



University of Nevada, Reno

# THE CENTER FOR STUDENT CULTURAL DIVERSITY



## ANNUAL REPORT 2012

A report on campus-wide diversity efforts targeting both prospective and continuing underrepresented students at the University of Nevada, Reno.

[www.unr.edu/thecenter](http://www.unr.edu/thecenter)

# Contents

<b>Executive Summary</b> .....	3
<b>Introduction</b> .....	4
<b>Data Report</b> .....	5
Headcount by Ethnicity (all students).....	5.1
High School GPA & Test Scores (new freshman).....	5.2
County of Origin (new freshman) .....	5.3
Fall to Fall Retention Rate (2008-2011) .....	5.4
Cumulative GPA by Ethnicity (all grade levels) .....	5.5
Six Year Graduation Rates.....	5.6
Degrees Granted (by ethnicity).....	5.7
Graduate Student Headcount (by ethnicity).....	5.8
<b>Analysis</b>	
Report Highlights.....	12
Conclusions and Recommendations .....	12
<b>Context</b>	
Current Nevada Trends with Implications for Higher Education.....	13
State of NV Dept. of Education Demographic Profile (by ethnicity).....	14
Working Age Population Projections.....	15
Proportion of the Total Population by Ethnicity .....	16
<b>Section I. University of Nevada, Reno Center for Student Cultural Diversity</b>	
The Center for Student Cultural Diversity.....	18
<b>Section II. Campus Wide Efforts</b>	
TRiO Programs .....	41
College of Education .....	44
College of Engineering .....	52
College of Liberal Arts .....	53
College of Science .....	69
Division of Health Sciences .....	71
Donald W. Reynolds School of Journalism .....	92
The Graduate School .....	93
Integrated Marketing .....	95
Diversity Initiatives .....	98

## Executive Summary

Contemporary leaders in higher education are creating pathways to reframe the narrative of diversity. By introducing a strategic diversity leadership approach to selecting students, hiring culturally competent and diverse faculty, engaging in culturally relevant research, and providing quality experiences for all of our students, the foundation for a better future in higher education is being laid. In response to this changing reality, the expansion of the roles and responsibilities of strategic diversity leaders is essential to fully capitalize the value of diversity as it relates to institutional excellence. This report represents the most recent campus-wide efforts towards this objective.

University faculty and administration will continue to make a consistent, concerted effort to increase the numbers of historically underrepresented students applying to, and graduating from, the University of Nevada, Reno. We will work closely with the Nevada System of Higher Education, the Chancellor, and the Board of Regents to implement policies designed to impact the following metrics:

### Progress Metrics:

- Enrollment by ethnicity and/or family income  
*In fall 2012, 5,339 of 18,227(29%) students at the University of Nevada, Reno self-identify with an ethnicity considered historically underrepresented in higher education in Nevada.*
- Freshman enrollment  
*In fall 2012, 1,155 (40%) of the total first-year students enrolled (2,885) at the University of Nevada, Reno self-identify with an ethnicity considered historically underrepresented in higher education in Nevada.*

### Outcome Metrics:

- Graduation rates  
*The overall six-year graduation rate for the 2005 cohort for Black students is 50.8% and Hispanic Students is 50.5% which is just slightly behind the six year graduation rate of White students at 52.2% (page 9). The national average for the 2005 cohort year was 59% according to the NCES.*
- Degrees awarded  
*Degree attainment by Hispanic/ Latino students continues to be the highest among all underrepresented populations by a significant margin (page 9).*

Compiling data on both progress and outcome metrics will aid the faculty and administration of the University of Nevada, Reno in determining whether current policies and practices are successful, which will help inform future resource allocation decisions.

## Introduction

President Marc Johnson and senior campus officials are in agreement that diversity maintains a top priority as the University of Nevada, Reno enters a period of moving forward after years of devastating budget reductions. Despite the economic challenges facing higher education in Nevada, the benefits of a college education has been shown to provide greater lifetime earning potential for graduates (Day & Newburger, 2002). In addition, Ellwood and Kane (2000) noted a college education can bridge economic gaps between the classes. With an estimated 78 million baby boomers advancing towards retirement, individuals replacing them in the workforce are expected to equal or exceed previous levels of educational attainment and skill development (National Center for Public Policy and Higher Education, 2009). According to Callan (2009) by 2025, the result of recent budget reductions in higher education could result in a shortage of one million college-educated workers.

The University maintains a strong belief in access. The number of underrepresented students is at its highest point in the University's history comprising 29% of total enrollment (5,339 of 18,227). 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.

To accomplish the mission of access and opportunity for underrepresented students, the University of Nevada, Reno, Center for Student Cultural Diversity (The Center), stands unique within the Nevada System of Higher Education serving as a comprehensive intercultural office that provides outreach, academic support and co-curricular programs to prospective and continuing students. The Center serves all students, while placing specific emphasis on students that self-identify as African American, Asian American, Pacific Islander, American Indian, Multi-Ethnic and Hispanic/ Latino. The Center also provides targeted services to students who self identify as Low Income/First Generation (*neither parent holds a four year college degree*), and Lesbian, Gay, Bisexual or Transgender (LGBT). The Center compiles this annual report to present a review of the numerous campus-wide diversity efforts targeting prospective and continuing underrepresented students.

The report is divided into components that readers will find useful. The tables that follow this summary address many of the commonly asked questions regarding underrepresented student enrollment. Section one then outlines the Center for Student Cultural Diversity and section two concludes the report with a review of campus wide efforts.

---

*Note: The terms "underrepresented," "students of color" and "diverse students" are intended to be inclusive of students who self-identify as African American/ Black, Asian American, Pacific Islander, Hispanic/Latino, American Indian, and Multi-Ethnic. LGBT and Low Income /First Generation students are included in this report within their self-identified ethnic categorizations.*

**NOTE: EMPTY CELLS IN THE DATA TABLES INDICATE NO DATA AVAILABLE FOR REPORTING PERIOD**

TABLE 5. 1 HEADCOUNT BY ETHNICITY

<b>Ethnicity</b>	<b>Fall 2012 Underrepresented = 5,339</b>	<b>Fall 2011 Underrepresented = 4,711</b>	<b>Fall 2010 Underrepresented = 4,356</b>
American Indian/ Alaskan Native	152 0.8%	156 0.9%	173 1.0%
Asian American	1,148 6.3%	1053 5.9%	1,142 6.5%
Black Non- Hispanic	610 3.2%	557 3.1%	469 2.6%
Hispanic/Latino	2,419 13.3%	2032 11.3%	1,911 9.2%
Multi-Ethnic	942 5.2%	872 4.8%	534 3.0%
Pacific Islander	68 0.3%	41 0.2%	127 0.7%
White Non- Hispanic	12,150 66.7%	12,329 68.5%	12,583 71.1%
Non-Resident Alien	512 2.8%	594 3.3%	554 3.1%
Unknown	226 1.2%	370 2.1%	186 1.0%
<b>Total All Students</b>	<b>18,227</b>	<b>18,004</b>	<b>17,679</b>

*Hispanic/Latino student enrollment increased 19% over fall 2011*

## NEW FRESHMAN DATA

TABLE 5.2 HIGH SCHOOL GRADE POINT AVERAGE AND TEST SCORE

	Headcount			Average H.S. GPA			Average H.S. GPA (Core)			Average SAT combined			Average ACT composite		
	12	11	10	12	11	10	12	11	10	12	11	10	12	11	10
<b>American Indian / Alaskan</b>	15	21	36	2.96	3.16	3.18	3.28	3.13	3.27	955	970	973	19.9	19.9	20.1
<b>Asian American</b>	192	192	233	3.42	3.41	3.51	3.62	3.73	3.77	1068	1060	1053	22.9	22.7	23.2
<b>Black Non-Hispanic</b>	140	131	124	3.09	3.11	3.09	3.30	3.24	3.24	938	953	940	19.8	19.9	19.9
<b>Hispanic</b>	531	480	410	3.26	3.26	3.25	3.45	3.40	3.39	1024	1007	1009	22.0	20.9	21.4
<b>Multi-Ethnic</b>	216	195	92	3.31	3.28	3.31	3.55	3.50	3.52	1058	1052	1077	23.6	23.8	24.2
<b>Pacific Islander</b>	25	25	11	3.28	3.21	2.99	3.50	3.24	3.13	907	945	954	18.6	21.2	17.0
<b>White Non-Hispanic</b>	1630	1793	1826	3.31	3.33	3.35	3.50	3.45	3.52	1076	1067	1063	23.8	23.4	23.5
<b>Non-Resident Alien</b>	20	16	30	3.17	3.07	3.13	3.38	3.14	3.08	1098	853	1039	25.5	24	29.0
<b>Unknown</b>	11	27	2	3.52	3.29	3.33	3.68	3.55	3.59	1040	1072	860	24.4	25.8	23.0
<b>Total</b>	2780	2880	2764	3.30	3.30	3.33	3.49	3.45	3.50	1055	1050	1049	23.1	22.8	23.0

*The average high school core GPA for Black students shows a three-year high.*

TABLE 5.3 COUNTY OF ORIGIN

	Headcount			Washoe			Clark			Other Nevada			Out of State		
	12	11	10	12	11	10	12	11	10	12	11	10	12	11	10
<b>American Indian / Alaskan</b>	15	21	36	6	6	10	2	5	11	3	4	7	4	6	8
<b>Asian American</b>	192	192	233	83	67	107	74	73	75	8	11	16	27	41	35
<b>Black Non-Hispanic</b>	140	131	124	20	16	18	93	74	71	1	5	8	26	36	27
<b>Hispanic</b>	531	480	410	189	195	186	174	117	113	60	64	69	108	104	42
<b>Multi-Ethnic</b>	216	195	92	60	53	30	84	65	31	20	26	12	52	51	19
<b>Pacific Islander</b>	25	25	11	14	10	6	8	4	2	1	2	1	2	9	2
<b>White Non-Hispanic</b>	1630	1793	1826	501	606	644	381	348	448	264	273	297	484	566	437
<b>Non-Resident Alien</b>	20	16	30	4	1	1	0	0	0	0	0	0	16	15	29
<b>Unknown</b>	11	27	2	2	7	1	1	9	1	3	2	0	5	9	0
<b>Total</b>	2780	2880	2764	879	961	1003	817	695	752	360	387	410	724	837	599

*The county of origin for American Indian/Alaskan Native freshman shows a relatively equal distribution. The county of origin for Hispanic freshman shows increased enrollment from Clark County and a notable jump since fall 2010 from out of state.*

## NEW FRESHMAN DATA

TABLE 5.4 FALL-TO-FALL RETENTION RATE BY ETHNICITY FOR NEW FRESHMAN

	New FT Freshman Fall 2011	Retained to Fall 2012	Retention Rate Fall 2011-Fall 2012	New FT Freshman Fall 2010	Retained to Fall 2011	Retention Rate Fall 2010-Fall 2011	New Freshman Fall 2009	Retained to Fall 2010	Retention Rate Fall 2009-Fall 2010
<b>American Indian / Alaskan</b>	21	15	71.4%	38	24	63.2%	23	15	65.2%
<b>Asian American</b>	190	160	84.2%	281	236	84%	182	155	85.2%
<b>Black Non-Hispanic</b>	131	92	70.2%	133	101	75.9%	86	54	62.8%
<b>Hispanic</b>	479	359	74.9%	389	303	77.9%	248	187	75.4%
<b>Multi-Ethnic</b>	195	143	73.3%						
<b>Pacific Islander</b>	25	16	64.0%						
<b>White Non-Hispanic</b>	1791	1418	79.2%	1829	1420	77.6%	1547	1229	79.4%
<b>Non-Resident Alien</b>	25	22	88.0%	21	17	81%	22	18	81.1%
<b>Unknown</b>	24	20	83.3%	16	13	81.3%	64	53	82.8%

*Retention of both Black and Hispanic students shows a decline from the fall 2011 rates.*

*\*EMPTY CELLS INDICATE NO DATA AVAILABLE FOR REPORTING PERIOD*

TABLE 5.5  
 AVERAGE UNIVERSITY OF NEVADA, RENO CUMULATIVE GPA BY ETHNICITY AND GENDER BY  
 CURRENT STANDING AT THE END OF SPRING 2011

