermitt.
- The Start Thinking About College (STAC) Program, is designed to motivate and inform underrepresented Washoe County students. Students and their families were invited to follow-up sessions in the schools on financial aid, ACT/SAT preparation classes, and preparing for the admissions process. Collaboration with WCSD, Student Services, and the Center for Student Cultural Diversity. In fall 2014, 799 seventh graders participated in STAC.
- Washoe County School District (WCSD) Family Access Day was held February 8, 2014 and November 22, 2014 at the University. UNR collaborated with WCSD Family-School Partnerships. This daylong event provided K-12 appropriate workshops with information about how to support their children's success at home. Kindergarten through high school students and their parents attended.
- The seventh annual American Indian/Alaska Native Educators Summit was held at the University on March 17-18, 2014. Educators from Nevada and the west attended this two-day conference. The focus was on successful methods, policies, and procedures in working with this indigenous student population. In collaboration with Nevada Indian Commission, Office of Indian Education, WCSD, UNLV, and the Center for Student Cultural Diversity.
- On May 6, 2014, the Center for Student Cultural Diversity in collaboration with WCSD held the third annual Washoe County School District Multicultural Senior Day to celebrate seniors who are on track to graduate from high school. The event was held at the Joe Crowley Student Union and was attended by 170 participants.

- On May 6, 2014, the Center for Student Cultural Diversity in collaboration with WCSD held the third annual Washoe County School District Multicultural Senior Day to celebrate seniors who are on track to graduate from high school. The event was held at the Joe Crowley Student Union and was attended by 170 participants.
- The Center for Student Cultural Diversity in collaboration with Student Services and Wells Fargo Bank hosted the Mexican Consulate of Las Vegas at the University of Nevada, Reno to allow them to provide their services to the Northern Nevada Mexican population. Taking advantage of this opportunity to provide college admissions requirements, FAFSA, scholarships, and the application process information to more than 150 people that otherwise would probably not visit the University on November 6, 2014.

Latino Research Center:

- The Center supported the travel of ten Latino/-a students from the University of Nevada, Reno to Chicago, Illinois to the U.S. Hispanic Leadership Institute (USHLI) National Leadership Conference. USHLI is a Chicago-based national, nonprofit, nonpartisan organization that provides voter registration and leadership-training opportunities. The students spent time with nationally prominent Latino leaders such as former Secretary of Labor Hilda Solis, and civil rights activist Dolores Huerta, who worked closely with César Chávez. Workshops and forums focused on this year's theme: Empowering the E-generation.
- The Latino Research Center also hosted the Student Leadership series on March 14 in collaboration with the USHLI to benefit local high school students. The Institute provided the Leadership Development Program, which is an interactive program for high school students. High school students at Spanish Springs High School and Galena High School were able to participate. More than 4,200 students and 450 teachers attended the event.

Faculty and Staff Diversity:

- The University strives to build strong diverse applicant pools. When a search is opened, Human Resources requires that the position be advertised in diversity publications, in addition to the other recruitment efforts. All search committees must be diverse to include underrepresented groups. Under UNR's affirmative action plan, certain positions are identified with a goal to hire more women or underrepresented groups. When a search is opened for a position with that goal, additional efforts are made in order to increase the diversity of the pool.
- Currently, there are 2,884 staff working at the University. Of that number, 631 or 21.8% are from underrepresented groups. The breakdown of the underrepresented group is 221 academic faculty, 177 administrative faculty and 233 classified. (Source: UNR Human Resources)

Campus Initiatives and Community Partnerships:

Criminal Justice:

- With diversity issues existing across the curriculum in Criminal Justice, the department has identified diversity and multiculturalism as central to its student learning outcomes and objectives. To expand student exposure to diversity topics and questions, courses focusing on

diversity/multiculturalism are being emphasized with the expectation that they will be offered more frequently. In this regard, the recruitment of new faculty and course development are priorities.

Education:

- Drs. Janet Usinger and Jafeth Sanchez of the Educational Leadership program have been involved with the development, implementation, and evaluation of Nevada State GEAR UP (Gaining Early Awareness and Readiness for Undergraduate Programs). Dr. Usinger has served as an internal evaluator for two Nevada State GEAR UP projects since 2001. The third Nevada State GEAR UP project was newly awarded, so the implementation of the project began during the 2012-2013 and will have a 7-year duration.
- The UNR College of Education Dean's Future Scholars (DFS) program has provided long-term mentoring, summer programming, scholarships, and support for low-income, first generation students for 15 years. The DFS program's first cohort consisted of only 50 students and 2015 will be the year that DFS reaches a total of 1,000 low-income, first generation students served. The DFS program is unique in that it provides early intervention for program participants beginning in the sixth grade and continues supporting students through college graduation. The program's longitudinal success is attributed to the long-term mentoring program where college students, who have similar backgrounds, serve as mentors to provide consistent, individualized support to increase student achievement. Currently, the DFS program serves 346 students in 30 different schools in grades 7-12 and 192 students at the post-secondary level. 92% of the program participants are students of color, 28% are English Language Learners, and 5% receive Special Education Services. The high school graduation rate for DFS program participants increased from only 59% in 2006 to 98% in 2014 and the overall college enrollment rate is 68%. The program model has proven to be extremely effective in building a sense of family and creating a college culture and the DFS program participants continue to reach new heights with 8 DFS students who have graduated with Master's Degrees and 7 more who are currently pursuing advanced diplomas.

Gender Race and Identity Program (GRI):

- GRI is an innovative, interdisciplinary center, which houses the graduate certificate in GRI, the major and minor in Women's Studies, and the minors in Ethnic Studies, Religious Studies, and Holocaust, Genocide, and Peace Studies. Housing and supporting cross-listed courses in numerous departments, we promote diversity across the curriculum. Our major and minors combined serve over 100 students, and a more robust number of students take our courses to fulfill introductory social science, diversity, and capstone requirements, and as electives. The GRI graduate seminar enrolls not only graduate students enrolled in our certificate program, but students from other departments interested in interdisciplinary and critical theory.

School of Medicine:

- The University of Nevada School of Medicine (UNSOM) recognizes that diversity promotes excellence in education, research and health care. Our school is an inclusive and engaged community and appreciates 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. This report provides information pertaining to the diversity of our students and describes the School of Medicine's outreach efforts to attract diverse students to the applicant pool. The School of Medicine's mission is to improve the health and well-being of all Nevadans and their communities through:

- Excellence in medical student education and postgraduate training producing national leaders in medicine
- Excellence in clinical care of the highest quality, safety and innovation
- Excellence in biomedical and behavioral research with local, national and global impact
- Demonstrated commitment to an institutional culture of respect, compassion and diversity

The following unique applicant characteristics considered by the School of Medicine in the admissions process include the following:

- Cultural and racial background
- First-generation college students
- Socio-economic background
- Rural, urban/geographically disadvantaged
- Educationally disadvantaged
- Sexual orientation (LGBTQIA)

The Graduate School:

- Diversity Initiatives in collaboration with the Graduate School and Nevada State College introduced GradFIT to eight undergraduate students of Nevada State College in the spring of 2014. GradFIT was a three-day intensive program focusing on Biology and Psychology graduate studies at the University of Nevada, Reno. Eight students were selected on the criteria as self-identified first generation, low income or from historically underrepresented backgrounds. During the three-day program, participants went through a series of activities all with the purpose of preparing the students for graduate studies.

Journalism:

- The Reynolds School of Journalism established a Diversity Fellow in Residence program. The inaugural Fellow, Hugo Morales of Radio Bilingue, spent three days on campus in March 2015, engaging with students from across the University, meeting with leaders in the Latino community, and giving talks in English and Spanish on issues of diversity in communication.
- The RSJ will hold its third Next Generation Radio Boot Camp, in partnership with NPR, in May 2015. We are the only journalism school in the nation to offer this program, which trains students of color for careers in public media. And the RSJ's Scripps Lecturer for 2015, Keith Garvin of Houston's KPRC-TV, an African American journalist (and 1995 RSJ graduate), met with students of The Center for Student Cultural Diversity during his visit.

Nevada State College (NSC)

As an institution founded on the ideal of broad access to baccalaureate degrees, Nevada State College (NSC) has championed a commitment to diversity from the beginning. We honor this commitment as the only means of properly addressing the needs and interests of our largely first-generation, under-represented student population. Nevada State College recognizes that by realizing diversity, NSC gains value and brings richness to the lives of each campus member. Ultimately, NSC's commitment to diversity means valuing the full spectrum of social, cultural, and intellectual identities of our population. It also means the fulfillment of a singular ideal –all students deserve an opportunity to succeed in higher education.

A result of this commitment is the growth of our diverse student population. The percentage of students who belong to an ethnic or racial minority group has grown every year since in our inception, from 26% in 2002 to nearly 50% in spring 2014. NSC has launched a student survey to better understand the experiences of our diverse student body and to gain insight into student needs to improve their collegiate experience.

In anticipation of the opening of two major campus buildings student engagement is on the rise. Faculty and staff are active in advising and mentoring identity themed student groups (e.g., lesbian and gay issues, veterans status, hearing impaired). Students' interest in establishing a multicultural sorority and fraternity on campus is a sign of growth and increased engagement.

Nevada State College is classified as a Minority Serving Institution. Currently, NSC's Hispanic student population is 20% and is classified as an Emerging Hispanic Serving Institution. Nevada State College is an Associate Member Institution of the Hispanic Association of Colleges and Universities and received "Designation as an Eligible Institution under Title III and Title V Programs" by the U.S. Department of Education, Office of Postsecondary Education, for three consecutive years. An HSI Task Force was established to help the internal college and local community better understand the multiple benefits of achieving HSI status, embody achieving HSI status into the College's strategic plans, receive HSI designation by 2020 and provide faculty with grant development seminars and assistance to increase our competitiveness for funding.

Outreach efforts to the community include NSC's Gear UP program that partners with four high-poverty middle schools, Harney, Mack, Clarke, and Woodbury to create a college-going culture. Activities in the middle schools span from career readiness to financial literacy and college visits to tutoring assistance. Efforts to mentor and retain GEAR UP students that are current NSC students further strengthens NSC's commitment to serving and graduating underrepresented students. Our TRIO Upward Bound Programs serve Basic, Eldorado, Sunrise Mountain and Chaparral High Schools and provide fundamental support to over 127 participants in their preparation for college entrance. The program provides opportunities for participants to succeed in their precollege performance and ultimately in their higher education pursuits. TRIO Upward Bound serves: high school students from low-income families; and high school students from families in which neither parent holds a bachelor's degree. The goal of TRIO Upward Bound is to increase the rate at which participants complete secondary education and enroll in and graduate from institutions of postsecondary education.

Nevada State College is actively involved with the Urban, Latin, and Asian Chambers of Commerce. New partnerships have been formed with various business and on-profit entities to provide scholarship funds as well as internship and employment opportunities to support our diverse students. For example

unique collaborations with entities such as Nevadans for the Common Good and the Uplift Foundation have strengthened community ties. More specifically, NSC piloted a mentoring program that paired diverse students with community members to provide career guidance, serve as a community resource and to encourage academic success.