		Male	Female	Total	Avg. GPA Total
American Indian / Alaskan	FR	2.38	2.58	2.51	2.83
	SO	3.26	2.58	2.80	
	JR	2.95	2.91	2.93	
	SR	2.92	2.93	2.93	
Asian American	FR	2.79	2.97	2.88	3.05
	SO	2.84	3.12	2.99	
	JR	3.07	3.08	3.08	
	SR	3.07	3.29	3.20	
Black Non-Hispanic	FR	2.11	2.72	2.44	2.64
	SO	2.49	2.72	2.62	
	JR	2.74	2.92	2.83	
	SR	2.65	2.83	2.74	
Hispanic	FR	2.52	2.61	2.57	2.83
	SO	2.72	2.85	2.79	
	JR	2.86	3.01	2.94	
	SR	2.91	3.09	3.02	
Multi-Ethnic	FR	2.41	2.77	2.61	2.91
	SO	2.97	2.95	3.00	
	JR	2.88	3.05	2.97	
	SR	2.99	3.14	3.06	
Pacific Islander	FR	2.59	2.46	2.52	2.61
	SO	2.39	2.53	2.49	
	JR	2.47	3.09	2.78	
	SR	2.83	2.88	2.85	
White Non-Hispanic	FR	2.61	2.88	2.75	3.00
	SO	2.81	3.02	2.91	
	JR	2.96	3.13	3.05	
	SR	3.05	3.23	3.15	
Non-Resident Alien	FR	1.52	2.30	1.74	2.60
	SO	2.54	2.98	2.83	
	JR	2.92	3.11	3.03	
	SR	2.87	3.22	3.05	
Unknown	FR	2.54	3.43	2.97	3.07
	SO	2.12	3.06	2.71	
	JR	3.04	2.73	2.86	
	SR	3.25	3.34	3.30	



## GRADUATION DATA

TABLE 5.6 SIX-YEAR GRADUATION RATES BY ETHNICITY

	2005	2004	2003	2002
<b>American Indian / Alaskan</b>	21.7%	58.3%	36.4%	13.3%
<b>Asian American</b>	60.0%	54.5%	51.1%	59.3%
<b>Black Non-Hispanic</b>	50.8%	38.9%	41.5%	46.2%
<b>Hispanic</b>	50.5%	41.7%	44.4%	39.6%
<b>Multi-Ethnic</b>				
<b>Pacific Islander</b>				
<b>White Non-Hispanic</b>	52.3%	51.1%	47.8%	48.8%
<b>Non-Resident Alien</b>	68.0%	56.4%	16.0%	56.8%
Unknown	52.7%	46.3%	42.9%	48.0%
<b>Total</b>	<b>52.5%</b>	<b>49.9%</b>	<b>47.1%</b>	<b>48.4%</b>

*The American Indian/ Alaskan Native six-year graduation rate for the 2005 cohort showed a significant decrease from the 2004 cohort.*

*\*EMPTY CELLS INDICATE NO DATA AVAILABLE FOR REPORTING PERIOD*

TABLE 5.7 DEGREES GRANTED BY ETHNICITY (GRADUATE AND UNDERGRADUATE)

	Fall 2011-12		Fall 2010-11		Fall 2009-10	
<b>American Indian / Alaskan</b>	<b>0.9%</b>	<b>28</b>	<b>0.7%</b>	<b>22</b>	<b>0.7%</b>	<b>30</b>
<b>Asian American</b>	<b>5.7%</b>	<b>183</b>	<b>5.4%</b>	<b>175</b>	<b>6.5%</b>	<b>177</b>
<b>Black Non-Hispanic</b>	<b>2.0%</b>	<b>65</b>	<b>1.7%</b>	<b>54</b>	<b>2.1%</b>	<b>60</b>
<b>Hispanic</b>	<b>8.3%</b>	<b>274</b>	<b>8.5%</b>	<b>276</b>	<b>7.0%</b>	<b>196</b>
<b>Multi-Ethnic</b>	<b>4.8%</b>	<b>159</b>	<b>2.8%</b>	<b>91</b>		
<b>Pacific Islander</b>	<b>0.1%</b>	<b>5</b>	<b>0.5%</b>	<b>18</b>		
<b>White Non-Hispanic</b>	<b>72.2%</b>	<b>2376</b>	<b>73.3%</b>	<b>2367</b>	<b>69.6%</b>	<b>2122</b>
<b>Non-Resident Alien</b>	<b>4.7%</b>	<b>156</b>	<b>5.4%</b>	<b>175</b>	<b>4.5%</b>	<b>146</b>
<b>Unknown</b>	<b>1.3%</b>	<b>44</b>	<b>1.6%</b>	<b>51</b>	<b>9.6%</b>	<b>266</b>
<b>Total</b>		<b>3290</b>		<b>3229</b>		<b>2987</b>

*Degree attainment by Multi-Ethnic students resulted in a notable increase from the previous year.*

*\*EMPTY CELLS INDICATE NO DATA AVAILABLE FOR REPORTING PERIOD*

TABLE 5.8 GRADUATE STUDENT HEADCOUNT BY ETHNICITY

	2012 Graduate School	2012 Medical School	2012 Total	2011 Graduate School	2011 Medical School	2011 Total
American Indian / Alaskan	14	0	14	13	0	13
Asian American	126	49	175	128	39	167
Black Non-Hispanic	56	6	62	53	5	58
Hispanic	207	19	226	181	10	191
Multi-Ethnic	94	9	103	98	9	107
Pacific Islander	9	0	9	0	0	0
White Non-Hispanic	2030	160	2190	2121	165	2286
Non-Resident Alien	264	0	264	173	0	173
Unknown	100	8	108	168	21	189
<b>TOTAL</b>	<b>2894</b>	<b>251</b>	<b>3145</b>	<b>2935</b>	<b>249</b>	<b>3184</b>

*The overall headcount of Hispanic/Latino students enrolled in graduate program shows an increase over fall 2011.*

**THIS PAGE INTENTIONALLY LEFT  
BLANK**

## UNIVERSITY OF NEVADA, RENO DIVERSITY INNOVATIONS:

### INTEGRATED MARKETING:

The visual branding of the University contributes to the recruitment of underrepresented students. By ensuring an accurate and diverse representation of the student body in our collateral materials, IM seeks to remove perceived barriers related to “fit” and community. IM receives invaluable help in finding models for our photo shoots from the Center for Student Cultural Diversity. Models represented in IM publications meet or exceed the University’s ethnic composition.

### GIRLS MATH AND TECHNOLOGY PROJECT:

The Northern Nevada Girls Math & Technology Program began in 1998 under Program Director Lynda Wiest, a professor of elementary math education who continues to direct the program. The program's purpose is to increase girls' knowledge, skills, and confidence in mathematics and technology in order to enhance mathematical and technological competence in girls' personal, academic, and occupational lives. The program consists of a five-day, residential summer camp held on the UNR campus and year-round web site information and opportunities.

### LATINO RESEARCH CENTER:

Worked with the White House and the Hispanic Initiative to bring to UNR a Town Hall with the Secretary of Education Arne Duncan to discuss college affordability and access to college for Latino students. The event brought more than 700 students, their parents and administrators to UNR. Prior to the event Latino students from local high schools had the opportunity to tour the UNR campus and also get information on how to apply to the University and how to access funding to pay for college.

### NORTH CAROLINA CENTRAL UNIVERSITY SUMMER FELLOWSHIP PROGRAM:

Since the summer of 2009, the College of Science at the University of Nevada, Reno, and the College of Arts and Sciences at North Carolina Central University have partnered to bring undergraduate science majors from NCCU to UNR for a month-long summer fellowship experience. These students have spent the month of June each year working with UNR College of Science faculty in Biology, Chemistry, Physics, Geography, or the Seismological Laboratory on research projects that take them into the field as well as working in the laboratory. The purpose of this summer fellowship partnership is: (1) to identify talented undergraduate students of color who may be recruited to graduate programs in the College of Science to increase ethnic diversity among our graduate student population, and (2) to provide teaching/research exchange opportunities for our Ph.D. and post-doctoral students and NCCU faculty.

### CONCLUSIONS AND RECOMMENDATIONS:

The University has embraced the philosophy of moving forward in our diversity endeavors. To accomplish this new forward direction, it is recommended that we:

- Create “bridge” opportunities between underrepresented faculty and students that coincide with mutual interests
- Address issues of academic success to support the diverse student body currently enrolled at the University
- Consider residential housing scholarships for Washoe County students
- Consider work study type programs as a renewable retention resource for low income students
- Continue to strengthen partnerships and collaborations with the Washoe County School District to enhance outreach opportunities for underrepresented students
- Continue the University’s direction of diversity going beyond issues of simply increasing numbers by expanding upon strategies that address quality of campus life, persistence, and graduation

As the United States and global economies become increasingly interdependent, the need for a highly skilled, highly educated workforce also increases. College enrollment is expected to continually increase as Nevada demographic projections show a changing landscape with regards to the groups listed below.

Nevada	1995	2000	2005	2015	2025
Black	109	138	159	182	202
Hispanic	192	277	350	460	583
Asian	61	85	103	120	142
American Indian	26	31	32	32	34

*\*Numbers shown are rounded to the nearest thousand.*

Current trends with implications for Higher Education in Nevada:

- Between 2000 and 2010, the percentage of college students who were Black rose from 11.3 to 14.5 percent, and the percentage of students who were Hispanic rose from 9.5 to 13.0 percent; these rates are becoming more closely aligned with their respective shares of the population in this age range (14.4 and 20.2 percent, respectively). These increases in college-going rates reflect larger numbers of college-age Blacks and Hispanics as well as higher enrollment rates for both groups (National Center for Education Statistics, 2012)
- According to the National Center for Education Statistics, (2012) between 2008 and 2019, college enrollment in all degree-granting institutions is projected to increase
  - □7 percent for students who are White
  - 30 percent for students who are Black
  - 45 percent for students who are Hispanic
  - 30 percent for students who are Asian or Pacific Islander
  - 5 percent for students who are American Indian or Alaska Native
- State supported institutions of higher education can be extremely vulnerable in times of financial crisis and are directly impacted by circumstances well beyond those related to teaching, research, and service to students (Hodel & Hines, 2006)
- Minorities, particularly African-Americans and Latinos, earn less income even with college degrees as opposed to their white or Asian colleagues, according to Georgetown University’s Center on Education and the Workforce (2011).

**2010-2011 STATE OF NEVADA DEPARTMENT OF EDUCATION COUNTY DEMOGRAPHIC PROFILE**

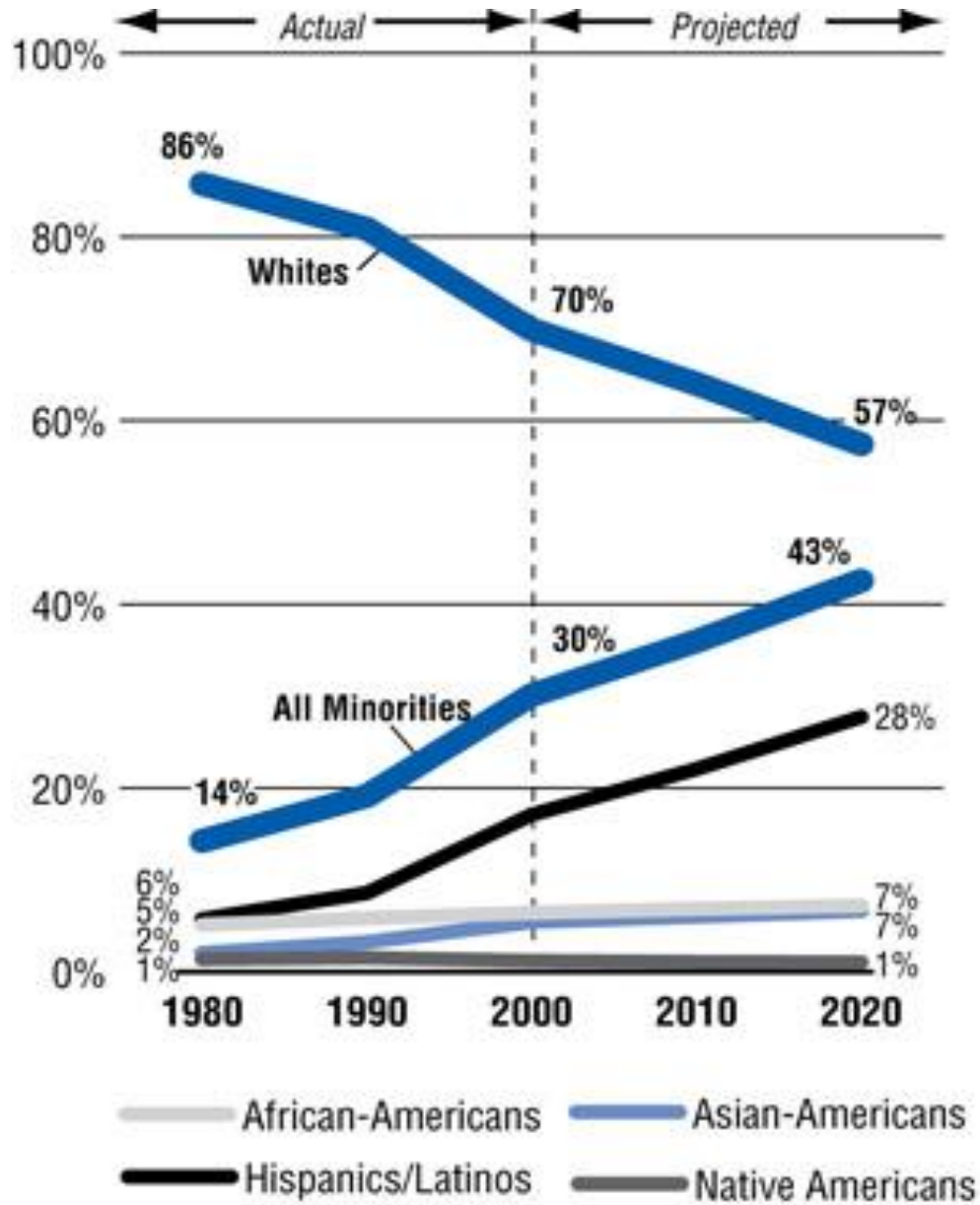
	Total Enrollment	American Indian / Alaskan Native		Asian		Hispanic		Black		White		Pacific Islander		Multi-Race	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%
State	439,277	5,025	1.1	24,796	5.6	174,033	39.6	42,347	9.6	164,378	37.4	5,516	1.3	23,182	5.3
Carson City	7,530	170	2.3	129	1.7	3,014	40.0	31	0.4	3,918	52.0	18	0.2	250	3.3
Churchill	3,917	230	5.9	106	2.7	726	18.5	77	2.0	2,549	65.1	15	0.4	214	5.5
Clark	308,237	1,673	0.5	20,350	6.6	133,733	43.4	37,040	12.0	93,024	30.2	4,507	1.5	17,910	5.8
Douglas	6,273	224	3.6	98	1.6	1,230	19.6	31	0.5	4,331	69.0	12	0.2	347	5.5
Elko	9,611	586	6.1	95	1.0	2,839	29.5	106	1.1	5,935	61.8	15	0.2	35	0.4
Esmeralda	64	2	3.1	1	1.6	24	37.5	N/A	N/A	32	50.0			5	7.8
Eureka	252	8	3.2	1	0.4	24	9.5	2	0.8	214	84.9			3	1.2
Humboldt	3,434	152	4.4	25	0.7	1,185	34.5	18	0.5	1,965	57.2	6	0.2	83	2.4
Lander	1,110	47	4.2	6	0.5	338	30.5	11	1.0	691	62.3			17	1.5
Lincoln	985	20	2.0	10	1.0	94	9.5	71	7.2	778	79.0	12	1.2		
Lyon	8,228	255	3.1	90	1.1	2,014	24.5	67	0.8	5,355	65.1	42	0.5	405	4.9
Mineral	513	98	19.1	1	0.2	77	15.0	23	4.5	282	55.0	1	0.2	31	6.0
Nye	5,535	108	2.0	77	1.4	1,318	23.8	183	3.3	3,727	67.3	81	1.5	41	0.7
Pershing	690	49	7.1	5	0.7	210	30.4	4	0.6	366	53.0	1	0.1	55	8.0
Storey	408	5	1.2	9	2.2	41	10.0	7	1.7	326	79.9	5	1.2	15	3.7
Washoe	62,220	1,095	1.8	2,947	4.7	23,327	37.5	1,608	2.6	29,954	48.1	540	0.9	2,749	4.4
White Pine	1,380	65	4.7	9	0.7	218	15.8	11	0.8	1,026	74.3	4	0.3	47	3.4
State Public Charter Schools	11,095	146	1.3	632	5.7	1,647	14.8	1,071	9.7	7,062	63.7	187	1.7	350	3.2

Data as of: Count Day

District totals do not include state or district sponsored charter school data.

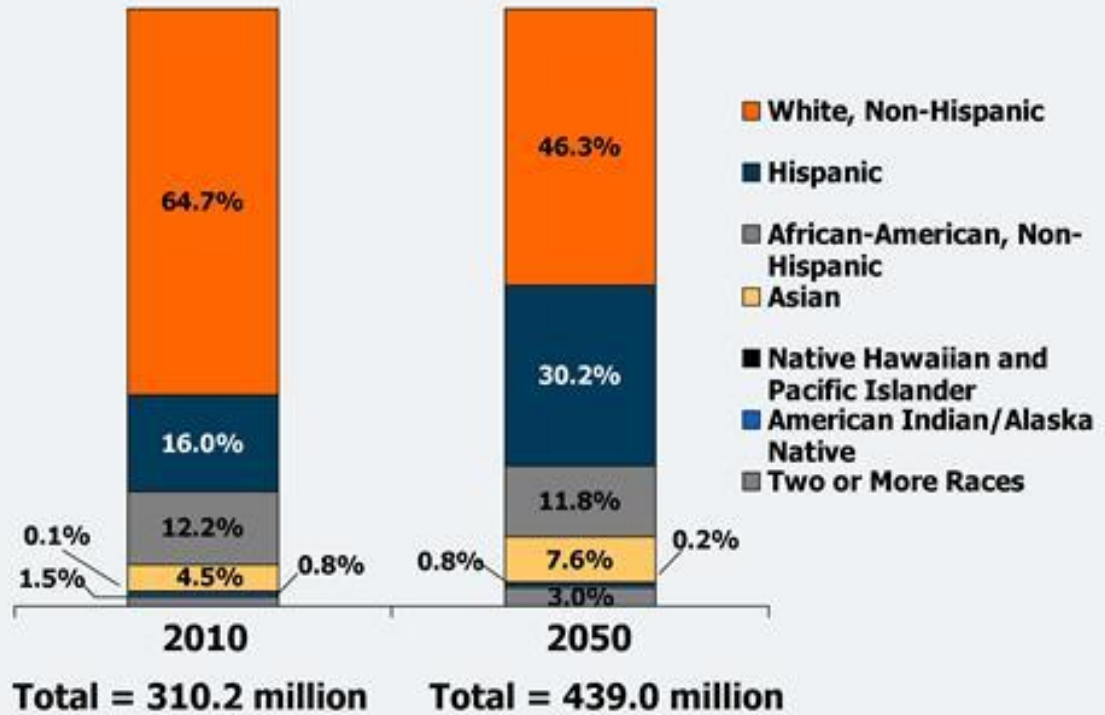
The chart below illustrates the projected growth in the working-age population by race/ethnicity in Nevada. While not all future positions reflected will require a college degree, many will, and it is the long-term goal of University recruitment and retention plans to improve participation rates for underrepresented students in part, as a directed effort towards producing more graduates to fill positions requiring a college degree.

**Working-Age Population (ages 25-64) by Race/Ethnicity, 1980-2020** (Measuring Up, 2006)



Proportion of the Total Population by Race/ Ethnicity  
 (Source: Kaiser Family Foundation)

## Distribution of U.S. Population by Race/Ethnicity, 2010 and 2050



NOTES: All racial groups non-Hispanic. Data do not include residents of Puerto Rico, Guam, the U.S. Virgin Islands, or the Northern Mariana Islands. Totals may not add to 100%.

SOURCE: Kaiser Family Foundation, based on <http://www.census.gov/population/www/projections/downloadablefiles.html> U.S. Census Bureau, 2008, Projected Population by Single Year of Age, Sex, Race, and Hispanic Origin for the United States: July 1, 2000 to July 1, 2050.





SECTION ONE  
THE CENTER FOR STUDENT CULTURAL  
DIVERSITY

## The Center for Student Cultural Diversity (The Center)

---

The Center for Student Cultural Diversity at the University of Nevada, Reno, serves as a comprehensive intercultural office providing both programs and services to students. The Center serves all students, while placing specific emphasis on students that self-identify as African American, Asian American/Pacific Island, American Indian and Hispanic/Latino. The Center also provides targeted services to students who self-identify as Low Income/First Generation (*neither parent holds a four year college degree*), Multiracial/Biracial and Lesbian, Gay, Bisexual or Transgender (LGBT). Six initiatives lead our diversity efforts. Independently, they provide specialized services to each of our targeted demographics. When combined, the initiatives comprise our intercultural center.

Center programs combine retention elements of Vincent Tinto (institutional connectedness), outreach elements of Arthur Chickering (institutional fit), and a combination of the cultural development theories of Peggy Macintosh, Cornell West, Stanley Sue, Beverly Daniel Tatum, Ronald Takaki, and many others. Relevant and desirable outcomes for Center programs and services include: intellectual growth, effective communication, realistic self-appraisal, enhanced self-esteem, clarified values, career choices, leadership development, healthy behaviors, meaningful interpersonal relationships, independence, collaboration, social responsibility, satisfying and productive lifestyles, an appreciation of diversity, and achievement of personal and educational goals.

Central Staff:	Reg Chhen Stewart, Ph.D. Ellen Houston, M.A. Araceli Martinez, M.A. Jody Lykes, M.A. Saundra Mitrovich, B.A. Monika Mala, B.A. Dorothy Barry	Director, Diversity Initiatives Assistant Director Program Coordinator Student Development Coordinator Outreach and Retention Coordinator Coordinator, GEAR UP Ambassador Program Administrative Assistant
Graduate Interns:	Danika Williams, B.A., B.S. Jessica Rosas, B.A. Joseph Simmons, B.S. Mery Mares, B.A. Shirley Diaz, B.A., B.A. Tara Madden-Dent, M.A.	Public Health, Epidemiology Master of Social Work Educational Leadership Counseling and Educational Psychology Economics Educational Leadership
Peer Educators:	Anthony Dionisi Jeannica Sacasas Jessica Parra-Estrada Niesha Jones Randy Khong Kaylynn Branch Sean Tory Krystine Kimes	

# The Center Academic Year 2010-2011

## EARLY OUTREACH TO STUDENTS

<b>BSO Hosts Job Corps Students</b> 8/16/2011	60 students
<b>Adopt-A-School: Sparks High School</b> 9/6/2011	26 students
<b>PIRC-Bailey Charter Parents – Spanish Tour</b> 9/7/2011 & 9/29/2011	12 students
<b>Adopt-A-School: Reed High School</b> 9/15/2011	24 students
<b>Adopt-A-School: Spanish Springs High School</b> 9/22/2011	17 students
<b>Hug High School (Polynesian Club)</b> 9/30/2011	10 students
<b>Reed High School (Japanese Club)</b> 9/30/2011	25 students
<b>Start Thinking About College (STAC)</b> 10/4/2011-10/18/2011	775 students
<b>Adopt-A-School: Sparks</b> 10/5/2011	24 students
<b>Adopt-A-School: Spanish Springs</b> 10/6/2011	3 students
<b>Adopt-A-School: Damonte</b> 10/10/2011	14 students
<b>Adopt-A-School: Reed</b> 10/11/2011	23 students
<b>Black Student College Education Series for Parents</b> 10/18/2011	10 students
<b>Gear Up Application Workshop at Hug High School</b> 10/21/2011	65 students
<b>Adopt-A-School: Reed</b> 10/25/2011	6 students

<b>Adopt-A-School: Damonte</b> 10/25/2011	5 students
<b>McQueen High School (Chinese Club)</b> 11/9/2011	22 students
<b>Hispanic Leadership Youth Summit</b> 11/14/2011	404 students
<b>Gear Up Application Workshop at Hug High School</b> 11/14/2011	45 students
<b>Gear Up LIFG Youth Summit</b> 11/15/2011	103 students
<b>Black Youth Leadership Summit</b> 12/1/2011	93 students
<b>AAPI Youth Leadership Summit (WCSD)</b> 12/2/2011	109 students
<b>Wooster Gear Up Application Workshop</b> 12/8/2011	133 students
<b>Orientation Information Fair</b> 1/20/2012	59 students
<b>FAFSA Workshop at Sparks High School</b> 1/24/2012	13 students
<b>Black Student College Education Series for Parents</b> 1/24/2012	10 students
<b>FAFSA Workshop at Wooster High School</b> 1/25/2012	20 students
<b>Adopt-A-School: North Valley</b> 1/26/2012	5 students
<b>Adopt-A-School: Sparks</b> 1/26/2012	30 students
<b>FAFSA Workshop at Reed High School</b> 1/26/2012	5 students
<b>Adopt-A-School: Damonte</b> 1/30/2012	15 students

<b>Adopt-A-School: Coral Academy</b> 2/1/2012	5 students
<b>FAFSA Workshop at Sparks High School</b> 2/2/2012	8 students
<b>Best and Brightest Nevada Bound</b> 2/3/2012	100 students
<b>Adopt-A-School: Spanish Springs</b> 2/6/2012	4 students
<b>Adopt-A-School: Coral Academy</b> 2/13/2012	5 students
<b>Adopt-A-School: Sparks</b> 2/13/2012	22 students
<b>Adopt-A-School: North Valley</b> 2/14/2012	10 students
<b>Adopt-A-School: Reed</b> 2/16/2012	15 students
<b>Adopt-A-School: Damonte</b> 2/21/2012	10 students
<b>FAFSA Workshop at North Valleys High School</b> 2/22/2012	20 students
<b>Rainshadow Visit</b> 2/23/2012	11 students
<b>Upward Bound Presentation</b> 3/3/2012	80 students
<b>Adopt-A-School: Hug</b> 3/6/2012	21 students
<b>Adopt-A-School: Sparks</b> 3/7/2012	22 students
<b>Adopt-A-School: Spanish Springs</b> 3/8/2012	3 students
<b>Adopt-A-School: North Valley</b> 3/13/2012	5 students
<b>Adopt-A-School: Damonte</b> 3/13/2012	15 students