NSC is focused on maintaining and increasing its diverse faculty. Fall 2014 indicate that 17% of NSC's tenured and tenure-track academic faculty members represent ethnically/racially diverse populations and 55% of NSC's tenured and tenure-track academic faculty members are female. Amongst NSC's professional staff members 40% represent ethnically/racially diverse populations and 59% of the professional staff members are women. These numbers more closely approximate the demographics of our student population. NSC has launched its first every climate survey for faculty and staff. Survey items related to diversity, engagement, job satisfaction, and supervisory support will provide invaluable insight into recruiting and retaining diverse staff and promoting an inclusive campus.

The School of Education (SOE) faculty is active in inclusion and diversity initiatives, both in the curriculum and in the community. One of the six core principles guiding the SOE program is diversity. As a result, emphasis on teaching teachers to consider and address the needs of English Language Learners and students with special needs is integrated across the curriculum. NSC was one of several sponsors of the National Association of Bilingual Education Conference that occurred in Las Vegas in March 2015. The Parent Institute Component of this Conference was led by an SOE faculty member.

The College of Liberal Arts and Sciences continues to grow its diverse course offerings to engender understanding, appreciation, and insight into different, non-mainstream American or non-Western cultures. These courses provide students with different lenses and perspectives through which to view cultural constructs such as class, ethnicity, gender, religion, and sexual orientation. Two new minors Social Justice and Deaf Studies will launch in fall 2015. The Social Justice minor at Nevada State College offers an interdisciplinary approach to studying social justice struggles and activists' roots relevant to understanding the historical and contemporary experiences of diverse groups in the United States. The Social Justice program draws from faculty expertise in the areas of communications, criminal justice, psychology, sociology and English to engage students in critical thinking across disciplines. The Deaf Studies minor offers courses focused on understanding Deaf culture and identity, and the discrimination faced by the Deaf community, as well building skills in American Sign Language and interpreting. In addition, Deaf Culture (AM 153) and Introduction to LGBTQ Studies (SOC 230) were added to NSC's cultural diversity core list.

The Nevada State College School of Nursing fosters excellence in healthcare by providing innovative and evidence-based education. A focus on caring and competence leads to improved safety and cultural awareness for all participants in the healthcare system. Caring nursing practice includes application of both the art and science of nursing. Caring practice by the nurse incorporates cultural sensitivity to provide safe, quality, patient-centered care. Thus hands on training with vulnerable populations ranging from autistic and deaf patients to transgender and non-English speaking populations are integrated into the academic experience.

Now nearing the end of its second year, the Nepantla program continues to provide exceptional support and mentorship to a diverse array of students. Nepantla is a faculty-led initiative that educates and empowers low-income, under-served and first-generation students to embrace the college experience, achieve academic success, and give back to the community. In 2014, Nepantla welcomed a new cohort of 21 ethnically-diverse, first-generation students. The initial cohort, consisting of 22 students, is now in its second year of study. To date, students in the Nepantla program have fared considerably better than

matched, non-Nepantla students according to several critical markers of success, including retention and academic performance. In the coming years the program promises to increase the number and diversity of college graduates prepared to enter the workforce and assume leadership roles in Nevada.

NSC is making significant efforts to improve interest and performance of diverse students in STEM degree programs. The Physical and Life Sciences department has been granted a subaward of the Nevada Ideas Network for Biomedical Research Excellence (NV-INBRE), a multimillion dollar federal grant to Nevada institutions to increase interest in biomedical science and research. NSC uses its subaward to host an intensive summer research program for students as well as offer biannual training on state-of-the-art pharmaceutical analysis equipment. Of the 138 students who have participated in training and 34 students that have been done summer research, 52.1% were minorities, 64.8% were female, 48.8% were low-income, and 43% were first generation.

NSC has partnered with the University of Nevada Reno to provide a three-day training for NSC students from disadvantaged backgrounds who are interested in graduate programs in Biology, Chemistry, Psychology and English. This program, called GradFit, started in 2014 when NSC sent 8 students to UNR where they got to meet graduate students, faculty, as well as staff to help orient students about taking the GRE and financing their graduate education. This summer, NSC is sending 10 students.

NSC recently implemented several initiatives that marshal the support of student peers. The initiatives are founded on the belief that successful, experienced students who reflect NSC's student body at large, and thus can serve as credible role models and mentors, are one of the college's most valuable resources. Our burgeoning Course Assistant program leverages the impact of these successful peers in critical, high-enrollment gateway courses that historically have derailed student progress with high failure and withdrawal rates. The course assistants play the hybrid role of in-class tutor, supplemental instruction leader, and peer mentor, and they each undergo a rigorous training program that imbues knowledge and skills about how to facilitate student success. Topics covered include social belonging in higher education (e.g., Stephens, Hamedani, & Destin, 2014), academic self-efficacy (Pajares, 1996), and academic mindset (Dweck, 2007). In the inaugural fall 2014 semester of the program, non-white freshmen who worked with a course assistant showed significantly higher rates of persistence (7% higher) and academic good standing (15% higher) than non-white freshmen who did not work with a course assistant (increases of 7% and 15%, respectively). These increases also were observed for non-freshmen, but the magnitude of the difference was noticeably smaller (3% higher for persistence and 8% higher for good standing).

Another campus-wide initiative that relies heavily on peer support is our new Writing Center, which was founded in fall 2014 to provide students with high quality academic support. The Center is anchored by a mission to help all students reach their highest potential while fostering a culture of writing and expression across the entire campus. The Center has cultivated a welcoming environment that adapts to the diverse needs of different students. Outreach campaigns aim to increase the utilization of the center among a broad range of students, particularly the first-generation, non-traditional and historically under-represented students who often are less likely to rely on academic support services. The peer writing specialists who provide support to students benefit from extensive training that includes preparation to assist students for whom English is not their primary language. Though the Center was developed over the summer and launched just prior to the fall 2014 semester, it has already provided intensive, one-on-one consultations to several hundred of our students.

In 2014 NSC launched a Scorpion Peer Mentor program to help our largely first-generation population of students reach their academic goals. Scorpion Peer Mentors undergo training that engages them in student development theory and practice that addresses the challenges and experiences of first-generation students. Specifically, peer mentors are trained to help NSC achieve the following objectives: 1) provide clear and consistent information that helps students complete their degrees; 2) provide

conducive spaces that promote learning and involvement in academic life; 3) provide personal and social support for students to engender a feeling of belonging to the NSC community; and 4) value all students and ignite their willingness to build community among their peers. Under these objectives, the peer mentor program aims to engage first-generation students in a reciprocal process to not only become integrated into NSC, but also gain the skills necessary to be meaningful contributors to a more inclusive campus environment for students entering the college with similar characteristics.

The newly minted Office of Community Engagement and Diversity Initiatives (CEDI) seeks to promote a campus culture that values diversity in all its forms through inclusive dialogues, experiences and appreciation and value of others to leverage people as a source of collective learning, campus unity, and institutional strength. Toward this pursuit CEDI offered faculty and staff workshops focused on working with undocumented and DACA-mented students, LGBTQ students, and first generation Latino students as well. CEDI also launched the Celebrating Excellence campaign, a social media initiative designed to increase campus awareness and community dialogue on the unique identities and contributions of students and staff alike. CEDI also re-instituted a campus wide committee, Diversity and Inclusion Task Force (DI). Membership of the DI is comprised of faculty, staff and students who identify strategies and make recommendations to the Associate Vice President of Community Engagement & Diversity Initiatives and the President to strengthen a coordinated approach for diversity and inclusion. DI members have spearheaded the campus climate survey and actively support initiatives such as the peer mentoring program, HSI Task Force, and Status of Women convening to name a few.

The Office of Institutional Research has built a comprehensive campus-wide database that disaggregates *all* institutional data by key demographics to ensure the success of our diverse student population. This database includes information from multiple constituents, including academic affairs, student affairs, advising, tutoring, support services, and our accreditation teams. To ensure data accuracy, a data collection procedure that requires all data on campus to be reported directly to a central database within the IR office was established. The use of disaggregated data has impacted a number of new initiatives on campus.

College of Southern Nevada (CSN)

The College of Southern Nevada (CSN) continues to place diversity as an overarching principle and accreditation “theme” that impacts all areas. Moreover, the College has made it a priority in planning and establishing its institutional identity. CSN’s student body, faculty and staff continue to strengthen diversity through their composition and active contributions.

Under the leadership of President Michael D. Richards, the Office of Community Relations, Diversity and Multicultural Affairs works closely with all levels of the administration, staff and faculty to achieve its mission, vision and goals.

Office Mission

The CSN Office of Community Relations, Diversity and Multicultural Affairs fosters a college culture that values diversity and enhances the experience and lives of students, faculty, staff and the community by promoting understanding, appreciation, and respect for individual and group social, historical, cultural, capability, identity, linguistic and intellectual differences and similarities.

Office Vision

CSN’s Office of Community Relations, Diversity and Multicultural Affairs strives for quality in all endeavors. It works to create a college community that embraces diversity and its power to positively transform and expand opportunities for all, to empower our communities and to prepare the future workforce for the global economy. It views a supportive and open community predicated on trust, understanding and collaboration.

Office Goals

1. Create, enhance and promote relationships with diverse internal and external constituencies that directly impact student success and institutional goals;
2. Support initiatives that aim to create excellence by maximizing the benefits of engaging and supporting diverse communities;
3. Establish channels for open, interactive, internal and external communication that provide representation to diverse communities and enhance understanding, respect and collaboration;
4. Assist in the creation and implementation of strategies, policies and procedures that relate to the fulfillment of institutional goals;
5. Establish processes of inclusion to represent the interests and needs of diverse populations in institutional plans, goals, programs, initiatives and structure;
6. Support efforts to recruit, retain, advance and develop diverse faculty, staff and students;
7. Design and implement programming that promotes diversity, inclusion and cultural awareness;
8. Promote and monitor progress in meeting CSN’s affirmative action goals;
9. Conduct regular and on-going training and evaluation in cultural and diversity competencies; and

10. Provide guidance on diversity-related issues to internal constituencies.

The Office of Community Relations, Diversity and Multicultural Affairs oversees community outreach efforts, establishes and manages national and local partnerships, implements diversity core programs and collaborates with CSN's schools and departments in a variety of initiatives and events that help meet the institution's diversity-related objectives.

Some of the diversity-related programs, initiatives and activities at the College of Southern Nevada include:

Hispanic Serving Institution (HSI) and Minority Serving Institution (MSI) Designations

In January 2015, CSN became the first Hispanic Serving Institution in the state of Nevada. CSN has been preparing since 2012 for this honor when President Michael D. Richards appointed the HSI Task Force, made up by faculty, administrative staff and community leaders, to coordinate HSI status attainment, provide guidance in the implementation of HSI-oriented communication and outreach efforts, guide the HSI application process and issue programming recommendations. CSN is finalizing the details of its first Title V grant proposal to be submitted in 2015. CSN's HSI Taskforce chair also leads a state-wide NSHE HSI taskforce that is exploring collaborations and potential joint grant presentations.

In March 2014, CSN qualified as a Minority Serving Institution under the AANAPISI category, as the institution had an enrollment of undergraduate students that is at least 50 percent Pell Grant Eligible and at least 10 percent Asian American and Native American Pacific Islander.

Community Relations and National Partnerships

CSN continues to build partnerships with local and national business, government, non-profit and community organizations representing diverse populations. The College has countless community programs and several advisory boards that connect our communities to the College. The Office, the Division of Workforce and Economic Development, the academic divisions and many college departments forge community partnerships at different levels to accomplish the college's mission and its diversity objectives.

CSN has established matching scholarship programs with the Urban, Latin and Asian Chambers of Commerce, as well as other several diverse community organizations. Recently, the Office has been working with the chambers to enhance the initiative following a model established by the Latin Chamber. This model creates a two-year student cohort support program that provides continual financial assistance, as well as targeted interventions for students. Both community and college mentors monitor and report on the students' progress to ensure completion and retention. Students attend training and educational sessions and engage in community and college activities. The "chamber scholars" pilot program is proving successful yielding retention with high GPAs for seven out of eight students attending CSN. The first cohort is expected to graduate in 2015.

The Office of Community Relations has been working with the School of Business, Hospitality and Public Service to launch a mentor and internship program with the Urban Chamber of Commerce. Currently, the Office is exploring opportunities to replicate and enhance the program with other schools and community organizations.

CSN works to identify and develop programs with national institutions. It currently collaborates with the Hispanic Association of Universities and Colleges (HACU), the Congressional Hispanic Caucus Institute (CHCI) and other national institutes to bring internship opportunities to CSN students. In 2013, CSN

presented at HACU's annual conference and established two internships opportunities with CHCI for three years from 2014 to 2016.

Community Mapping

The Office is currently developing a community mapping process. This map will be utilized to generate a targeted outreach plan that will create, enhance and promote relationships and directly impact student success and institutional goals.

Organizations will be identified by industry sector and category (stakeholder / interest group) to ensure the College is working with the various organizations in the community to support its initiatives. The capability can be extended to record, categorize and track CSN's community engagements and relationships by all departments and divisions within the College.

Through this process, CSN is also developing a contact database that can be utilized to further enhance communication and institutionalize community-related information.

Achieving the Dream (ATD)

Since 2012, CSN has worked with the national Achieving the Dream Organization to transform itself and pursue the colleges goal to provide not just equal, but also equitable educational opportunities for all students across racial, ethnic and income groups by: (1) Determining what barriers they face to their educational success and (2) Systematically change the way we operate to remove those barriers. CSN's ultimate goal is that of success for all enrolled students. Through the use of ATD principles and practices, CSN will become "The Premier Provider" of a well-educated, knowledgeable, skilled, and qualified workforce capable of meeting the needs and requirements of Nevada employers. In addition, through collaboration across the USA with other ATD constituents, CSN will assist in the movement of our nation back to 1st in the world in the percentage of young adults with a college degree.

During the 2012 – 2013 academic year, CSN began collecting and analyzing quantitative and qualitative data (through student focus groups) to determine what the barriers are that students face that ultimately get in the way of them completing their courses and their degrees. During the 2013 – 2014 academic year, CSN designed and implemented some strategic and focused interventions (focusing on course completion and persistence from one term to another) that would be put into place with several pilot groups to help remove/reduce those barriers to success. Today, CSN is in the midst of assessing the outcomes of the interventions and are making necessary adjustments in an effort to scale up the interventions to the broad student population. CSN's ATD work continues to engage teams of people composed of administration, faculty, staff and, of course, students. This broad engagement through our ATD efforts have helped to catapult CSN from a culture of "access, quality and diversity" to a culture of "access, quality, diversity and *success*."

Strategic Enrollment Plan

The CSN strategic enrollment planning (SEP) process began in summer of 2013 in partnership with Noel-Levitz. SEP is data and information derived, includes College-wide participation through the Strategic Enrollment Planning Council, and integrates a continuous and ongoing process. Key performance indicators, supporting the core themes of the institution's Strategic Plan, have been established. These include a) Overall student enrollment (access and diversity), b) Student retention, persistence, course completion and graduation (student success); and c) Institutional fiscal health (quality).

Through this process, nine top tier enrollment strategies have been developed and provide the foundation to support the objectives. They capitalize on the areas of opportunities to generate the necessary resources for further implementation in subsequent phases.

Recruitment, Retention and Student Services

There are several institutional programs that impact diversity in the areas of recruitment, retention and student success. Some examples are included below:

The Trio Services program served close to 1,000 students since its inception in 2001. It offered personal counseling and addressed college adjustment issues; provided academic advising, transfer counseling, study and college survival skills development, tutoring in math and biology; assisted with class scheduling/registration, career counseling, financial aid and supplemental instruction. It also offered a computer lab for the use of its participants.

The College Connections initiatives with Western High School (2013-14), and Rancho High School (2014-15) assists high school seniors with college enrollment preparation. The four preparation steps include admissions, assessment, advising and financial aid.

CSN continues to be the most diverse institution of higher learning in the state and understands the positive impact of a student body made up of individuals with different backgrounds, experiences and identities. The institution plays a pivotal role in the preparation of our diverse community for the global economy.

EDIC and Southern Nevada Diversity Summits

CSN plays an active role in the Equity, Diversity and Inclusion Council (EDIC). Through this council, CSN has collaborated since 2013 with UNLV, DRI and NSC to implement a successful yearly diversity summit with attendees from the four institutions, as well as community leaders. On Friday, October 3, CSN hosted the 2014 NSHE Southern Nevada Diversity Summit, organized by CSN, UNLV, NSC, DRI and the system office. There were 249 attendees from throughout the community. Dr. Luis Ponjuan from Texas A&M spoke on issues facing Hispanic males in college. In addition, NSHE Chancellor Dan Klaich and CCSD Superintendent Pat Skorkowsky engaged in an interesting conversation regarding collaborations and pipelines for success between higher education and K-12. The afternoon concluded with a series of diversity-related workshops presented by staff and faculty.

In addition to the summits, the EDIC council is working to develop a faculty survey that will be utilized to frame new and innovative practices for the recruitment, retention and development of diverse faculty at NSHE institutions. A subcommittee is currently exploring options with vendors and should be issuing formal recommendations for approval in 2015.

EDIC has recently undergone a structural change that will allow for diversity officers to work closely to develop joint initiatives. Some potential collaborations include awareness training and transfer initiatives.

Affirmative Action/EEO – Office of Institutional Equity

The Office of Institutional Equity (Former Affirmative Action/Equal Employment Opportunity Office) prepares an annual, detailed, data-rich Affirmative Action plan that, when approved, is posted on the CSN website for public access and transparency. As stated in the college's Annual Affirmative Action Plan, "The College of Southern Nevada is committed to affirmative action and equal opportunity in

employment and access to its programs and activities. It is the policy of CSN through responsible managers to provide equal opportunities to all qualified applicants in employment, hiring, training, recruitment, development, promotion, salaries, benefits, and other terms and conditions of employment for all persons without regard to race, color, national origin, disability (whether actual or perceived by others), religion, age, sex/gender (including pregnancy related conditions), sexual orientation, gender identity or expression, genetic information, or veteran status (military status or military obligations).”

The College continues its efforts to promote equality and access, to create recruiting strategies that promote diverse pools of qualified candidates and to be representative of the ideals and equality goals of the people who work and study in its college community.

Climate Survey

CSN conducts regular surveys to assess institutional climate and implement strategies accordingly. The Work Climate Committee (WCC) contains over 20 members from diverse employment areas at CSN. All members, including the committee chair, were appointed by President Michael Richards. The committee’s charge: 1) Annually assess through a survey instrument or through focus groups the expectations and perceptions of employees in the workplace; 2) Develop from assessment results findings and recommendations for administrative consideration; 3) Monitor the implementation of initiatives intended to improve CSN work climate; 4) For longitudinal analysis, 70-80% of survey questions from the previous two years should be repeated in the current year.

The Personal Assessment of Campus Environment (PACE) workplace climate survey was developed and administered by the National Initiative for Institutional Leadership & Effectiveness (NILIE) at North Carolina State University. PACE is a research-based survey, designed by NILIE specifically for community colleges, that is administered to participating institutions across the nation. The PACE survey is designed to measure four climate factors (or climate categories): institutional structure, supervisory relationships, teamwork and student focus. CSN custom items are treated independently under a “CSN Custom” category.

Survey results and recommendations for improvements are shared openly and publicly, while maintaining the highest standards in data management and information integrity.

Cultural and Diversity Competence Training

The Human Resources Division, through its Center for Academic & Professional Excellence (CAPE), offers a variety of courses that cover themes of diversity, equal opportunity and access, sexual harassment prevention, sensitivity and employment law training, and race discrimination.

Since September 2014, CAPE and the Office of Community Relations, Diversity and Multicultural Affairs host “Diversity Day,” an all-day diversity awareness and cultural sensitivity training for faculty and staff focusing on student interaction and providing practical tools to enhance student success. Presentations by faculty and staff on a variety of topics, including disability awareness, creating a fully inclusive classroom, interacting with an open mind, student cultural experiences, minority males and higher education, having difficult conversations, women in and out of the classroom, diversity in the Latino community, heritage of Native American students, ethnic identity, and many others, have a total attendance of 440 employees. The next event is programmed for October 2015.

In addition, the Office conducts ongoing benchmarking to establish training and development opportunities in these areas and is currently developing a multi-discipline team to create non-credit certificate training with multiple modules for staff, faculty and students on diversity and

cultural competence.

CSN's multicultural groups, formed by faculty and staff, have created several student camps and have worked with the recruitment team to hosts a series of high school student visits to CSN campuses to engage students and promote higher education. There are between 2 and 3 student camps hosted by the multicultural groups each semester impacting hundreds of students of diverse communities.

The ReEntry Program assists students in career and technical programs facing significant barriers to education and/or employment including individuals pursuing non-traditional occupations, single parents, displaced homemakers, educationally or economically disadvantaged individuals, students with disabilities, and unemployed and dislocated workers.

Disability Resource Center, Veterans Education Center and Multicultural Centers

CSN makes every effort to make its campuses fully accessible to students with disabilities. The College's Disability Resource Center offers accommodations to help students with documented disabilities with their academic pursuits, answers questions, and provides assistance to solve any problems related to a documented disability. It also offers adaptive equipment to those who qualify to ensure equal access to all CSN sponsored activities.

VA Educational Center certifies enrollment of veterans and their dependents using veteran's educational benefits and provides timely and accurate information on various VA-related issues to CSN veteran students. The CSN Veterans Educational Center works as a liaison between the Department of Veterans Affairs (VA) and students enrolled at CSN. The Office of Diversity works closely with the VA Educational Center and actively participates in veteran-related programming.

CSN is currently exploring opportunities to create multicultural centers at CSN campuses where students can create connections, celebrate culture and exchange ideas.