<b>Adopt-A-School: Reed</b> 3/15/2012	15 students
<b>Adopt-A-School: Hug</b> 3/22/2012	22 students
<b>Nevada Bound</b> 3/30/2012	25 students
<b>PIRC –Matthews Elementary School</b> 4/5/2012	8 students
<b>Morningside HS (Inglewood, CA) Visit</b> 4/6/2012 & 4/7/2012	19 students
<b>College Shadowing Day</b> 4/17/2012 & 4/24/2012	75 students
<b>Hispanic Youth Leadership Summit</b> 4/23/2012	250 students
<b>Hispanic Youth Soccer Initiative</b> 4/28/2012	800 students
<b>ALITAS Graduation</b> 5/7/2012	61 students
<b>PIRC-Mariposa Academy</b> 5/9/2012	34 students
<b>WCSD Multicultural Senior Day Celebration</b> 5/14/2012	156 students
<b>Black Student College Education Series for Parents</b> 5/15/2012	7 students
<b>Alder Creek Visit</b> 5/22/2012	74 students
<b>Donner Springs Elementary STAC</b> 5/24/2012	115 students
<b>Gear Up Celebration</b> 5/25/2012	150 students
<b>Adopt-A-School: Reed</b> 6/15/2012	24 students

**Presentation to College of Business High School Students** 50 students  
6/20/2012

**Orientation Sessions** 150 students  
7/26/2012-8/23/2012

**TOTAL 4,556**

## **PARENTS**

**Summer Immersion Celebration** 33 parents  
8/24/2011

**PIRC-Bailey Charter Parents – Spanish Tours** 28 parents  
9/7/2011- 9/29/2011

**Black Student College Education Series for Parents** 19 parents  
10/18/2011

**Black Student College Education Series for Parents** 10 parents  
1/24/2012

**FAFSA Workshop Sparks High School** 4 parents  
1/24/2012

**FAFSA Workshop Wooster High School** 30 parents  
1/25/2012

**FAFSA Workshop Reed High School** 5 parents  
1/26/2012

**FAFSA Workshop Sparks High School** 7 parents  
2/2/2012

**FAFSA Workshop North Valleys High School** 30 parents  
2/22/2012

**PIRC –Matthews Elementary School** 18 parents  
4/5/2012

**Latino Parent Tours - Education Alliance** 18 parents  
4/5/2012

**Hispanic Youth Soccer Initiative** 700 parents  
4/28/2012

<b>AAPI Graduation Celebration</b> 5/11/2012	45 parents
<b>Black Student College Education Series for Parents</b> 5/15/2012	12 parents
<b>Lavender Graduates Celebration</b> 5/16/2012	10 parents
<b>Black Graduates Celebration</b> 5/18/2012	200 parents
<b>Parent Orientation Dinners</b> 6/25/2012-7/26/2012	200 parents

**TOTAL      1,369**

## **RETENTION**

<b>925 Athletic Ministries Club Advising</b> 8/1/2011 – 2/28/2012	105 students
<b>Sigma Omega Nu Latina Interest Sorority Advising</b> 8/1/2011 – 9/1/2012	16 students
<b>Lambda Phi Xi Multicultural Sorority, Inc. Advising</b> 8/1/2011 – 9/1/2012	25 students
<b>Student-Athlete Orientation Presentation</b> 8/28/2011	900 students
<b>Individual Student Meetings with Students by Center Staff</b> 8/1/2011 – 8/1/2012	2,432 meetings
<b>SOAM/Center Fish Fry</b> 8/19/2011	7 volunteers
<b>Weekend Academic Outreach</b> 9/3/2011 – 12/11/2011	298 students
<b>Latino Food Festival</b> 9/12/2011	5 student volunteers
<b>WCSD – Hispanic Recognition Day</b> 9/13/2011	4 student volunteers



<b>Start Thinking About College (STAC)</b> 10/4/2011-10/18/2011	55 student volunteers
<b>IHEP Meet &amp; Eat</b> 10/14/2011	5 students
<b>API Leadership Roundtable #1</b> 10/19/2011	15 students
<b>Panel Training</b> 10/26/2011	13 students
<b>API Leadership Roundtable #2</b> 11/9/2011	10 students
<b>Hispanic Leadership Youth Summit</b> 11/14/11	26 student volunteers
<b>AAPI Panel Training #2</b> 11/15/2011	20 students
<b>IHEP Meet &amp; Eat</b> 11/16/2011	10 students
<b>AAPI Panel Training #1</b> 11/17/2011	10 students
<b>Black Youth Leadership Summit</b> 12/1/2011	39 student volunteers
<b>First Generation Youth Leadership Summit</b> 12/2/2011	28 student volunteers
<b>AAPI Youth Leadership Summit</b> 12/2/2011	30 student volunteers
<b>AAPI Leadership Round Table #3</b> 2/1/2012	10 students
<b>API Leadership Round Table #4</b> 2/8/2012	10 students
<b>Cultural Considerations in Healthcare</b> 2/14/2012	1 student volunteer
<b>College Life 101 Phone Calls Progress Reports</b> 2/14/2012 – 3/27/2012	257 students
<b>API Leadership Round Table #5</b> 2/22/2012	10 students

<b>API Leadership Round Table #6</b> 3/6/2012	8 students
<b>API Leadership Round Table #7</b> 3/28/2012	8 students
<b>Cesar Chavez Film Documentary</b> 3/30/2012	4 student volunteers
<b>Calls to Graduating Students of Color</b> 4/1/2012 – 4/30/2012	629 students
<b>Social Work Presentation</b> 4/3/2012	30 students
<b>Social Work Presentation (SW311; 1)</b> 4/3/2012	30 students
<b>Social Work Presentation (SW220)</b> 4/4/2012	30 students
<b>Social Work Presentation (SW311; 2)</b> 4/5/2012	30 students
<b>Social Work Presentation (SW498)</b> 4/5/2012	30 students
<b>Class Presentation for Social Work Class 311</b> 4/5/2012	30 students
<b>Morningside HS (Inglewood, CA) Visit</b> 4/6/2012 & 4/7/2012	15 student volunteers
<b>API Leadership Round Table #8</b> 4/11/2012	10 students
<b>Salsabration-Celebrating Latino Graduates</b> 4/20/2012	11 student volunteers
<b>Walk a Mile In Her Shoes</b> 4/28/2012	25 student volunteers
<b>Hispanic Youth Soccer Initiative</b> 4/28/2012	15 student volunteers
<b>Cinco de Mayo</b> 5/4/2012	5 student volunteers

<b>ALITAS Graduation</b> 5/7/2012	6 student volunteers
<b>WCSD Multicultural Senior Day Celebration</b> 5/14/2012	6 student volunteers
<b>Donner Springs Elementary STAC</b> 5/24/2012	8 student volunteers
<b>Deans' Future Scholar Classroom Presentation</b> 7/10/2012	40 students

**TOTAL 5,311**

## CO-CURRICULAR

<b>Center Fish Fry</b> 8/19/2011	23 students
<b>Reno Pride Festival</b> 8/20/2011	150 attendees
<b>Multicultural Greek Council Yard Show</b> 9/1/2011	250 students
<b>Get Out and Walk</b> 9/1/2011-9/28/2011	15 students
<b>ABLE/Kappa Alpha Psi Welcome Back Pool Party</b> 9/3/2011	74 students
<b>Phi Beta Sigma Rib Cook Off</b> 9/3/2011	25 students
<b>Phi Beta Sigma Community Service</b> 9/4/2011	15 students
<b>Phi Beta Sigma Social w/ Kappa Delta Chi</b> 9/5/2011	40 students
<b>Asian Invasion (Hawaii Club)</b> 9/6/2011	75 students
<b>Phi Beta Sigma Wing Stop 50 Cent Wings</b> 9/6/2011	25 students

<b>Wings for Winners</b> 9/7/2011 -02/29/2012	480 students
<b>Phi Beta Sigma Bowling</b> 9/7/2011	20 students
<b>Slut Walk: Anti-Rape March</b> 9/7/2011	150 students
<b>International Movie Night – Asian Edition</b> 9/7/2011	15 students
<b>Centerfest</b> 9/9/2011	400 students
<b>SOAM/MEN BBQ</b> 9/9/2011	156 students
<b>SOAM Community Service w/ Red Hat Society</b> 9/10/2011	45 students
<b>Latino Food Festival</b> 9/12/2011	75 attendees
<b>Moon Festival</b> 9/12/2011	20 students
<b>Delta Sigma Theta Sorority, Inc. Informational</b> 9/13/2011	10 students
<b>Fresh, Fun Saturday: Community in Conversation</b> 9/14/2011	12 students
<b>QSU BBQ</b> 9/15/2011	50 students
<b>MEN of Distinction Open Mic</b> 9/15/2011	89 students
<b>Asian Invasion (JSAN)</b> 9/16/2011	12 students
<b>Asian Invasion (Japanese Talk-Talk)</b> 9/16/2011	50 students
<b>Dodge Ball Tournament</b> 9/17/2011	3 students
<b>I-Gem Concert</b> 9/17/2011	350 students

<b>Fresh, Fun Saturdays</b> 9/17/2011 – 10/15/2011	121 students
<b>Phi Beta Sigma Service w/Kappa Alpha Theta</b> 9/17/2011	15 students
<b>SF Dragon Boat Festival</b> 9/18/2011	24 students
<b>SOAM Fish Fry</b> 9/23/2011	150 students
<b>Fresh, Fun Saturday: Autoethnography</b> 9/24/2011	21 students
<b>Asían Invasion (AASA)</b> 9/26/2011	30 students
<b>The Art of Flamenco</b> 9/26/2011	35 students
<b>Phi Beta Sigma BluBQ</b> 9/28/2011 & 9/29/2011	122 students
<b>Phi Beta Sigma/Sigma Omega Nu Social</b> 10/2/2011	35 students
<b>Asian Invasion (PUSO)</b> 10/4/2011	40 students
<b>Center Alumni Chapter Dessert Reception</b> 10/6/2011	20 alumni
<b>Dress Your Dog (1<sup>st</sup> 6 Weeks) – hot dog luncheon</b> 10/13/2011	225 students
<b>BlackOut Dialogues w/ Aaron Modica</b> 10/17/2011	24 students
<b>Nevada’s Top Model (Judging for the Center)</b> 10/18/2011	60 students
<b>AphiG Congratulations Luncheon</b> 10/24/2011	12 students
<b>Diwali</b> 10/25/2011	55 students
<b>SOAM Etiquette Luncheon</b>	50 students

10/29/2011	
<b>Phi Beta Sigma Probate</b> 10/30/2011	200 students
<b>Dia de Los Muertos Exhibition</b> 11/2/2011	150 students
<b>N7 Conference</b> 11/7/2011	125 attendees
<b>Islamaphobia: The Real Story</b> 11/15/2011	78 students
<b>Inside the Helmet</b> 11/20/2011	75 students
<b>Giving Thanks KDX Dinner</b> 11/22/2011	120 attendees
<b>Phi Beta Sigma Stroll for Tots</b> 12/2/2011	430 students
<b>Breast Cancer Luncheon</b> 12/3/2011	42 students
<b>World Aids Day</b> 12/6/2011	3 students
<b>AphiG Formal</b> 12/13/2011	125 students
<b>Prep Day Pancake Breakfast/Sub Sandwich Lunch (Fall Semester)</b> 12/14/2011	125 students
<b>Prep Day Bagel Breakfast/Pizza Lunch (Fall Semester)</b> 12/14/2011	130 students
<b>Cultural Considerations in Healthcare Conference</b> 1/14/2012	42 students
<b>Chinese New Year Celebration</b> 1/23/2012	50 students
<b>Dance Central (Round 1)</b> 1/24/2012	30 students
<b>Dance Central (Round2)</b> 1/26/2012	30 students

<b>Dance Central (Finals)</b> 1/27/2012	20 students
<b>Kappa Alpha Psi Dating Game</b> 2/1/2012	76 students
<b>Nevada Boxing Cordarius Taylor</b> 2/3/2012	53 students
<b>ROCK Black America Today Panel Discussion</b> 2/6/2012	36 students
<b>ABLE/Phi Beta Sigma/UNITY School Daze</b> 2/7/2012	84 students
<b>ACCEPT HIV Awareness/Testing</b> 2/7/2012	90 students
<b>ABLE Controversial Issues Forum</b> 2/8/2012	52 students
<b>ABLE Open Mic</b> 2/9/2012	70 students
<b>BSO Music Appreciation</b> 2/9/2012	40 students
<b>SOAM Let's Talk About Sex</b> 2/13/2012	40 students
<b>Cultural Considerations in Healthcare</b> 2/14/2012	42 students
<b>SOAM Soul Food</b> 2/16/2012	50 students
<b>SOAM Rhythms African Dance Workshop</b> 2/17/2012	50 students
<b>MOD Proactive Minds of African Americans</b> 2/20/2012	19 students
<b>BCC Student Leaders Black History in the Making</b> 2/23/2012	13 students
<b>Pride Collaborative's LGBT Friendly Mixer</b> 2/23/2012	45 students
<b>MOD Reminisce of Black</b> 2/24/2012	30 students

<b>Dance Central Student Competition</b> 2/25/2012-2/27/2012	80 students
<b>Phi Beta Sigma Black Identity</b> 2/27/2012	20 students
<b>Study Group Scholarship Cypher</b> 2/28/2012	18 students
<b>Guest Speaker: Tim Wise</b> 2/29/2012	700 attendees
<b>Drum Circle with Heriberto</b> 3/16/2012	7 students
<b>Native American Education Summit</b> 3/19/2012-3/20/2012	100 educators
<b>Cesar Chavez Day</b> 3/26/2012	21 attendees
<b>Latino Education and Advocacy Days Summit</b> 3/28/2012	10 attendees via web
<b>Cesar Chavez Documentary Screening</b> 3/30/2012	21 students
<b>Cesar Chavez Dinner</b> 3/31/2012	7 students
<b>Own What You Think (Petitions)</b> 4/2/2012-4/6/2012	368 students
<b>Dress Your Dog (AIM) – hot dog luncheon</b> 4/4/2012	200 students
<b>MGC 5<sup>th</sup> Annual Stompin’ with the Pack Step Show</b> 4/7/2012	567 attendees
<b>Drum Circle with Heriberto</b> 4/9/2012	8 students
<b>Diversity Conference “Hoodie Effect” Work Shop</b> 4/14/2012	37 students
<b>UNITY Diversity Conference: Pan Africanism &amp; Education</b> 4/14/2012	8 students



<b>Ally Week</b> 4/16/2012 - 4/20/2012	259 students
<b>AphiG Bento Box Workshop</b> 4/16/2012	30 students
<b>Chinese Talk Talk Mahjong</b> 4/16/2012	30 students
<b>PUSO Halo Halo Workshop</b> 4/17/2012	20 students
<b>CAPICO: Slaying the Dragon Reloaded</b> 4/17/2012	45 students
<b>AphiG Spam Workshop</b> 4/18/2012	30 students
<b>LPR Tai Chi Lessons</b> 4/18/2012	40 students
<b>2<sup>nd</sup> Annual Mr. Greek Pageant (Judging for the Center)</b> 4/18/2012	175 students
<b>AASA Spring Roll Workshop</b> 4/19/2012	20 students
<b>Hawaii Club Dance Workshop</b> 4/19/2012	15 students
<b>CAPICO Talent Night</b> 4/19/2012	40 students
<b>Day of Silence Sign Making Social</b> 4/19/2012	29 students
<b>Day of Silence "Ending the Silence"</b> 4/20/2012	47 students
<b>JSAN/Japanese Talk Talk Karaoke Night</b> 4/20/2012	15 students
<b>AASA Ball</b> 4/20/2012	100 students
<b>Salsabration-Celebrating Latino Graduates</b> 4/20/2012	300 attendees
<b>Own What You Think (Love Wall)</b> 4/24/2012-4/26/2012	7,255 students

<b>Omega Psi Phi Informational</b> 4/26/2012	11 students
<b>Walk A Mile in Her Shoes</b> 4/28/2012	125 students
<b>Blood Donation Drive</b> 4/30/2012	85 attendees
<b>Flashmob Living Learning Community</b> 5/3/2012	50 students
<b>Delta Sigma Theta New Membership Presentation</b> 5/4/2012	60 students
<b>Cinco de Mayo</b> 5/4/2012	50 students
<b>Black Graduates Filming</b> 5/7/2012	23 students
<b>AAPI Graduation Celebration</b> 5/11/2012	150 students
<b>WCSD Multicultural Senior Day</b> 5/14/2012	570 attendees
<b>Lavender Graduate Celebration</b> 5/16/2012	50 students
<b>Black Graduates Celebration</b> 5/18/2012	225 attendees
<b>Social Media</b> 8/1/2012	2,939 Facebook and 266 Twitter followers

<b>TOTAL</b>	<b>21,459</b>
<b>Grand Total 32,695</b>	

## CENTER FOR STUDENT CULTURAL DIVERSITY FAQ'S

What is the Center?

The Center is a place to "Get in where you fit in." It is a place to study, use the computer lab, get tutoring, talk to advisors, hang out with friends, find out what is going on around campus, watch TV or movies, volunteer, or join clubs and organizations.

Who is the Center for?

Everyone and everybody. All university students are welcomed. If you are trying to get more involved in school this is one of the best places to get help connecting to campus activities, joining a club or organization, starting a new club, or just meeting new people... we have something for everyone!

What does the Center do?

The Center for Student Cultural Diversity provides programs and services that support the academic and social success of ALL students at the University of Nevada, Reno through advisement, leadership development, counseling, student organizations, outreach, and intercultural programming. It supports campus diversity through six initiatives: Asian and Pacific Islander Heritage Project, Black Culture Cooperative, Intertribal Higher Education Program, Las Cultururas, Mosaic (first generation/income qualified) and Pride Collaborative.

What kind of help is available?

Services are offered at no cost and include:

- Assistance with understanding financial aid requirements
- Academic and personal counseling
- Major and career exploration
- Computer lab
- Plasma TV, Blu-Ray and video game lounge
- Study Area
- Student organization development and support
- Supportive learning environment
- Multilingual professional and student staff

Does the Center offer free printing?

Only students enrolled in the award-winning College Life 101 Retention Program, or who are a member of a club or organization affiliated with the Center, may print in our computer lab.

Where do I find the Center?

The Center is located on the third floor of the Joe Crowley Student Union. The Center also has an active online presence at [www.unr.edu/thecenter](http://www.unr.edu/thecenter), and on [Facebook](#), [twitter](#), [Pinterest](#), and [YouTube](#).

## CENTER USAGE FALL 2011- SPRING 2012

The tables below give a detailed breakdown of students using the retention services offered by the Center for Student Cultural Diversity, fall 2011-spring 2012.

### Fall 2011 and Spring 2012

	Hispanic		Afri-Ameri		Nat-Ameri		Asian		Caucasian		Multicultural		Unknown		Total		SERVICE REQUESTS
	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	
<b>August</b>	71	143	85	100	3	6	38	37	24	36	24	25	0	1	245	348	593
<b>September</b>	337	633	380	360	15	25	185	135	106	325	109	149	4	6	1136	1633	2769
<b>October</b>	268	443	298	279	14	9	201	132	102	103	94	97	6	5	983	1068	2051
<b>November</b>	185	307	232	225	8	12	162	105	92	89	81	86	10	2	770	826	1596
<b>December</b>	168	191	157	156	8	10	91	53	64	45	43	42	0	1	531	498	1029
<b>Total</b>	1029	1717	1152	1120	48	62	677	462	388	598	351	399	20	15	3665	4373	8038

	Hispanic		Afri-Ameri		Nat-Ameri		Asian		Caucasian		Multicultural		Unknown		Total		SERVICE REQUESTS
	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	
<b>January</b>	130	171	160	158	3	8	65	57	54	35	49	28	1	0	462	457	919
<b>February</b>	196	305	263	273	12	19	140	132	92	72	87	63	1	0	791	864	1655
<b>March</b>	127	190	151	180	14	15	93	89	43	38	41	33	0	0	469	545	1014
<b>April</b>	194	260	208	216	15	27	135	115	75	70	76	48	3	0	706	736	1442
<b>May</b>	100	126	122	121	5	9	79	46	35	42	40	39	0	0	381	383	764
<b>Total</b>	747	1052	904	948	49	78	512	439	299	257	293	211	5	0	2809	2985	5794

<b>Total Number of Requests for Fall 2011 and Spring 2012</b>	<b>13832</b>
---------------------------------------------------------------	--------------

### Total Number of Students in Fall 2011

	Hispanic	Afri-Ameri	Nat-Ameri	Asian	Caucasian	Multicultural	Unknown
<b>August</b>	214	185	9	75	60	49	1
<b>September</b>	970	740	40	320	431	258	10
<b>October</b>	711	577	23	333	205	191	11
<b>November</b>	492	457	20	267	181	167	12
<b>December</b>	359	313	18	144	109	85	1
<b>Total</b>	2746	2272	110	1139	986	750	35

### Total Number of Students in Spring 2012

	Hispanic	Afri-Ameri	Nat-Ameri	Asian	Caucasian	Multicultural	Unknown
<b>January</b>	301	318	11	122	89	77	1
<b>February</b>	501	536	31	272	164	150	1
<b>March</b>	317	331	29	182	81	74	0
<b>April</b>	454	424	42	250	145	124	3
<b>May</b>	226	243	14	125	77	79	0
<b>Total</b>	1799	1852	127	951	556	504	5

<b>Year Total</b>	<b>4545</b>	<b>4124</b>	<b>237</b>	<b>2090</b>	<b>1542</b>	<b>1254</b>	<b>45</b>
-------------------	-------------	-------------	------------	-------------	-------------	-------------	-----------

# THE CENTER PROGRAMS

## START THINKING ABOUT COLLEGE (STAC)

Through a partnership between the University of Nevada, Reno, the Center for Student Cultural Diversity and Washoe County School District, seventh graders from middle schools across the district were brought to campus in an early outreach effort designed to increase student planning for postsecondary attendance earlier in the educational career. Each STAC program began with a motivational speaker highlighting the importance of higher education. Next, the students attended break-out sessions led by University representatives which covered current University admission requirements. The break-outs also included a panel of college students who shared their academic experiences and answered questions. After a comprehensive campus tour, the students were provided lunch. The day concluded with a photo of each school taken on the steps of the IGET/Mathewson Knowledge Center before the students boarded their busses to return to school. The following 14 middle schools participated: Billingshurst, Damonte Ranch, Depoali, Cold Springs, Clayton, Dilworth, Mendive, O'Brien, Pine, Shaw, Sparks, Swope, Traner and Vaughn.

### STAC Numbers for Fall 2011

Ethnicity	Students	Percentage of STAC Participants
AM	30	3.9%
AS	85	11%
BL	48	6.2%
HI	507	65.4%
MU	38	4.9%
WH	67	8.6%
Total	775	100%

## COLLEGE LIFE 101 RETENTION PROGRAM

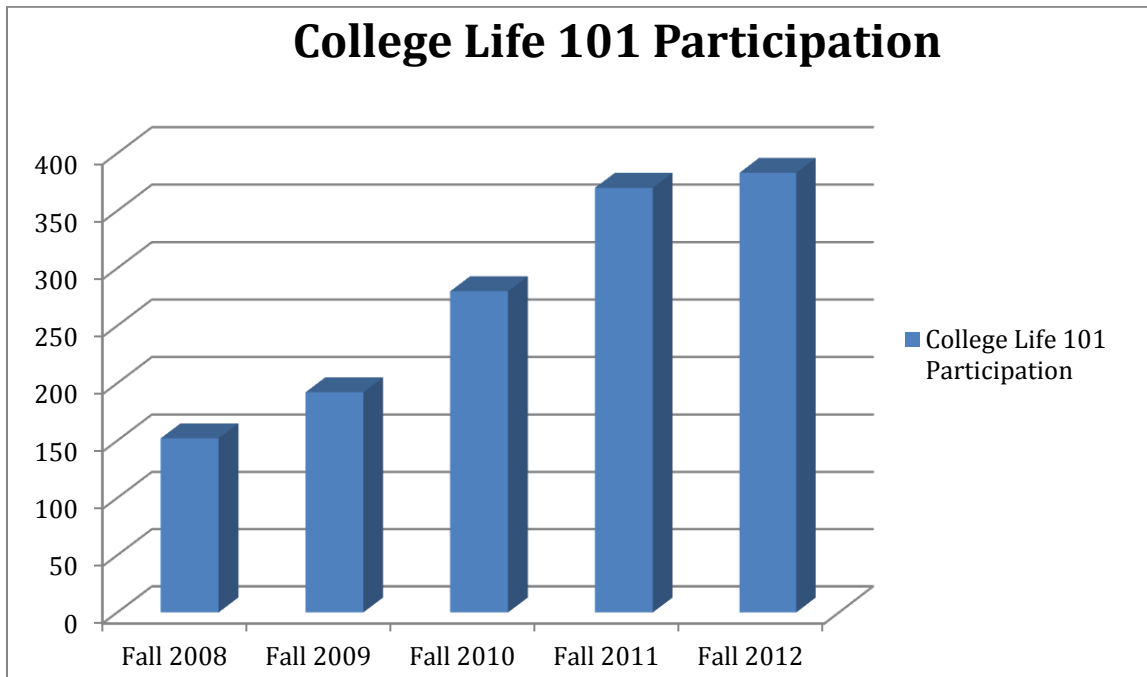
Retention\*

---

• Fall 2011 Program Participants	370
• Fall-to-Fall Retention	316 (85%)
• Fall 2011 students with senior standing	66
• Graduates	37 (56%) graduates Dec. 11 to May 12
• Fall 2012 Program Participants	383