Academics

The College of Southern Nevada has a broad spectrum of academic offerings that further the College's diversity goals. CSN Academic Affairs has internal initiatives, coursework and programming that focuses on diverse student populations and the community at large. Efforts to continue including culturally relevant classes for the different minority populations in the college are ongoing.

The Office works closely with Academic Affairs administrators, academic deans and chairs to support specific academic programs and community-driven initiatives. It identifies opportunities to promote CSN's academic offerings and provides recommendations on diversity-related topics.

Through its recruitment efforts and academic success programs, the International Center supports the educational mission, diversity initiatives, and persistence goals set forth in CSN's strategic plan. The International Center provides advising services to the international students on immigration and visa matters, work authorization, orientation, cultural adjustment, academic objectives, and personal concerns. The International Center organizes events that encourage campus wide participation to raise awareness of global interdependence and celebrate the richness of cultural diversity. By identifying and promoting our diverse community, the International Center hopes to stimulate academic inquiry and encourage dialogue that leads to deeper cultural understanding.

Supplier Inclusion

CSN is committed to supplier inclusion. The Purchasing Department collaborates to create networking and training opportunities for local businesses through CSN's supplier inclusion events and workshops.

As part of its ongoing efforts to provide partnership opportunities for local, minority and disadvantage businesses, CSN has hosted three Supplier Inclusion Networking and Workshop Events with hundreds of businesses and community leaders in attendance. In the past year, these outreach and event efforts have resulted in the award of several substantial contracts to local, emerging businesses to provide CSN with crucial services necessary to meet the needs of our students and community and to deliver on the college's mission. These contracts include construction, marketing, video, sign language, electrician, and roofing services. The next event is programmed for fall 2015.

In addition to the networking and workshop events, CSN Purchasing provides one-on-one mentoring for local emerging businesses. These mentoring sessions cover many aspects of the procurement process and are often times followed up by additional in-person meetings with the business owner. Mentoring sessions consist of: discussions regarding a vendor's product and service offerings; a review of CSN's upcoming bidding and quoting opportunities; the sharing of contact information for CSN internal stakeholders who may have an interest in receiving more information about the vendor's products and services; pre-bid instruction on how to prepare a bid or RFP proposal; and post bid debriefing sessions aimed at helping the company understand opportunities for improvement.

The CSN Purchasing Department also attends business opportunity fairs in the Las Vegas area, which allow local businesses to meet a CSN representative and to begin the process of learning more about the College's procurement practices and its supplier inclusion initiative. The most recent supplier events attended were the Institute for Supply Management (ISM) Supplier Opportunity Fair and the Regional Business Development Advisory Council's Committed to our Community event. CSN Purchasing is also a charter member of the Regional Business Development Advisory Council and is active in this organization.

Multicultural Programming

CSN embraces and celebrates cultural and heritage diversity through its heritage committees, comprised of staff, faculty and administration. CSN hosts a variety of events to recognize Asian/Pacific Islander History Month, Black History Month, Hispanic Heritage Month, National Native American History Month, Pride Month and Women's History Month. The seven diversity-related committees work to create year-long programming that focuses on diverse populations and student needs.

As part of the college's multicultural efforts, President Richards hosts a series of presentations, titled President's Forums, to highlight topics of interest for diverse groups. These presentations are held during the six heritage/history months celebrated at the college. The forums inform staff and faculty about CSN's diverse student population and staff composition, inform about specific populations' current access and completion statistics, highlight programs that serve the different population needs, provide education and discussion on topics of interest for diverse groups, engage audiences and establish connections among groups to address needs of diverse groups.

In order to support CSN's Commencement, to recognize the accomplishments of CSN students in a culturally-relevant celebration; to encourage attainment of higher degrees and transfer; to promote enrollment, completion and graduation among minority students; to recognize and foster family engagement in student success, students are encouraged to attend a series of multicultural celebrations with their friends and families prior to their attendance in full regalia at the College's annual Commencement Ceremony. The African American, Asian Pacific Islander, Latino and Native American multicultural committees coordinate these celebrations in conjunction with Multicultural Affairs.

CSN Safe Zone Program

The CSN Safe Zone Program is designed to promote a more welcoming, safe, and inclusive environment for members of the LGBTQ communities and to educate and promote understanding, appreciation and respect. It includes training, the formation of an ally program with identified Safe Zones through the college campus, and information and resources available at various locations, including Safe Zone spaces, a Safe Zone web portal, and targeted events and activities. The program was created under the directive of Dr. Michael D. Richards and was scheduled launched on March 27. At the moment this report was issued, 31 employees were signed up for the first training Safe Zone training scheduled for April 17.

CSN Minority Male Initiative

CSN President Michael D. Richards has expressed the need to intervene in what has been dubbed as a “national crisis” related to the decreasing number of minority males accessing and completing higher education degrees. For this purpose, he retained the services of a consultant to develop a proposal for an institutional minority male initiative that will be incorporated into Student Affairs for implementation. This initiative will require the collaboration of multiple College areas and the community. Next steps are expected to be announced in 2015.

Marketing, Communications and Government Affairs Support.

The Office of Communications and Government Affairs and the Marketing Department create comprehensive campaigns with targeted messages for diverse audiences. CSN has targeted outreach to Spanish-dominant families and has established collaborations with Hispanic media to promote important information about higher education. As part of these efforts, CSN President Michael D. Richards writes a weekly column for *El Tiempo Newspaper* on topics of interest for its readers.

CSN’s diversity and inclusion program is as comprehensive and varied as the institution itself. All members of the CSN community, in whatever capacity they function, impact and advance the mission and vision of the College, and the goals and objectives established for greater diversity and inclusion awareness, programming, and training, along with public accountability and engagement.

For any questions on CSN initiatives, please contact Executive Director of Community Relations, CSN Diversity and Multicultural Affairs Maria Marinch at 702.651.7546 or at maria.marinch@csn.edu.

Great Basin College (GBC)

Great Basin College (GBC) serves a vast geographical area of our state covering 63,000 square miles of rural Nevada. GBC values diversity in its curriculum, activities, and people. Its commitment to diversity is demonstrated throughout campus classrooms, student services, and community outreach. The following report highlights GBC diversity efforts in 2013-14.

Campus Classrooms

GBC Anthropology instructor, Laura Walsh says only by educating students to view the world from a diverse perspective can they learn about other societies, “Cultural relativity, a foundation of any anthropology course, demands students understand societies from that society’s own framework, not through the lens of ethnocentrism which can lead to judgement, inequality, and violence.”

Anthropology 101, Introduction to Cultural Anthropology, is a course that addresses the foundations of culture and the structure of social groups. It teaches how and why people are diverse. The course is global in scope and examines factors such as language, economics, kinship, political organization, and religion in exploring the different ways societies operate.

Anthropology 400B, Indians of the Great Basin, explores the rich traditions of Native peoples within the Great Basin of Nevada examining the adaptations, cultural structure and current issues of the Washoe, Northern Paiute, Southern Paiute, Western Shoshone, Bannock-Shoshone and other groups.

In both Psychology 101 General Psychology and Sociology 101 Principles of Sociology, instructors use common, everyday experiences and events and challenge students to examine them through “diverse” lenses making themselves more open, less judgmental, and more empathetic. For example, when looking at the topic of divorce in Sociology, GBC students were asked to step outside of their own perceptions, experiences, and stereotypes of divorce and examine the topic through a broader social lens. They had to consider trends in marriage and divorce, the function of marriage and family, their symbolic meanings, and how these events vary throughout history and cultures. The goal was to broaden students' understanding and appreciation of those around them, including their similarities and differences. Students remarked in their evaluations that their appreciation for how their world is structured, and for how other societies and cultures work was greatly elevated after studying Sociology.

Adult Basic Education/English as a Second Language (ABE/ESL) programs were offered at seven different sites within the GBC service area: Wendover, Montello, Elko, Battle Mountain, Winnemucca, Owyhee and Pahrump. Students attending ESL, ABE and High School Equivalency (HSE) classes were from multiple countries and represented multiple language groups: Mexico, Peru, Dominican Republic, Chile, Venezuela and Colombia (Spanish); Brazil (Portuguese); China (Mandarin, Cantonese, tribal languages); Ukraine (Ukrainian); Russia (Russian, Uzbek); India (Pashto); Indonesia (various tribal languages); Thailand (Thai, tribal languages); Philippines (Tagalog, tribal languages) Japan (Japanese) and Africa (Ghana, English, tribal languages).

In 2013-2014 the ABE/ESL Department served 294 ABE/ESL students. During fall semester 2013, the department started a High School Equivalency (HSE) class for advanced ESL students. Twelve students enrolled and took their HSE test in spring semester of 2014. Receiving an HSE credential allowed those students to attend college, pursue a degree, and seek better employment opportunities.

Student Services

Title IX - In conjunction with recent federal revisions to the Clery Act, Lynn Mahlberg (GBC Vice President for Student Services and Title IX Coordinator) attended the NSHE- hosted Title IX Update and Investigative Training two-day workshop. Pat Anderson (GBC Director of Environmental Health, Safety, and Security) attended a similar training for western states' safety. Both are nationally certified – Mahlberg as Advanced Administrator and Anderson as Title IX Investigator.

GBC Recruitment and Tech Prep coordinators developed a strong presence by traveling to all 19 high schools in the GBC service area. They presented financial literacy tips and explained how to apply to college to high school students. They also provided opportunities for juniors to take college placement tests on-site at their high schools.

The Native American Liaison accompanied the GBC Recruiter to conduct a Financial Aid Session at the McDermitt Combined High School in McDermitt, Nevada, which is located on an Indian Reservation near the Nevada/Oregon border. She assisted high schools seniors and their parents' in submitting the Free Application for Federal Student Aid (FAFSA) online. She also travelled to Owyhee, Nevada, to assist Shoshone-Paiute students/families living near the Nevada/Idaho border. The liaison participated in a Nevada State Department of Education workshop which focused on developing "a streamlined pathway to college" for Native American students. She also attended the American Indian/ Alaska Native American Education Summit at UNR.

In 2014, in conjunction with Barrick Gold's Educational consultant, GBC provided a financial aid program at the Elko Bands Education Center in Elko. The GBC Liaison, Adult Learning Concierge, Career Pathway Specialist, and Recruiter all presented information to prospective Native American Students from Owyhee, Elko, Ely, Austin, Duckwater, Austin, Lee, and Wells. The following week, a campus tour was provided for interested students.

Gaining Early Awareness and Readiness for Undergraduate Programs (GEAR-UP) assisted middle and junior high school students from rural, low-income, and predominantly first-generation college-bound backgrounds. In 2014, GEAR-UP saw a need for more financial literacy education for minority students and their parents. The GEAR-UP Ambassador learned how to create youth "financial empowerment" lesson plans at the Native American Summit at the University of Nevada, Reno. The lessons were modified for different underrepresented groups and taught in in all GBC GEAR-UP schools.