---

\* based on data available as of 9/19/12



	Fiscal Year 2003-2004	Fiscal Year 2004-2005	Fiscal Year 2005-2006	Fiscal Year 2006-2007	Fiscal Year 2007-2008	Fiscal Year 2008-2009	Fiscal Year 2009-2010	Fiscal Year 2010-2011	Fiscal Year 2011-2012	Fiscal Year 2012-2013
Prof. Salaries +LOA	\$95,359	\$96,503	\$99,361	\$104,241	\$157,422	\$233,219	\$236,422	\$291,624	\$289,779	\$278,021
Classified Salaries	-----	\$30,256	\$27,826	\$26,353	\$27,883	\$30,184	\$30,762	\$30,756	\$32,179	\$32,176
Graduate Student Salaries	-----	-----	-----	\$2,400	-----	*\$16,800 (regents award program)	*\$50,400 (regents award Program x 3)	*\$50,400 (regents award program x 3)	*\$42,000 (regents award program x 3)	*\$56,000 (regents award program x 4)
Wages	\$3,400	\$4,000	\$3,400	\$13,400	\$22,887	\$10,255	\$10,255	\$10,255	\$10,127	\$10,127
General Operation	\$12,481	\$12,481	\$12,481	\$13,709	\$14,049	\$13,556	\$10,028	\$10,028	\$10,014	\$10,014
<b>TOTAL</b>	\$111,240	\$143,240	\$143,068	\$160,103	\$222,241	\$304,014	\$337,867	\$393,063	\$342,099	\$330,338

*\*Regents Award Program monies not included in total*

## SECTION TWO

# COLLEGE, DEPARTMENT, and PROGRAM REPORTS

Note: The reports in the following section are presented as submitted, and have not been edited for grammar or content



## TRIO PROGRAMS

### TRiO

**University of Nevada, Reno TRIO Programs** are part of a national set of federally-funded college opportunity programs that motivate and support students from disadvantaged backgrounds in their pursuit of a college degree. Over 850,000 low-income, first-generation students and students with disabilities — from sixth grade through college graduation — are served by more than 2,800 programs nationally. TRIO programs provide academic tutoring, personal counseling, mentoring, financial guidance, and other supports necessary for educational access and retention. TRIO programs provide direct support services for students, and relevant training for directors and staff. Nevada is home to five TRiO programs: Upward Bound (3 programs); TRiO Scholars; and McNair Scholars. These TRiO programs make significant contributions to the socioeconomic diversity of our campus community.

**Outcomes:** All programs must meet ambitious outcome objectives in order to maintain funding. Annual federal reports are submitted each year detailing the success of each program in retaining and graduating program participants. In addition, Upward Bound must report on the number of high school participants continuing on to college and McNair must report on the number of participants pursuing graduate studies and the number of graduate degrees attained by former participants. Outcomes for each program are detailed in the following tables.

#### TRiO SCHOLARS

**Mission:** The program enables low-income, first generation students to stay in college until they earn their baccalaureate degrees. Participants, who include disabled college students, receive tutoring, counseling and writing instruction. The University of Nevada’s TRiO Scholars Program has been continuously funded for over 40 years. The program serves 175 students annually. Total federal funding is 1.7 million for 5 years (2010-2015).

TRiO Scholars Program Retention Rate for 2011-2012								
Demographics	Total Served		Male		Female		Retained or Graduated	
			Number	Percent	Number	Percent	Number	Percent
All Students	175		55	31%	120	69%	168	96%
Caucasian	41	23%	13	32%	28	68%	40	98%
Hispanic/Latino	77	44%	19	25%	58	75%	75	97%
African American	20	11%	6	30%	14	70%	18	90%
Asian	14	8%	7	50%	7	50%	14	100%
Pacific Islander	9	5%	3	33%	6	67%	7	78%
Native American	3	2%	2	67%	1	33%	3	100%
More than One Race Reported	11	6%	5	45%	6	55%	11	100%
Low Income & First Generation	151	86%	45	30%	106	70%	144	95%
First Generation Only	18	10%	8	44%	10	56%	18	100%
Low Income Only	6	3%	2	33%	4	67%	6	100%

Graduation Rates for the 2006/07 TRiO Scholars First Time, Full Time Freshmen Cohort								
Demographics	Total Served		Male		Female		6 Yr Graduation	
			Number	Percent	Number	Percent	Number	Percent
All Students	39		19	49%	20	51%	20	51%
Caucasian	13	33%	3	23%	10	77%	5	38%
Hispanic/Latino	10	26%	7	70%	3	30%	7	70%
African American	2	5%	2	100%	0	0%	1	50%
Asian	9	23%	6	67%	3	33%	4	44%
Pacific Islander	2	5%	0	0%	2	100%	2	100%
Native American	1	3%	0	0%	1	100%	1	100%
More Than One Race Reported	2	5%	1	50%	1	50%	0	0%
Low Income & First Generation	33	85%	18	55%	15	45%	18	55%
First Generation Only	6	15%	1	17%	5	83%	2	33%
Low Income Only	0	0%	0	N/A	0	N/A	0	N/A

### McNAIR SCHOLARS

The Ronald E. McNair Post Baccalaureate Achievement program is designed to encourage low-income, first generation and minority undergraduates to consider careers in college teaching and research through preparation for doctoral study. Participants are provided with research opportunities guided by faculty mentors. This program was named in honor of the astronaut Ronald McNair who died in the 1986 space-shuttle explosion. The University of Nevada McNair program is in its 10<sup>th</sup> year of continuous funding. The program served 26 juniors and seniors during the 2011-12 academic year. The program will serve 27 students in 2012-13. This program is federally funded to serve 27 participants annually with a total budget of 1.1 million for five years (2012-2017).

McNair Retention Rate for 2011-2012								
Demographics	Total Served		Male		Female		Retained	
			Number	Percent	Number	Percent	Number	Percent
All Students	26		12	42%	14	58%	24	92%
Caucasian	10	38%	5	50%	5	50%	8	80%
Hispanic/Latino	6	23%	1	17%	5	83%	6	100%
African American	3	12%	1	33%	2	67%	3	100%
Asian/Pacific Islander	6	23%	4	67%	2	33%	6	100%
Native American	1	4%	1	100%	0	0%	1	100%
More than one Race	0	0	0	0	0	0	0	N/A
Low Income & First Generation	22	85%	12	55%	10	45%	20	91%

McNair Graduation Rates for Fall 2010 Cohort										
Demographics	Graduated		% Male Served		% Female Served		Accepted to Grad School		In Graduate School	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
All Students	13	100%	5	38%	8	62%	10	77%	10	77%
Caucasian	3	100%	1	33%	2	67%	3	100%	3	100%
Hispanic/Latino	4	100%	0	0%	4	100%	3	75%	3	75%
African American	2	100%	1	50%	1	50%	2	100%	2	100%
Asian/Pacific Islander	3	100%	2	67%	1	33%	2	100%	2	100%
Native American	1	100%	1	100%	0	0%	0	0%	0	0%
Low Income & First Generation	11	100%	6	55%	5	45%	8	73%	8	73%

## Upward Bound

**What it Does:** Upward Bound at UNR is comprised of three college preparatory programs funded to serve a total of 187 low-income and first generation high school students from low income target high schools annually. The programs provide academic year tutoring, advising, weekend seminars and a 6 week residential summer academy. The three UNR Upward Bound Programs are federally funded at 4.4 million for 5 years (2012-2017).

**Benefit:** Upward Bound provides a pipeline for underrepresented students from at risk backgrounds to prepare for and access higher education. On average, 65% of graduates enroll at UNR.

**Data Supporting Program:**

- On average, 50% of students served are students of color; 100% of all students served are low income and/or first generation high school students.
- The Upward Bound College going rate is 95% as compared to an average of 27% college going rate for target school population served by the Upward Bound programs.
- 86% of Upward Bound participants enroll in college
- We have begun tracking Upward Bound students who enter UNR to determine their persistence and graduation rates as compared to other UNR students and as compared to those who participate in the TRiO Scholars Program. Preliminary results indicate that those who participate in the TRiO Scholars Program are retained and graduated at higher rates than those who do not. If this is true, we will strengthen the effort to recruit Upward Bound students into the TRiO Scholars Program or to find other similar connections for students at the University.

## COLLEGE OF EDUCATION

The College of Education is committed to the development of an educator workforce that reflects the demographics of our region and that values human diversity in all its forms. This report provides information about the diversity of our graduate and undergraduate students, describes college programs aimed at attracting diverse students, and list contributions of faculty.

### Overview of the College of Education Demographics

The College of Education (COE) graduate and undergraduate programs continue to attract students from diverse backgrounds in growing proportion, as shown in the following table.

<b>Known Minority Fall Enrollment Percentages in the COE</b>				
Year	Undergraduate		Graduate	
	total UG	% minority	total GG	% minority
2011	1038	23%	615	17%
2010	1069	22%	814	15 %
2009	1043	19%	849	11%
2008	989	18.0%	854	11%
2007	831	15.0%	863	13%

(Data from Institutional Management Census Date Head Count)

The College of Education has both graduate and undergraduate programs. Undergraduate majors include teacher licensure programs in secondary education, the Integrated Elementary Teacher Education program (which includes additional licensure in early childhood, special education, or English as a second language), and a major in Human Development and Family Studies that does not lead to teacher licensure. The following tables present the disaggregated undergraduate data for the last three years with those two career paths.

<b>College of Education Undergraduate Data by Career Path – Fall Semesters</b>						
Year	Teacher Licensure			HDFS		
	total UG	total minority	% minority	total UG	total minority	% minority
2011	874	193	22%	164	46	28%
2010	926	193	21%	143	37	35%
2009	920	165	18%	123	33	33%

Overall, the percentage of students from underrepresented groups is increasing in the College of Education. There is a greater proportion of students with diverse ethnic, cultural, and linguistic backgrounds in the HDFS major than in teacher licensure programs, but the total number of students in the two groups makes percentage comparisons difficult. We continue to focus on building a more diverse teacher work force. In total, the college's data are an indication of the growing number of students from underrepresented groups nationally and in the local school system, and may also reflect the University's increased attention to serving students in such programs as the COE Dean's Future Scholars program; campus-wide recruiting and retention activities for students with diverse backgrounds; student organizations for various cultural, national, or ethnic groups; and faculty/staff training programs for dealing with special issues encountered by students from underrepresented groups. The COE Advisement Center staff members are particularly aware of such issues,

and have participated in trainings made available on campus to decrease bias and increase sensitivity to serving diverse students. These activities assist students to navigate the system and receive the support helpful to achieve their college degree.

## **College Programs to Prepare Teachers for Diverse Students**

Through the University's curriculum review process, the College of Education experienced significant budget cuts that went into effect July 1, 2011. Organizationally, the College of Education is now one unit with no separate departments and with 3 affiliated centers. This report describes college activities as a whole. The programs and curricular changes described below went into effect in spring of 2012.

### **Curriculum and Diversity**

- The College of Education implemented the program in elementary education, special education, and early childhood education called the “Integrated Elementary Teacher Education Program.” This program enables students to earn teaching licensure/endorsement in two areas, elementary education and one of the following: Special education, early childhood education, or English as a second language. In order to accomplish this in 120 credits, we consolidated and eliminated courses. All students will have at least three courses that specifically address aspects of diversity, including:
  - EDUC 413 Sociocultural Contexts in Education (capstone course)
  - EDU 203 Introduction to Exceptional Children
  - EDRL 472 Elementary Methods in ESL
- Secondary education majors also take courses designed to address issues of diversity that affect adolescents:
  - EDUC 413 Sociocultural Contexts in Education (capstone course)
  - EDSP 411 The Learner with Disabilities in the General Education Classroom
  - EDRL 473 Adolescent/Adult Methods in ESL
- Students in teacher education programs are placed in schools with diverse K-12 students, either during field experiences or supervised internship.
- The college also has several other undergraduate courses that address diversity themes. These classes include:
  - HDFS 232 Diversity in Children (a core diversity course)
  - HDFS 202 Introduction to Families. Class has a strong focus on diverse family systems
  - HDFS 204 Child Guidance and Parenting. Class allows students to examine cultural influences on families
  - HDFS 438 Children and Families in a Multiethnic Society (capstone)
- The Master's program in Equity and Diversity in Education offers an emphasis for professionals in a variety of fields who wish to focus on research and practices on diversity themes.
- Graduate Courses in diversity-related issues are part of all graduate programs in the college and include
  - A wide variety of courses in special education and disability studies
  - Courses in TESOL and ESL
  - CEP 751 Multicultural Counseling
  - EDUC 680 Multicultural Concerns in Diverse Educational Settings
  - EDUC 740 Social Class and Schooling
  - CTL 620 Sociocultural Concerns in Education
  - EDUC 776 Multicultural Seminar in Education
  - EDUC 761 Gender Issues in Education
  - EDUC 741 Issues in Teaching in Diverse Educational Settings

## College Programs for Recruitment and Retention of Diverse Students

Undergraduate recruitment activities in the college are largely coordinated through the College of Education Advisement Center (AC). Center staff participate in campus-wide recruitment and welcoming activities for freshmen. In addition, Center staff are involved with specific outreach that differentially affect students from underrepresented groups. Outreach activities include the following:

- The AC Director collaborates with the Diversity Scholarship Committee of Washoe County School District, which recruits teacher preparation students from diverse backgrounds and awards scholarships to assist completion of licensure programs by these students
- The AC Director visits to local community colleges and speaks in classes to meet with prospective transfer students
- The AC staff collaborate with the University of Nevada Education Association (U of NEA), a student group that provides social connection and professional development for education majors and prospective majors.
- AC staff make connections with the Dean's Future Scholars (DFS) to encourage consideration of education and working the children as a career (see DFS information below).
- Extensive recruitment of students interested in special education and ESL has increased the number of future teachers adding these endorsements to their licensure program.
- The HDFS program continues to maintain contact with thousands of Nevada individuals and families, many from underrepresented groups, through its Nevada Cooperative Extension programs. HDFS Extension faculty members have developed and maintain nationally award-winning programs such as the *Family Storyteller*, *Project Magic*, and the *Little Lives* newsletters. Some of these programs are specifically designed for groups such Hispanic and Native American families and teen parents.
- Over the last several years, advisors in the HDFS undergraduate program have worked to develop strong connections with athletic advisors, administrators, and student athletes to encourage and promote athletes and student athletes from diverse backgrounds to seek a major in HDFS or teacher education.
- Programs have been active in trying to recruit McNair Scholars and international students.
- One international student from the Middle East completed his doctoral degree in the past academic year. An additional student from the Middle East and one from Africa are currently enrolled in doctoral education.
- Since the closure of the MA-TESOL program, the number of international students enrolled in the college has decreased significantly.

The College of Education recruitment plan is a priority for the 2012-2013 academic year. Goals for the plan include:

1. Create a college culture supportive of student academic success that promotes student achievement.
2. Develop outcomes measures of student success, including indices of subsequent student performance upon completion of their programs at the college.
3. Analyze outcomes measures and implement the results in planning and program evaluation.
4. Maintain and enhance specific retention strategies that assist all students as well as specific targeted groups of at-risk students.
5. Increase number of degrees and certificates awarded.

Action steps toward meeting these goals include “enhance the experience and interactions with diverse populations of students and improve the quality of the educational experience for all students. Use a sustained, ongoing and authentic engagement with diversity as an integral part of our programs.”

## Outreach Programs for Diverse Students

### Dean's Future Scholars (DFS)

**DFS Program Overview.** A major recruiting effort of the College of Education is Dean's Future Scholars (DFS). DFS is an academic outreach program with the goal of increasing the numbers of low-income, first generation students graduating from high school, gaining access to higher education, and entering a career in the field of education. Since its inception in 2000, DFS has built a strong pipeline to college and approximately 650 students in the Washoe County School District (WCSD) have participated in the program.

DFS is a unique academic outreach program because it supports student success across a variety of developmental stages. DFS provides early intervention, beginning in 6th grade, to instill encouragement and a strong belief that college is a possibility. Additionally, the program provides a variety of services and resources to facilitate growth and promote college readiness throughout middle school and high school. As students approach high school graduation, DFS serves as a bridge between secondary and post-secondary education by offering college classes and work experience. Finally, when students enroll in college at the University of Nevada, Reno (UNR) or Truckee Meadows Community College (TMCC), DFS continues to provide support and guidance to help students graduate from college. DFS currently has 6 cohorts who have entered college; 1 DFS student has already graduated with a master's degree and 5 DFS students are currently enrolled in master's programs at UNR.

**DFS Selection Criteria.** Each year approximately 50 students are identified in 6th grade from 10 Title 1 schools in the WCSD. Recommendations from school counselors, teachers, and principals are based on the following selection criteria:

- Students preferably qualify for free and reduced lunch and/or are the first generation of the family to attend college
- Upon recommendation, students preferably meet or exceed grade level standards in Reading and/or Math
- Students must exhibit an interest in going to college and/or entering the field of education

**DFS Program Components.** To foster long-term relationships and equip students with knowledge, skills, and support, DFS provides the following program components:

- Middle school and high school mentoring at least twice a month during the academic school year for students enrolled in the WCSD
- College mentoring during the school year for students enrolled at UNR and TMCC
- A 3-week Summer Enrichment Program for middle school students
- A 6-week Summer Academic Program for high school students to earn advanced math or government credits
- An 8-week Youth College Internship Program for high school students to earn college credits, gain wages, and attain work experience on the UNR campus
- Annual conferences to increase college readiness and parent involvement
- Annual workshops to assist high school seniors with enrolling in college and filling out the FAFSA
- Financial aid opportunities for graduating seniors and college students

**DFS 2011-2012 Funding Sources.** DFS is a tax-exempt 501(c)(3) nonprofit organization and welcomes contributions at all levels to help support students enrolled in the WCSD, UNR, and TMCC. DFS is mostly funded by private and public grants:

- USA Funds Grant, \$100,000
- College of Education, Dean's Office, \$21,400 (One Graduate Assistant)
- Regents Service Program, \$45,000
- Nevadaworks In-School Grant, \$208,000
- Nevadaworks Out-of-School Grant, \$78,000
- Nevada System of Higher Education Grant, \$55,000 (Grant not renewed for the 2012-2013 fiscal year)
- AT&T Grant, \$50,000 (Grant not renewed for the 2012-2013 fiscal year)
- WCSD, \$50,000
- GEAR UP Grant, \$27,000
- Scholarships that will be awarded to DFS college students during the 2012-2013 academic year:
  - Jennifer & Phil Satre Endowment
  - Patricia Miltenberger & Robert Edgington Endowment
  - Barbara & Robert Thimot

**DFS 2011-2012 Mentoring Data.** DFS served 405 students in 24 schools throughout the WCSD, with each student receiving mentoring at least twice a month throughout the academic year.

- 24 college student employees were hired as DFS mentors during the 2011-2012 academic year
- Ethnic Breakdown of DFS mentors:
  - 17 DFS mentors were original DFS program participants (71%)
  - 13 mentors were Hispanic (54%)
  - 6 Asian/Pacific Islander (25%)
  - 3 Caucasian (13%)
  - 1 Native American (4%)
  - 1 African American (4%)

**DFS 2011-2012 Summer Program Data.**

- 86 DFS middle school students participated in the Summer Enrichment Program from June 18 to July 6
- 110 DFS high school students participated in the Summer Academic Program from June 18 - July 27. The following high school courses were completed:
  - 16 students completed Algebra I
  - 19 students completed Algebra II
  - 30 students completed Geometry
  - 20 students completed Probability and Statistics I & II
  - 25 students completed U.S. Government
- 54 DFS high school students participated in the Youth College Internship Program from June 11 - August 16. The following college courses were completed:
  - 22 students completed ACE 100/110 (Term 1)
  - 32 students completed EDU 111 (Term 1)
  - 14 students completed ENG 102 (Term 2)
  - 18 students completed MATH 096 (Term 2)
  - 5 students completed ART 100 (Term 2)



**DFS 2011-2012 Senior Cohort Data:**

The original 2011-2012 DFS senior cohort includes a total of 59 students and these students have been tracked from 6<sup>th</sup> grade to 12<sup>th</sup> grade. After applying the WCSD graduation rate formula, the final adjusted DFS cohort consists of 45 students (59, minus the 8 who are not in the cohort, minus the 6 who transferred out=45). Of these 45 students, 38 graduated from high school which gives DFS a 2011-2012 senior cohort graduation rate of 84%.

The DFS 2011-2012 senior cohort showed success in high school graduation rates, types of diplomas earned, and the number of students enrolled in college. Of the 45 students in the cohort, 24 students (53%) are attending the University of Nevada, Reno and 5 students (11%) are attending Truckee Meadows Community College.

**Comparison of Dean’s Future Scholars (DFS) and Washoe County School District (WCSD)**

<b>2011-2012 High School Diplomas and Graduation Rates</b>	<b>DFS</b>	<b>WCSD</b>
Total Seniors In Cohort	45	4,509
Honors Diplomas (17 out of 45 students)	38%	22%
Advanced Diplomas (10 out of 45 students)	22%	11%
African American Graduation Rate (2 out of 4 students)	50%	44%
Asian Graduation Rate (5 out of 5 students)	100%	82%
Caucasian Graduation Rate (3 out of 3 students)	100%	79%
Hispanic Graduation Rate (24 out of 27 students)	89%	56%
Multiracial Graduation Rate (1 out of 2 students)	50%	74%
Native American Graduation Rate (2 out of 3 students)	67%	53%
Pacific Islander Graduation Rate (1 out of 1 student)	100%	56%
<b>Overall Graduation Rate (38 out of 45 students)</b>	<b>84%</b>	<b>69%</b>

\*All figures in the table reflect the graduation rate parameters set by the WCSD

**Project GEAR-UP**

Dr. Janet Usinger in the College of Education Leadership Program has been involved with the development, implementation, and evaluation of two Nevada State GEAR UP (Gaining Early Awareness and Readiness for Undergraduate Programs) projects since 2001. Most recently, the third Nevada State GEAR UP project was awarded, and Dr. Jafeth Sanchez has joined the team. The project’s implementation has begun for the 2012-2013 academic year and will have duration of 7 years. This federally-funded project provides academic and financial support for first generation college-going students from across the state. This third project involves working in conjunction with eight school districts, the Nevada Department of Education, and the seven campuses of the Nevada System of Higher Education (NSHE). There are four goals within the project: a) to significantly increase the number of low-income students who are prepared to enter and succeed in postsecondary education; b) to significantly increase GEAR UP students’ and families’ knowledge of postsecondary education, options, preparation and financing; c) To increase recruitment and enrollment of GEAR UP students in postsecondary education; and d) to raise the expectations of GEAR UP middle school personnel so as to create a college-going culture that provides all students with the tools necessary to apply for and succeed in postsecondary education and future careers. In 2007 the students from the first cohort graduated and were recruited by all of the NSHE institutions. UNR was successful at attracting 64 GEAR UP scholars; 45 were enrolled in 2009; 40 continued to be enrolled in 2010. Of the 40 students enrolled at UNR during the 2011/2012 academic year, 18 were White, 13 were Latino, 4 were African American, 3 were Asian/Pacific Islanders, and 2 were Native Americans. As of Fall 2011, 12 had graduated with a baccalaureate degree, 21 were seniors, 5 were juniors, one was a sophomore, and one was a freshman. In addition, several GEAR UP students were enrolled in graduate school at UNR. Each GEAR UP student received a \$2,500 annual scholarship for up to six years at UNR. The second cohort was the graduating class of 2012, and a National

Student Clearinghouse search will be conducted to provide information about their postsecondary outcomes, as well as to have updated outcomes for the first cohort.

## **Girls Math and Technology Project**

The Northern Nevada Girls Math & Technology Program began in 1998 under Program Director Lynda Wiest, a professor of elementary math education who continues to direct the program. The program's purpose is to increase girls' knowledge, skills, and confidence in mathematics and technology in order to enhance mathematical and technological competence in girls' personal, academic, and occupational lives. The program consists of a five-day, residential summer camp held on the UNR campus and year-round web site information and opportunities.

Northern Nevada girls of all academic abilities and backgrounds may apply to the program in the spring before they will enter grade 7 or 8 the following fall. Approximately 60 girls, 30 from each grade level, are selected randomly from applicants solicited by school mailings to public, private, charter, and Native American schools.

## **Faculty Diversity**

The College of Education was able to hire two new tenure track faculty in HDFS, beginning in fall of 2012. Both of these new faculty are women from diverse cultural/ethnic backgrounds. The addition of these faculty bring our percentage of diverse, full-time, permanent academic faculty to 10%. Having a diverse faculty continues to be a goal for the college as we fill vacant positions or receive new lines.

## **Individual Faculty Efforts Related to Student Diversity**

Dr. George Hill and Dr. Ginny Knowles '92 Ed.D (Educational Leadership) have established an award to support the professional development of teachers and administrators. The Award is given annually to a Hispanic/minority graduate student pursuing a master's degree in administration in Educational Leadership. Recipients must have been a teacher or administrator in the Washoe County School District for at least three years. The Award is set up to award \$1,500 during the fall, spring and summer semesters up to \$4,500 per year.