In the summer of 2014, the GEAR-UP Ambassador attended the National Council for Community and Education Partnerships GEAR-UP Annual Conference and focused on sessions pertaining to Hispanic communities. With a large portion of Hispanic families within GBC's service area, the Ambassador was able to gain valuable information for undocumented students falling into the Deferred Action Childhood Arrival (DACA) category about the obstacles they face in pursuing higher education and options they have when it comes time to funding their education. The Ambassador has taken this information and worked with current students and families at GBC as well as GEAR-UP students within GBC's service area.

The 2013-14 GBC Student Government Association (SGA) was diverse in membership and supported diversity in several student organizations.

- Latinos Uniting Nations Association (LUNA) was a student organization that promoted a welcoming environment for students of all cultures at GBC. The mission of LUNA was to mentor its members in an effort to help them graduate from college. LUNA president, Alfredo Jaimes and

his brother, Juan Jaimes, a transfer student to UNR led the 2013 NSHE Diversity Summit student panel discussion at Truckee Meadows Community College on student success.

- The Living Stones club began at GBC in 2013-14 with the goal to discuss various topics relating to God, community and life, while building relationships with one another and working alongside clubs at GBC in order to help students succeed in life.

It is also worth noting that the SGA executive board was comprised of 54% minority students in 2013-14.

Great Basin College Library promotes diversity by using the power of images and words. Each month the staff creates book displays that celebrate and acknowledge significant events. For example, National Black History Month is celebrated in February followed by national Women's History Month in March. During months with less specific events and holidays regarding diversity, the library displays materials that foster intellectual freedom for its patrons.

The library also distributes a monthly newsletter throughout Great Basin College's five campus centers. The newsletters educate readers and raise awareness of diverse issues. Promoting diversity allows GBC's library to maintain a supportive working and learning environment. The staff's appreciation and respect for diversity has helped them serve GBC's diverse rural communities in a positive manner.

The Battle Born Veteran's Club (BBVC) was founded in February 2014 with the mission to provide veterans attending GBC with the support, resources and advocacy needed to best ensure academic achievement. The club initially had five initial members in Elko plus three members in Winnemucca. In May 2014, the BBVC presented "TED Talks" on veteran's issues such as PTSD, suicide, etc. The event educated GBC communities about the importance of honoring veterans for their service to our country and supporting them when they transition back to civilian life.

As another means to help veterans, Great Basin College implemented access to the **Green Zone** Network on its home page. The Nevada Department of Veteran Services launched the Green Zone Initiative (GZI) in August of 2013 as a one-stop-shop website to connect the public and private sectors with the veteran community. The Green Zone is a place veterans and the public can look for employment opportunities, educational outreach, and community activities that welcome veterans.

Community Outreach

The GBC Arts and Cultural Enrichment (ACE) Committee brought a wide array of speakers, performers, and films to our campuses that reflected cultural diversity. These often originated in Elko and were sent to Battle Mountain, Ely, Pahrump, or Winnemucca via interactive video or live when possible. 2013-14 events included TED Talks on "The Power of Introverts", The Annual GBC Film festival featuring independent and foreign films including *Instructions Not Included*, the highest-grossing Spanish language film ever; and National Cowboy Poetry Humanities Speakers including autistic activist, Temple Grandin.

GBC Continuing Education offered an **Educational Tour to China** over spring break in 2014. GBC students, faculty, and community members worked side by side with students at Heze University as they learned Chinese language and calligraphy as well as Tai Chi. The GBC travelers visited the Great Wall, Tiananmen Square, Forbidden City, Temple of Heaven, and the Terra Cotta Warriors exhibit. They were also guests of Heze University at two Chinese banquets, and had the opportunity to see a theater dance performance as well as a private concert featuring traditional Chinese instruments.

In 2013-14, GBC continued to develop the **Great Basin Indian Archives (GBIA)**. To date, over 1000 Western Shoshone songs, documents, and interviews have been recorded and archived in order to preserve the Native American culture and bring together indigenous people of the Great Basin. In August, 2014, approximately 120 people attended the GBIA presentation of the oral history recordings of eight Native American elders in the GBC Theatre. Dinner was served following the presentation.

In summary, Great Basin College promotes diversity in its recruiting efforts, its curriculum, student organizations, and student services as we work together to create an educational environment that welcomes and supports all students.

Truckee Meadows Community College (TMCC)

Truckee Meadows Community College (TMCC) represents a diverse community of administrators, faculty, staff and students and provides a welcoming, respectful place for those who want to learn, work, prosper and make a contribution to society. This contribution is manifest through a variety of initiatives throughout the college constituent groups. This report is presented from a systems oriented approach by providing a sampling of initiatives from various units of the college focused on four main areas Institutional Commitment, Programs and Services, Special Events, and Community Engagement. The vision of TMCC is creating the future by changing lives. All the initiatives undertaken during the 2013-2014 academic year support that vision.

The Equity and Inclusion office has taken the leading role in creating a comprehensive and well-coordinated set of systematic action that focus specifically on fostering greater diversity, equity, inclusion and accountability at every level of the college.

The following represent a small sampling of the diversity initiatives throughout the college during the 2012-2013 academic year.

Institutional Commitment

- a. All electronic information or technology resources that are created or purchased are accessible to all populations.
- b. Several scholarships geared towards diversity, including but not limited to the Bertha Miranda Scholarship, the Wells Fargo Diversity Scholarship, and several Re-Entry scholarships continue to be awarded to eligible students.
- c. A commitment to the recruitment of International students has been renewed and increased.
- d. An ADA Committee is maintained to address institutional ADA needs to ensure equitable access for all.
- e. A statement of inclusion is reviewed annually and appears on all recruitment documents.

Programs and Services

Faculty and Staff –

Professional Development Opportunities:

- a. Human Resources, Equity and Inclusion, and Counseling and Career Services Offices continued to conduct *Ally* and *Safe Zone* trainings to help faculty and staff better understand and meet the needs of the Lesbian, Gay, Bi-Sexual, Transgender, Queer/Questioning and Intersex (LGBTQI) community.

- b. The Disability Resource Center has faculty training modules available online through Canvas. The modules cover Universal Design for Learning as well as accommodation ideas for specific disabilities.
- c. Retention and Support Services staff are continuing to participate in training opportunities focused on providing services to students from under-resourced backgrounds. Staff attended workshops presented by Dr. Donna Beagle (“Improving the Experience of Students in Poverty” and “Leadership that Makes a Difference”). Staff also completed more training in the Bridges Out of Poverty framework with additional counselors trained to facilitate the “Getting Ahead” curriculum.
- d. Counseling and Career Services and the Office of Equity and Inclusion provided diversity training/cultural awareness training for a variety of classes and college constituent groups.
- e. Webinars were made available to the college community at large on a variety of topics geared towards created a more diverse and inclusive environment.
- f. The Adult Learner Concierge position was put in place to help our Non-Traditional Students. TMCC is overcoming the age discrimination issue by providing services specific to their population. This position helps with admissions, enrollment and guidance with all the issues the student needs to deal with when coming back to school, along with individualized attention helping retention and completion of each student

Outreach and Recruitment:

- The Office of Equity and Inclusion, in partnership with Human Resources, conducted outreach and recruitment efforts for job opportunities at the College through participation in the Minority Faculty Applicant Database (MFAD), the California Job Fair, and listings in targeted publications.
- Human Resources expanded the presence of the College’s job opportunities in Historically Black Colleges and University (HBCU) publications.
- The Office of Equity and Inclusion conducted outreach an recruitment efforts with *The Academic Network* to expand outreach opportunities to underrepresented populations..

Students –

Access and Outreach to Students:

- Disability Resource Center staff visited all of the Washoe County High Schools and met with juniors and seniors with disabilities. In addition, TMCC hosted “College 4 a Day” which brought high school juniors and seniors with disabilities to TMCC for a morning to learn about the transition process, resources and support services available in college for students with disabilities and the differences between high school and college.
- Student Guidebooks continue to be printed in English and Spanish in order to better communicate our programs to prospective students and their families, regardless of which language is spoken in their homes.

- The *Success First Program* entered its fifth year. The goal of the program is aimed at increasing the college readiness, persistence, retention and graduation rates of first-time, first-generation students at TMCC. The program utilizes a summer bridge program to give students a jump start to college, share information about science, technology, math and engineering fields and provide academic/motivational support from a Success Coach during their first year at TMCC. Success First participants sign a contract agreeing to complete a five-week Summer Bridge program, maintain a 2.0 GPA, attend full time during the academic year and meet with a Success Coach twice a semester. Benefits include paid tuition, books, lunch, bus passes and grant and/or \$800 scholarship upon successful completion of the bridge program. During the academic year the benefits include an assigned Success Coach to support academic progress and priority registration for the spring and fall semesters.
- TMCC continues to offer Fostering College Success, a foster youth support and mentoring program in partnership with Children’s Cabinet and Washoe County Social Services. This program is designed to increase the recruitment, retention and graduation rates of foster youth at college. Recruitment efforts include application/ACCUPLACER workshops held on site at Children’s Cabinet and two Foster Youth Summits at TMCC that focus on admission and financial aid/literacy information to assist in the matriculation process. Retention efforts include additional financial aid assistance and support from a foster youth faculty member who mentors a growing cohort of foster youth students while attending TMCC.
- The *Herb and Maxine S. Jacobs Foundation* program is designed to increase the job readiness skills of unemployed or underemployed Nevadans so they can immediately seek and gain employment. Participants choose a pathway of study that will lead to a certificate of achievement. The program is funded by the Herb and Maxine S. Jacobs Foundation and provides a scholarship to a small cohort of students to assist with tuition and books. Participants sign a contract and agree to meet with a Presidential Scholar Success Coach once a semester to review progress and inform the college when they secure employment.
- **IDEA Network of Biomedical Research Excellence (INBRE) / Success First Grant Initiative and Summer Bridge Program-** A multifaceted 10-year grant funded by the National Institutes of Health. Areas of focus include building programs to serve undergraduates, encouraging community college students to pursue degrees in the sciences, and supporting a biomedical student pipeline program to prepare students at primarily undergraduate institutions for transition to 4-year research institutions and entry into graduate school. The INBRE grant supported the Success First Grant Initiative and Summer Bridge Program at TMCC to increase the college readiness, persistence, retention and graduation rates of first-time, first-generation, and/or low-income students at TMCC.

Support Services:

- a. The Disability Resource Center provides equal access to all curricular and co-curricular activities to qualified students with documented disabilities. The DRC has bilingual staff.

- b. Student Activities and Leadership includes the Student Government Association. Student leader training includes activities to develop cultural understanding and sensitivity.
- c. Counseling and Career Services provides personal and career counseling for TMCC students as well as outreach activities, special events and training to student groups, faculty and staff promoting mental health and wellness and cultural diversity.
- d. The Re-Entry program provides support to students who are under-resourced, pregnant or parenting and/or have been out of the workforce for a period of time.
- e. Job Prep Center staff members teach students effective job preparation and job search strategies.
- f. The Financial Aid Office, in collaboration with the WCSD and the University of Nevada, Reno (UNR), continued to participate in a first-generation initiative holding several workshops over the course of the year to provide financial aid information to first-generation students.
- g. The Financial Aid Office continues a program in collaboration with the Washoe County Youth Parole and Probation program to provide youth in this program with one-on-one assistance to help them navigate the financial aid process.
- h. The Financial Aid Office conducts outreach to students who indicate they are homeless when filing their FAFSA to ensure that they are referred to the resources they need to have a stable living situation while attending TMCC and conducts special outreach to diverse student populations to help them obtain work study and jobs on campus.
- i. The Financial Aid Office presented at the Nevada Student Leadership Transition Summit for Latino/Latina students.
- j. The Financial Aid Office has a dedicated position to serve as a liaison for students in special populations at TMCC, including but not limited to foster youth, students with disabilities and summer bridge students.
- k. TMCC increased services to veteran students by opening a Veterans Resource Center in April 2014. The center continues to grow and attract Veterans. It serves as the initial intake point to assist veterans in obtaining their education benefits. All new veteran students attend a *New Veteran Information Workshop* to assist them in the process. In addition, the office provided *Veterans On Track Advisement Workshops* that are tailored to the needs of veteran's services, as well as individual appointments with veteran students to create their education plan per President Obama's Executive Order. Lastly, a veteran's component was added to the new online orientation process.
- l. The Financial Aid Office created a Facebook page in which scholarships are posted, including culturally diverse scholarships for students.
- m. The Financial Literacy and Money Education for Students (FLAMES) program began in 2013-14. Funded by a three-year grant from USA Funds, the program is student led and

student driven. Nine peer mentors provide financial literacy education in the form of workshops, specialized class presentations, and one-on-one peer mentoring. The FLAMES peer mentors are themselves diverse and represent a cross section of the student body with diversity in age, gender, race, socio-economic and veterans' status.

- n. Academic Advising can serve students in a variety of languages including: English, Spanish, Tongan, Filipino, Swedish, and Hindi.
- o. To meet our non-traditional student needs, we offer orientations and advising appointments after 5pm and certain Saturdays as well as offer our services in an online or phone appointment format.
- p. Early Registration. The Early Registration program was piloted for WCSD graduates starting at TMCC in the fall to be registered in 15 credit hours with a \$50 deposit to be applied towards fall registration fees. For students unable to pay, the deposit has been waived to increase the number of low-income applicants.
- q. The Admissions and Records Office implemented several initiatives to better serve students from diverse backgrounds, including priority registration that was provided to Disabled, Foster Youth, Veterans and Life Skills/Success First students. The office also employs bilingual staff to better serve students and families whose primary language is not English.
- r. Veterans Upward Bound (VUB) is the only college preparation program in the state of Nevada that serves the comprehensive educational needs of veterans who are low-income and potential first generation college students. Funded through the US Department of Education Federal TRIO Programs, it serves as a vital intervention for disadvantaged veterans providing the skills and assistance necessary for access to and success in post-secondary education. TMCC's VUB Program conducts special outreach efforts and recruitment activities to identify and enroll minority, disabled, and female veterans. For the last grant year reporting period, the ethnic minority representation was 38.1%; women constituted 14.2%, and those reporting a disability/handicap were 34.8% of all veterans served by the program.

Special Events:

- a. The Office of Equity and Inclusion, in collaboration with International Student Services and the Internationals Club, hosted a luncheon reception to highlight the importance and value of international education that was attended by faculty, staff and students.
- b. The Counseling and Career Services conducted various outreach and training activities to promote an understanding of diverse populations. Counseling staff held events to promote awareness of Mental Health issues, hosted a forum to discuss mental health and conducted activities such as alcohol and depression screenings to help the TMCC community to talk about these important issues.
- c. As part of Disability Awareness Month, the Disability Resource Center hosted an exhibition wheelchair rugby game.

- d. The Financial Aid Office made presentations to families and students of WCS D through their *Parent University* program.
- e. TMCC works with Pyramid Lake High School counselors and other staff members to explain the new financial aid changes yearly. In addition we brainstorm with them on options for effectively communicating the information to families and students and help them focus on finding solutions to barriers that Native American students might face regarding financial aid. Additionally, TMCC's Financial Aid Office conducts outreach at Pyramid Lake High School every spring to share important updates with high school staff, provide financial aid information workshops for students and families, and provide support to students completing the financial needs analysis forms.

Community Outreach and Engagement-

- a. The *Annual Martin Luther King Jr Birthday Celebration Dinner*, presented by Northern Nevada Black Cultural Awareness Society was supported through sponsorship and attendance of members of the college.
- b. The *Global Gala* presented by the Northern Nevada International Center was supported by purchasing a table and members of the college attending the event.
- c. Lunch with Legends entered its second series with various community leaders from diverse cultures presenting on a variety of topics
- d. The Nevada ACLU presented a workshop in recognition of World Day of Social Justice.
- e. A partnership with the *Emerging Indigenous Leaders Institute* and with the *Indigenous Peoples Council on Biocolonialism* has been formed to encourage Indigenous Students to pursue higher education by providing positive culturally relevant experiences. It is recognized that the first year of college is the most crucial for any student in higher education. This time period is even more critical for our Native American students. Although little research exists on the Native American students in higher education, it is commonly agreed that institutions may well need to focus on change to fit the needs of the student rather than focus on student integration into the institution. Popular retention models have been built with a mainstream focus without benefit of the Native American viewpoint.
- f. Multicultural Holiday Concert held annually in December recognizes the contributions of diverse groups in music, song, dance and literature.

The mission of TMCC is to promote student success, academic excellence and access to lifelong learning by supporting high-quality education and services within our diverse community. In addition to the initiatives cited above TMCC offers a comprehensive range of services to meet the needs its students and the community it serves as it seeks to fulfill the promise of its vision and mission.

Western Nevada College (WNC)

The first priority at Western Nevada College is student success. The college has numerous outreach events and activities that focus on access and success for a diverse student body. These include the following:

Jump Start College

Jump Start College is a partnership between Western Nevada College and 13 western Nevada high schools from six school districts. It offers high-achieving junior and senior students the opportunity to earn up to an Associate of Arts degree prior to their high school graduation.

Students who have passed Algebra II with a C grade or better may be considered. They will complete the college Accuplacer essay test and those who test into English 101 will be eligible to apply for the "Jump Start College" program.

Students in "Jump Start College" will complete up to an Associate of Arts degree *before* high school graduation.

"Jump Start College" classes are conducted on the Carson, Douglas, and Fallon WNC campuses as well as at the Churchill, Dayton, Fernley, Silver Stage, and Yerington High schools.

This program uses the cohort model recommended by "Complete College America". Each cohort has been provided with a college Teacher Assistant who will act as a coach. They provide Supplemental Instruction to cohort students as well as in-putting Power School attendance and grades data in real time, keeping the parents and high school staff informed of their progress.

Success Data:

Jump Start College students completed English 101 at a rate of 98.5%, Math 126 at a rate of 96.4% and had an overall course completion rate of 98.2%.

Guided Pathways to Success

The college is submitting a Title III grant to provide a program titled "Guided Pathways to Success". The purpose of GPS is to significantly increase the graduation rate for all full-time, degree-seeking students. The cornerstone of this effort involves the establishment of college cohorts. In spring of 2016, all *new full-time*, degree-seeking students will be assigned to a cohort by a counselor based on the student's degree choice. We will have ten cohorts capturing students pursuing Associate of Arts or Associate of Science degrees. The goal of the cohort program is to create a supportive small group experience during the student's first semester, replicating the experience students had in "Jump Start College".

Project Graduate

The college started "Project Graduate" with the goal of increasing student completion. "Project Graduate" focuses on new degree-seeking students in their first semester of attendance. Students in this category are now required to take a placement test, attend a college orientation, and meet with a college counselor prior to being allowed to register for their first semester of classes. Modeled on the "Bridge to Success" program, "Project Graduate" captures all new incoming degree-seeking students and establishes them as part of a cohort led by a college counselor. The college has instituted mid-term progress reports for all students, and the college counselor follows up with any "Project Graduate" students in their cohort who have received a mid-term grade under a "C", offering assistance and direction on how to improve.

Bridge to Success

The “Bridge to Success” program provides a high tech/high touch outreach effort focused on high school seniors. The goal of the program is to enable high school students to start college on the right track, right from the start. Student services staff, led by a college counselor, visit all thirteen high schools in our rural, seven-county service area multiple times each spring semester to conduct orientations, placement testing, academic advising, and to provide registration assistance. In the past, students in our far-flung service area had to take the initiative to come up to the college to take care of these critical steps -now they take place right at their high school. As a result of this effort, we are delighted to report a doubling of our high school capture rate over a ten year period. In 1999, 15% of high school graduates continued on to WNC. By 2009, that number had soared to 30%.

Veterans Resource Center

Under a TAACCCCT 4 grant from the U.S. Department of Labor, WNC has been able to formally establish our Veterans Resource Center with professional staff of a Coordinator, a retired Marine Corps Major, and a Pre-Admission Adviser, a Marine veteran, sergeant, who is a graduate of WNC. The mission of the Veterans Resource Center (VRC) is to help incoming Veteran students transition from soldiers to scholars. The VRC is housed in a four room suite and provides resource advocates, including counselors and peer mentors, who assist veterans and their families in finding answers to their questions, including VA educational and medical benefits. In addition to the Coordinator and Pre-Admission Advisor, six student veterans are also employed through the Veterans Administration work study program to ensure a fellow veteran is also manning the VRC from 8:00 A.M – 7:00 P.M daily in case a veterans needs any assistance while on campus. Together, this team aids the student veteran in the transition from military service to higher education by providing support and guidance during the application, admissions and academic processes, hosting a veteran’s only orientation for the student veteran’s first semester. Utilizing the new Sigi 3 Education and Career Planning software for the Internet, veterans fill out surveys in which they identify likes and skill sets as well as Military Occupational Skills training and are then presented with a menu of career paths and courses of instruction that are tied to their experiences. The VRC also has programs in place for promoting peer-peer mentorship, including both a tutoring center and counseling center, which is staffed by a counselor from the Veteran’s Administration. The Coordinator of the VRC also functions as the faculty advisor to the student veteran community and meets with each student veteran to review course selection and completion and identify any obstacles holding a student veteran from successfully completing their degree or certificate. The staff also works with student veterans in remediation in Mathematics and English in order to bring skill levels up to college standards as well as tutoring in any class in which a veteran needs assistance. The VRC further assists student veterans with scheduling and prioritization to meet time demands and sharpen academic focus. The VRC has also been instrumental in developing a new program to serve incarcerated veterans at the Northern Nevada Correctional Center (NNCC). Beginning with the fall 2015 semester, classes will be taught at NNCC for eligible veterans who still possess their post 9/11 GI Bill benefits. During the spring semester 2015, WNC opened a satellite Veterans Resource Center at our Fallon campus. In an effort to assist an underserved population, the VRC has instituted a new Women Veterans program by inviting women veterans to meetings with invited speakers on issues particularly relevant to female veterans, issues not germane to their male counterparts.

Adult Literacy and Language Program

Western Nevada College hosts a federally-funded grant program that provides free or low-cost non-credit literacy services to a diverse group of learners in the five-county service area. The program supported 678 learners with twelve or more hours of instruction in High School Equivalency preparation (GED, HiSET, or TASC), Work Readiness preparation, English Language Learning skills (Literacy – Advanced), U.S. Citizenship, and/or basic literacy skills (includes transition classes). All of these learners are

functioning at an educational level that requires college readiness skills and supplemental instruction. Collaborative partners include JOIN, Vocational Rehabilitation, and the Carson City Library. The Adult Literacy & Language program partnered with JOIN this year to provide High School Equivalency preparation to out-of-school youth and dislocated workers. The partnership assist learners transition from high school equivalency into certification and post-secondary education and training programs at Western Nevada College. The program equips students with the necessary skills to both access community resources and to develop a foundation for their short and long term career and academic success.

WNC Latino Diversity Efforts

The college has developed a highly effective, multi-pronged approach to reaching Latino students and their parents in our service area. This approach hinges on having one highly visible Latina professional who serves as the main point of contact and bilingual liaison between the college and our Latino population. She actively promotes college as an option for Latino students by serving on Carson City School District committees. Additionally, she is called upon to give numerous presentations to the Latino students and their parents at the elementary, middle school and high school level both in Carson City and neighboring counties. She also networks with the local churches and community organizations to facilitate initiatives supporting Latino success in higher education. These efforts are supported by the college president and by the college as a whole. The effectiveness of these initiatives is shown through the marked increase in Latino students. The percentage of Latino students attending WNC rose from 9% in 2005 to 16% in 2010. The college Latino representation is now 18% compared to a service area percentage of Latinos of 16%. As a result of these efforts, the Hispanic Association of Colleges and Universities has designated WNC as an Emerging Hispanic Serving Institution. The college has applied for and received a Letter of Designation allowing us to apply for Title III and Title V funding.

Latino Cohort Program

The Latino Cohort Program is modeled on national best practices. It is designed to increase the rate at which Latino students complete their classes, re-enroll in a subsequent semester, and complete their associate degrees.

Elements of the program:

- Students must complete the Bridge to Success Program
- Apply to the college
- Take a placement test
- Meet with an assigned college counselor to develop a degree plan
- Register for the fall semester
- Apply for financial aid
- Sign up for a college orientation
- Attend a Parent Information Night
- Enroll in developmental classes during the summer
- Participants of the Latino Cohort and their parents attend a conference to review their educational and confirm the student's commitment to the program
- Cohort students and their parents attend a culminating activity which stresses commitment to degree completion.
- Students meet weekly with their Peer Academic Coach. Coaches provide supplemental instruction, support and encouragement.
- Mid-term grades are reviewed with the student and their academic advisor and an education plan is developed.

Student Success Data:

The Latino Cohort program began in fall 2010 with 33 students. We are delighted to report that 100% of these students re-enrolled into the spring 2011 semester. Of even greater significance is the 90% re-enrollment rate from fall 2010 to fall 2011. As a result of these opportunities, the Latino Cohort students are significantly outpacing the average college student in semester-to-semester course completion rates (94% to 64%).

The graduation rate for the 2010 Latino Cohort was 50% compared to a college-wide rate of 22%. For the 2011 Cohort the graduation rate was 52%.

Latino Student Club

A Latino Student Club was initiated at the Carson campus in 2008 to provide a welcoming environment for Latinos. The members of the club promote higher education through fundraising events held on campus and off campus. They raise funds to provide scholarships to other WNC students. In addition, the students go out to the high schools and middle schools to make the initial connection and to inspire other Latino students.

WNC diversity efforts are also represented through the following groups and organizations:

- Teresa of Avila Latino Community Outreach
- Member - Nexus Advisory Committee
- Member - Carson City School District Parent Liaison Committee

Financial Aid Night

The college offers a Financial Aid Night session to the high school seniors. The Latino Outreach Coordinator provides assistance in Spanish to the families from Carson and Dayton to promote participation from Latinos to complete the FAFSA.

Student Ambassadors

Latino students are working on campus as student ambassadors. They go out to the high schools with Bridge to Success, help with athletics events and go out into the community with Latino outreach efforts to promote the college.

Jump Start College Track B

WNC is working in collaboration with Carson High School to offer first-generation students during their senior year, the opportunity to be academically prepared to be successful in College. "Jump Start College Be Ready" will offer the students the following:

1. Start college in college-level English and math courses
2. Complete 6 credits of college work prior to high school graduation. Students will complete an Oral Communication course and Strategy of Academic Success course. These courses will give the students the preparation and the confidence first-generation Latinos need to be successful and complete a college degree.

Faculty Diversity Efforts

In 2013-14, WNC initiated one search leading to the hire of an academic faculty in a difficult-to-recruit critical nursing faculty position. The college has filled a number of critical positions with temporary appointments due to the ongoing budgetary uncertainty. During the 2013-2014 fiscal year, WNC efforts related to faculty diversity included:

Letter of Appointment (LOA) Recruitment: In 2013-14, WNC implemented a recruitment process requiring posting of all part-time temporary LOA positions of more than six months in duration.

State of Nevada Green Zone Network: WNC complied with the Governor's Executive Order related the State of Nevada Green Zone Network. This network provides an online community to share opportunities in support of Nevada's veterans and their families. Human Resources staff received required training, completed the necessary application to become a Green Zone Employer, created a profile on the Green Zone web site, and began posting all faculty openings on the web site.

New Federal VEVRAA and Section 503 Requirements: WNC complied with the new federal VEVRAA and Section 503 requirements. This involved modifying the PeopleAdmin applicant-tracking system to accommodate the new requirement to extend both a pre-hire and post hire invitation to self-identify as a veteran or an individual with a disability, updating existing new-hire packets, and extending an invitation to all existing employees to self-identify.

Affirmative Action Plan: WNC contracted with Biddle Company to review and update the WNC Affirmative Action Plan, including an in-depth analysis of the workforce by gender and race/ethnicity within each job title, action-oriented programs, identification of under-represented groups, and establishment of placement goals for under-represented groups.

Affirmative Action/EEO/Non-discrimination Statement: The college publishes its Affirmative Action/EEO/Non-discrimination Statement in its publications and position announcements, and posts the statement to its website, in every classroom, and in common areas throughout the college's three campuses and centers. The statement provides as follows:

WNC is guided by the principle that there shall be no difference in the treatment of persons because of race, religion, color, age, sex, including a pregnancy-related condition, sexual-orientation, military status or military obligations, disability, including veterans with service-connected disabilities, or national origin, and that equal opportunity and access to facilities shall be available to all. Similarly, there shall be no difference in the treatment of persons who file charges of discrimination, participate in a discrimination proceeding, or otherwise oppose discrimination. It is our policy to comply fully with the non-discrimination provision of all state and federal regulations with regard to recruitment, admission, financial aid, activities, hiring, promotions, training, terminations, benefits and compensation.

Affirmative Action/EEO Mailing List: WNC Human Resources sends position announcement brochures for all faculty positions to a list of identified affirmative action/EEO agencies.

Position Announcement Brochure: A hard-copy position announcement brochure is created for each search. As stated above, the brochure is sent to the list of affirmative action/EEO agencies. It is also provided to search committee members for additional outreach.

Faculty Search Committee Orientation/Training and Process: WNC Human Resources conducts search committee orientation with each search committee. The orientation addresses the college's affirmative action plan and goals and diversity, as well as the institution's responsibility to diversify its faculty and staff. In addition, affirmative action review is conducted during the search process to aid in meeting diversity goals.

Faculty Search Outreach: WNC Human Resources conducts extensive outreach for faculty searches. This includes posting position announcements in local and national publications. For example, the

college posts position announcements to its website, and advertises vacancies in local newspapers, the Chronicle of Higher Education, HigherEdJobs.com, and Hispanic Outlook or the Hispanic Association of Colleges and Universities. The college also takes advantage of free online recruitment sources such as FaceBook and Craigslist.

Diversity Awareness/Education: WNC Human Resources provides training to all faculty and staff in the identification and prevention of sexual harassment and discrimination. WNC Human Resources staff members participated in college-wide and system-wide diversity efforts.

Desert Research Institute (DRI)

Faculty and Staff Diversity:

DRI assessment measures include 5-year data on hires, terminations, promotions and demographics of all EEO job groups. The Human Resources Office completes an Institutional Report each year that contains spreadsheets and graphs on gender and race/ethnic breakdown per employee category and faculty/technologist turnover tracked from FY09-FY14. The faculty percent minority composition has increased from 10% in FY09 to 13% in FY14 and the postdoctoral fellow composition has decreased from 56% to 50% in FY14, but so have the number of postdoctoral fellows. The faculty percent female composition has increased from 28% in FY09 to 30% in FY14. The charts on institutional data are posted on the DRI internal web page each year for all employees to see the demographic and employment trends for a 5-year period.

- DRI faculty FY14: DRI had 193 faculty composed of 30% females and 70% males with 13% minorities.
- Postdoctoral fellows in FY14: DRI had 10 postdoctoral fellows composed of 20% females and 80% males with 50% minorities.
- Technologist in FY14: DRI had 64 technologists composed of 47% females and 53% males.

Recruitment and Retention:

DRI makes extensive efforts to attract a diverse pool of candidates through advertising in minority locations, contacting professional associations, sending out flyers to minority scientific and engineering universities, and contacting minority associations to increase the pipeline of minority candidates. Educating search committees to recognize the value of diversity and to work toward an inclusive search process to increase the participation in attracting a more diverse applicant pool.

The critical success factors in the best practices for diversity are leadership and management commitment; employee involvement; sustained investment; diversity indicators; accountability; measurement and evaluation; and linkage to organizational goals and objectives. These are the factors that DRI has built into their plan with diversity goal and objectives.

Faculty have a section on their annual MBOs to set goals if they are seeking promotion in the near future. This assists in ensuring that faculty understand the criteria for promotion and are given constructive feedback on their work and progress towards promotion. Informal and formal mentoring for junior faculty will provide guidance on the promotion process. The promotion metrics for FY14 show 3 minorities and 2 females promoted out of 9 promotions. The Division of Hydrologic Sciences has implemented a mentorship program for their postdoctoral fellows as they are often the entry-point for new DRI faculty. The mentoring plans established by the DRI faculty mentors emphasize transition to a DRI Assistant Research Professor and the skills that need to be developed for the postdoctoral fellows to succeed.

DRI has Graduate Programs in Hydrologic Sciences, Atmospheric Sciences, and Earth and Ecosystem Sciences. The graduate programs are collaborations between UNR or UNLV and DRI. For FY14 DRI had a 39 GRAs comprised of 49% females and 51% males with 23% minorities.

- DRI awards five graduate scholarships and fellowships including George Burke Maxey Award in Water Resources, George Burke Maxey Fellowship, the Colin Warden Memorial Endowment, the Jonathan O. Davis Scholarship in Quaternary Sciences and the General Frederick Lander Scholarship for Native Americans. The General Frederick Lander Scholarship for Native Americans consists of annual awards of \$3,000 to American Indian or Alaskan Native students at the University of Nevada, Reno. DRI plans to expand the Lander Scholarship so that it is available to students at the University of Nevada, Las Vegas.

NSHE Events and Committees:

DRI's Diversity Officer and Special Assistant to the President, Emeritus, served on the planning committee of the Southern Nevada Diversity Summit hosted by CSN. The President, senior leadership and many staff members attended the one day summit. DRI also had staff members that attended the two day Northern Nevada Diversity Summit hosted by UNR.

The Diversity Officer and other staff members attended the 1st annual Status of Women's event that was hosted by CSN. Each institution was asked to draft flyer highlighting a female faculty member and female student. DRI highlighted a female faculty member in our Division of Hydrologic Sciences and a female graduate research assistant from our Division of Atmospheric Sciences.

Partnership and Outreach Programs:

The GreenPower program promotes and supports science-based environmental education to Nevada's PreK-12 schools through teacher professional development and ready-made science themed Green Boxes for the classroom. The demographics of schools that Green Power serves for Green Boxes or teacher trainings and workshops state wide are:

- 359 schools served across the state out of 842 private and public schools, 82% of the schools we serve are Title One
 - 62 - Northern Schools (Washoe County and Carson City County)
 - 41 Title One Schools
 - 215 - Southern Schools (Clark County)
 - 201 Title One Schools
 - 78 - Rural
 - 50 Title One Rural Schools
 - 4 - State Sponsored Charter Schools
 - 2 Title One Schools
- 15% Are English Limited Learners
- 51% are eligible for Free and Reduced Lunch

Demographics of these students we reach statewide are:

- 1% American Indian/Alaska Native, 5% Asian, 40% Hispanic, 10% Black, 1 % Pacific Islander, 36% White and 6% Two or More races

GreenPower has several partners in education in Southern and Northern Nevada, State, and National who have helped expand the outreach and impact of our core teachings in renewable energy, conservation, and sustainability in FY 14. These partners in education included:

- Southern Nevada: Green Chips, Southern Nevada Science and Math Teacher Association, CHOLLA: Connecting Hands Offering Lifelong Learning Adventure.
- Northern Nevada: GreenPower was also a partner in GREENevada – Growing Resources for Environmental Education in Nevada - a coalition of like-minded non-profit organizations.
- Statewide: US Green Building Council, Governors Workforce Investment Board, Nevada State Science Teachers' Association, STEM Coalition- Gathering Genius, Nevada EnergyWise Educators
- National: National Science Teacher Association, National Environmental Science Educator association, Green Schools Network
- Green Power participated in many events in Southern Nevada: Green Fest, Convene for Green, MGM Teacher Welcome Back to School, Solarbration, Science Bowl, Clean Energy Summit, Indoor Agriculture Conference, Las Vegas Science and technology Festival, Southern Nevada science and Math Teacher Conference; in Northern Nevada Reno Earth Day, Pinceone Awards, STEM Coalition Conferences, Science Olympiad, Science and Math m\Mini Conference;
- State-wide: US Green Building Council Apple Day of Service; National : National Science Teachers association STEM Conference, Association for the Advancement of Sustainability in Higher Ed

Internal Events:

DRI started hosting an annual international potluck luncheon at its Las Vegas campus to celebrate the many different background and countries represented by our employees. All employees are invited to attend and asked to bring a dish that reflects their culture to share. DRI plans on expanding the luncheon to its Reno campus this coming year.

Nevada System of Higher Education (NSHE)

NSHE is committed to supporting campuses that are reflective of the state population to meet the current and future social, economic and workforce needs of a highly diverse state. The following is a summary of some of the initiatives that System leadership is engaged in to help create inclusive policies and practices that support diversity programs across NSHE.

Board of Regents Cultural Diversity Committee (CDC)

The CDC studies issues and recommends policies to the Board in an effort to promote cultural and ethnic diversity throughout the System in order to ensure access and equity for all students. The committee reviews and examines issues, information, and activities that promote diversity among the students, staff and faculty of the System; examines information and indicators of student access and equity; makes recommendations to the Board intended to create, enhance, promote, and support an educational environment that welcomes all cultural and ethnic minorities; and takes actions appropriate to increase awareness, visibility, and emphasis of campus diversity programs. NSHE institutions are asked to present institutional diversity plans and updates on these plans on a regular basis. (Board of Regents Handbook, By-Laws, Title 1, Article 6, Section 3.d)

Equity, Diversity, and Inclusion Council (EDIC)

The Equity, Diversity and Inclusion Committee (EDIC) began in 2009 under the leadership of Regent Cedric Crear who was the Chair of the Cultural Diversity Committee (CDC). The CDC is a Board committee that was formed to address the various issues of diversity across the system. However, there was no system-wide internal committee designed to bring issues with solutions to the attention of the Presidents, the Chancellor, and the Regents. Issues with solutions might require policy changes and have funding implications, hence, the necessity for EDIC. The initial composition of the committee included: Chief diversity officers or representatives from each of the NSHE institutions and one college president. The first issue EDIC took up was supply chain inclusion. A top specialist in this field was recruited by the EDIC and a report was presented to the Board of Regents on December 4, 2009. Policy changes were made after a review by chief legal counsel. The Chancellor made this a priority and regular updates on supply chain inclusion were provided to the Board. This area of responsibility was delegated to the Chancellor's chief counsel. The efforts have since been institutionalized and are now monitored at the local institutions and system level. For two years, EDIC addressed its mission and dealt with best practices, such as a diversity scorecard and programs supporting under-supported students, as well as pathways to become Hispanic Serving Institutions (HIS).

In December 2011, the composition of EDIC was altered, becoming the only body to include every President in the system along with at least one chief diversity officer or diversity representative from each institution. The purpose of this one of a kind committee structure was to more actively involve the Presidents in problem solving and to expedite efforts as colleagues working directly with issues on the campuses brought those issues, concerns, solutions, and best practices forward.

2014 Southern Diversity Summit

CSN hosted the Third Annual NSHE Southern Nevada Diversity Summit held on October, 2014. The theme for the Summit was 'Pipelines to Success.' Over 150 participants were in attendance including Regents, community stakeholders and institutional representatives. This all-day event included plenaries and break-out sessions related to diversity, student success initiatives, workforce and economic development and community engagement. The Summit's keynote speaker was Dr. Luis Ponjuan from Texas A&M.

Dr. Ponjuan is an expert in supporting student success for minority males and first generation college students. The Summit also had a presentation discussing pipelines for success between K-12 and NSHE from Chancellor Daniel Klaich and Clark County School District Superintendent Pat Skorkowsky.

2015 Northern Nevada Diversity Conference

UNR hosted the ‘Exploring Diversity and Equity in Education, Careers, and the Community’ Conference, on February 26 and 27, 2015. The conference was attended by 360 people including Regents, System staff, institutional representatives, community stakeholders and students. Dr. Geneva Gay, Professor of Education at the University of Washington, delivered the keynote, which focused on cultural responsiveness in college classrooms and communities. Following her address, the attendees had the ability to participate in 33 breakout sessions over the two days. UNR was able to secure a corporate sponsor, Renown Health, for the lunch that was provided to attendees.

HSI TASK FORCE

NSHE hosted the first inaugural meeting of the Hispanic Serving Institution (HSI) Task Force on October 14, 2014. The establishment of the HSI Task Force came from a recommendation at a community stakeholder meeting with the Latino Leadership Council, and was developed and implemented over the summer and fall. The taskforce is comprised of diversity officers and an additional member appointed by the president of each NSHE institution. At the inaugural meeting, the Vice President of the Alliance of Hispanic Servicing Institutions Educators (AHSIE) provided a presentation on information relating to HSI eligibility and funding opportunities. The overarching focus of the group is to provide system-wide best practices for HSI initiatives as NSHE campuses pursue HSI status.

NSHE Presidents Present the 2014 National Conference on Race and Ethnicity (NCORE)

The Nevada System of Higher Education had the honor of presenting a breakout session at the 2014 National Conference on Race and Ethnicity (NCORE). The breakout session, Diversity as a Catalyst for Change in the Nevada System of Higher Education, was unique at the conference since it was the only session whose presenters were community college presidents. Each of the four college presidents in attendance reported on their respective campus’ diversity initiatives, their successes, and their diversity objectives for the future.

Regent Andrea Anderson, Chair of the Regents’ Cultural Diversity Committee, participated in the presentation via video describing the importance of diversity to the Nevada Board of Regents. Immediately following her remarks, Chancellor Daniel Klaich elaborated on the make-up of the Board of Regents, the structure of the Nevada System of Higher Education and its commitment to diversity. Chancellor Klaich elaborated on intricate partnerships between the Nevada System of Higher Education and its campuses.

Chancellor’s Diversity Roundtable

In 2014, The Nevada System of Higher Education created an advisory board charged with advising the Chancellor on how NSHE can increase college participation and completion among its most vulnerable and underrepresented student populations. The advisory board is comprised of approximately 19 community and business members who represent ethnically diverse communities, industries, and perspectives. The advisory board meets with the Chancellor on a quarterly basis. During the past year, the group has been provided presentations on access and affordability and the need for a state supported, need-based financial aid program, workforce development and NSHE legislative priorities. The Roundtable will continue to be provided information on current NSHE initiatives and examine for areas in which it can help address and provide meaningful feedback to the Chancellor.

Nevada Complete College America

Nevada is one of 33 states, the District of Columbia, and the Commonwealth of the Northern Mariana Islands who have committed, through a pact with Complete College America, to increase the number of students who complete college with a certificate or degree, specifically those credentials with a value in the labor market and closing attainment gaps for traditionally underrepresented populations. Nevada was among the first group of states to join the Alliance. Under this pact, Nevada agreed to: 1) Establish annual state and campus-specific degree and credential completion goals through 2020; 2) Develop and implement aggressive state and campus level action plans for meeting the state's college completion goals; and 3) Collect and report common measures of progress.

Supplier Diversity Initiatives and Outreach:

The Board of Regents' Supplier Diversity Spending and Inclusion Policy (Handbook, Title 4, Chapter 10, Section 2) mandates that NSHE institutions report annually to the Cultural Diversity Committee on Tier 2 supplier expenditures with minority-owned, women-owned and other small disadvantaged business enterprises (MWDDBE) and local business concerns for prime contracts awarded by NSHE institutions that exceed \$1,000,000. The Board of Regents' *Procedures and Guidelines Manual* (Chapter 5, Section 2) mandates that NSHE institutions will report annually the Tier I MWDDBE vendor expenditures for the most recently completed fiscal year. Supplier Chain Diversity Reports including both Tier 1 vendor expenditures and Tier 2 supplier expenditures can be viewed at:

<http://system.nevada.edu/Nshe/index.cfm/administration/finance/supplychaindiversity/>.

CSN hosted three Supplier Inclusion Networking Event and Workshops throughout FY14 (partnering with the Asian Chamber of Commerce, the Latin Chamber of Commerce, the Urban Chamber of Commerce, Akers and Associates, the Governor's Office of Economic Development (GOED), UNLV, and NSC.