Dr. Margaret M. Ferrara serves on the executive council for Family Engagement for Washoe County School District as the University of Nevada, College of Education representative. She also is on the statewide parent involvement committee as an advisory member. She works closely with a group of parent involvement facilitators in WCSD to help them with students and their families to have a stronger affiliation with school; this program is especially geared for ninth grade students, largely Hispanic males, who are considered high risk of dropping out of school. In addition, she helps coordinate systematic community service opportunities for preservice teachers to support students who are considered first-generation graduates from high school, namely in programs such as AVID, Gear UP, Boys and Girls Club, Big Brothers and Big Sisters, and the local homeless shelters.

## **International Activities of Faculty and Students**

**IREX TEA Exchange Program for International Teachers.** For the second time in as many years, the College of Education, and the Northern Nevada International will host 22 international Teaching Fellows for a six week professional development program in fall 2012 through a Teaching Excellence Achievement (TEA) grant program of the Bureau of Education and Cultural Affairs of the United States Department of State, and implemented by IREX. The Fellows are experienced

secondary English and math teachers representing 18 different countries including Argentina, Armenia, Bangladesh, Bulgaria, Costa Rica, Ecuador, India, Jordan, Kazakhstan, Morocco, Nepal, Nicaragua, Panama, Poland, Romania, Turkmenistan, the Ukraine and Uzbekistan. They will partner with Washoe County School District secondary teachers from 14 different middle and high schools for two days, while also attending advanced professional development seminars on campus with various faculty. While in the community they will have the chance to meet state and local government and education officials, volunteer at community agencies, and attend functions such as school board meetings. This rich cultural exchange will enable our graduate students and the visitors to enhance knowledge of different educational approaches and differing cultures. Dr. Jennifer Mahon is the project director.

**The “Research in Romania” project**, created and run by Dr. Bob Ives, continued by taking a group of graduate students to study and conduct research in Romanian schools and NGOs in the summer of 2012. This is a collaborative project with Dr. Kathryn Obenchain at Perdue University and Universitatea Babes-Bolyai (UBB) in Cluj-Napoca, Romania.

**The International Academy of Intercultural Research (IAIR)** biennial meeting in June of 2013 will be held in Reno, hosted by Dr. Jennifer Mahon. This brings together international and intercultural researchers from across the world to discuss their research. IAIR sponsors the *International Journal of Intercultural Research*, an Elsevier publication with an impact factor above 1.

### **College Preparation for Middle and High School Students**

Mathematics, Engineering, Science Achievement (MESA) is a college-preparation program that strives to increase the number of ethnic minority, low income, and first-generation college-bound students who are eligible to enter a degree program at a university.

As participants in MESA, students from middle and high schools participate in hands-on activities related to math, engineering, and science in addition to college-preparation workshops that help build strong academic skills and inform students about college and career opportunities. In addition, MESA provides individual academic guidance and student evaluation throughout the school year.

MESA promotes a strong academic foundation in mathematics and science as the key to college admission and success. On this principle, activities associated with mathematics, engineering, and science are highlighted in order to increase students' familiarity with these areas. MESA believes that with the right support, underserved students who are willing to work hard can do well in secondary education and become successful college graduates. MESA offers a vision of success to its young scholars. MESA assumes that its students have a place in college and works to explain to student participants and their parents why college is important, how the admissions process works, and what is necessary to be on a college bound track in middle and high school.

MESA provides community partnership, believing that close partnerships and mentoring relationships with educators, industry representatives, parents and peers will give students the support they need to excel.

Elements of MESA include:

- Hand-on math, science, and engineering exploration
- Development of academic strategies
- College and career information
- Promotion of life skills
- Parent outreach and information
- Role models from higher education and the business community
- Special events including competitions, campus visits, and field trips

Metrics of MESA programs from around the country show that the program is uniquely successful in increasing college-going rates by underrepresented student populations. Nevada's demographics and exceptionally low college-going rate, 49th out of 50 states, make this program critical for our middle and high schools. The formula for MESA, established in 1979, is a proven success.

## DEPARTMENT OF ANTHROPOLOGY

The discipline of Anthropology was founded over two centuries ago with a focus on the description and explanation of physical and cultural diversity throughout the world. That mission, maintained to this day, is reflected in a broad range of this department's course offerings. Twelve undergraduate courses in Anthropology meet the core curriculum diversity requirement, led by ANTH 201 (Peoples and Cultures of the World) and extending to more specific geographic areas (North America, Latin America, Africa). Diversity is a common theme throughout all undergraduate and graduate courses in Anthropology and provides a major focus for graduate theses and dissertations. Faculty members work on diversity issues in international (Africa, Europe, Brazil), national (American Southwest, Alaska) and regional (Nevada and Great Basin) settings. Five Anthropology faculty members are faculty associates with the Gender, Race, and Identity Program, which is at the center of diversity activity at the university, and serves students who wish to study race/ethnicity, as well as gender/sexuality, religion, and other aspects of identity. For presidential diversity committees, two faculty members serve on the Multi-Ethnic Coalition while another co-chairs the Intercultural Council. Two also serve as members of the Latino Research Center's steering committee.

## DEPARTMENT OF ART

The Department of Art faculty is comprised of 12 tenured and tenure-track professors. Six are women and six are men, and all but one hold the terminal degree[s] in their respective concentration areas. One faculty member only holds the M.A. degree where the terminal degree is the PhD. Another member of our faculty is Korean and brings a wealth of cultural knowledge, artistic productivity and technical skill to our students and faculty. The faculty is also comprised of three administrative faculty positions; one in sculpture, another in photography, and the third is the Director of the Department of Art Galleries (currently conducting a national search for that position).

Most members of the department faculty are engaged in efforts towards outreach to, and recruitment from, local and regional schools (regional being the 16 Nevada counties in addition to Washoe County). These faculty efforts include five key areas: [1] the dissemination of information regarding the department's instructional program with its seven different studio concentrations, [2] the Art History Program, [3] the Sheppard Fine Arts Gallery, [4] the Black Rock Press, and [5] a national recruitment effort for MFA candidates.

Most department faculty members are available to, and visit in, the local public high and middle schools for career days, information panels, etc., where the department's diverse programs and studio concentrations are detailed and discussed. We are regularly visited by public school art classes for tours of the department and attendance at our Visiting Artists Lecture and Exhibition Series.

During Fall Semester 2010, one member of the department faculty volunteered twice weekly, teaching a beginning "Exploratory Art Class" at a local high school. He contacted some 32 students and identified two possible recruits from this predominantly Hispanic population (Carlos Kovac and Juan Nolasco). They come to classes at the university a minimum of twice weekly and have additional one-on-one time with their mentors. Professor Bogard is mentoring one of them in Ceramics, and Adjunct Professor Hertel is mentoring the other in Drawing and Painting. Both received incoming freshman scholarship assistance.

A number of students transferring to UNR from community colleges have expressed a continuing interest in the BA in Art History program.

Through our programming for the Sheppard Gallery and our Visiting Artists Lecture Series we continue our concern with providing a diverse representation of both gender and race. Both our exhibition program and our visiting artist program routinely feature artists of color, including recent showings by Sky Kim, Keun Park, Wafaa Bilal, Keiko Narahashi, and Ricardo Olvera. Our upcoming 2012 - 2013 exhibition season for the Sheppard Gallery is opening with a talented young Dominican artist, Firelei Baez, who brings to the University in her artwork a representation of cross-cultural identity, femininity, and the complicities of the recording and transferring of histories across time and space. The following event for the fall, Prospectives '12, our Digital Media Festival, will feature Australian artists, Georgie Roxby Smith, Sophie Kahn, a London artist, Ong Kian Peng from Singapore, and a Latin American artist, Javier Villegas. During spring 2013, the Sheppard Gallery will host a solo exhibition by Zoe Bray, who was raised in both France and Spain and reflects in her paintings her perspective as social anthropologist and specialist in Basque Studies. Through our continued efforts to bring in a wide range of artists and lectures, we invite our community to engage in topics of culture, race, identity, and social issues.

All Sheppard Gallery announcements are sent to a broad area throughout the state (as well as across the country), with particular attention to the middle and high schools in the Reno/Sparks area. Several high schools receive multiple announcements which are sent to individual secondary art teachers who have expressed interest in our programs and in the possibility of bringing students to the gallery on field trips.

The Black Rock Press (Book Arts) attracts an ethnically diverse group of students—and particularly Asian students—who appreciate the tactile quality of the lead type and the possibilities of using a combination of image and text in the art-making process. This year, the Black Rock Press moved into a renovated space in the Jot Travis Building, and has expanded facilities including papermaking, and the usual bookmaking stations.

The Department of Art's Master of Fine Arts program continues its efforts to recruit a diverse representation of students. Our program includes diversity in gender, ethnicity, age, and first generation graduate students. Five men and four women are currently enrolled in the program. Of the five men, we have an international student from Spain; another student considered to be a "non-traditional student" returning to college in his forties to pursue a graduate degree after a successful professional career; and a student of Japanese (mother) and American (father) descent who is the first in his family to pursue graduate study. Of the four women, one is African-American born to immigrant parents from Trinidad and Tobago; two of the women are the first in their families to pursue college at the undergraduate and graduate levels; and one is considered a "non-traditional student" in that she completed her undergraduate degree in 1996 and is returning to pursue higher education after supporting her husband's military career and starting a family. She also is the first generation in her family to pursue graduate study.

The Department's BFA Interdisciplinary program continues its efforts to recruit and retain a diversity of students. At present the BFA Interdisciplinary program has 12 students (Academic year 2012-2013), nearly equally divided between male and female students with one Latino American student. (We had one Asian-American student who graduated spring 2012.)

We are fortunate in the arts in that opportunities abound and that this faculty recognizes such opportunities, possibilities, and responsibilities; they continually strive to attract, recruit, nurture, showcase and retain the strongest possible people and work.

### **CENTER FOR BASQUE STUDIES**

Faculty at the Center for Basque Studies regularly explore diversity issues in courses such as Basque Culture (BASQ/ANTH 471), Identity Across Borders: Basque Transnationalism in the United States, (BASQ/ANTH/PSC/SOC/WMST 378), Basque Gender Studies (BASQ 461/WMST 462), and War, Occupation and Memory in the Basque Country, 1914-1944 (BASQ/ANTH 477). These classes attract an increasing number of Hispanic/Latino and American Indian students. Sandra Ott co-chaired the presidential diversity committee and the Intercultural Council and continues to be involved with other diversity committees: the Work & Family Task Force and the Multi-Ethnic Coalition, of which faculty member Dr. Xabier Irujo is co-chair. Dr. Ott also serves on the Diversity Sub-Committee for the Core Curriculum, and on the Diversity Task Force of the College of Liberal Arts, and is a member of the Gender, Race and Identity Studies Program (GRI).

### **DIVISION OF COMMUNICATION STUDIES**

The Division of Communication Studies does not currently engage in formal recruitment of new students beyond our university orientation opportunities, but remains committed to the diversity of our campus through course offerings and outreach activities.

Eight sections of COM 412, Intercultural Communication, which carries university-sanctioned diversity credits, were offered last academic year. The course is made available to many students outside the communication major/minor. It serves as an important experience that facilitates students' sensitivity to and comfort with diverse populations. Many of our courses emphasize the need to be adaptive in communication events, in order to maximize benefits from diverse perspectives and communication styles.

### **DEPARTMENT OF CRIMINAL JUSTICE**

Although the Criminal Justice Department does not actively recruit students, its programs and courses attract a diverse student population. The ratio of female to male students continues to be roughly 50/50. Of students where race or ethnicity is known, Asian and Pacific Islanders account for just over 4%, Black Non-Hispanics 6.5%, Hispanics 21%, and White Non-Hispanics 61%. The students range in age from 17 to 62 years old with 22 the average age. Eighty-five percent of the department's majors are Nevada residents.

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.

The Department has an open door policy encouraging all students to discuss career interests with faculty. Dr. Robert Chaires has particularly focused on mentoring students of color interested in law or legal careers for the past twenty years. In addition, a central goal of CRJ 125, Legal Careers and Law School, is to introduce nontraditional students to opportunities in law and the legal profession.

The Department also currently offers a night program for nontraditional students who may be restricted from taking classes during the day.

## **DEPARTMENT OF ENGLISH**

The Department of English continues its efforts to expand the canon to include and encompass a diversity of literary voices. The department offers a substantial array of diversity courses on a regular basis. Recently these have included English 480A, Literature of Africa and its Diaspora; 495C, Twentieth-Century African American Literature, which examined autobiographies, personal essays, novels, film noir and blaxploitation, sociological studies, urban topography, prison literature, poetry, blues and hip hop; English 497A, Multi-Cultural Literature (which included Asian-American, Hispanic, Native American, and African American literature); English 494A, Native American Literature; and English 472B, Twentieth-Century American Novel, focusing on how authors on different sides of the color line—such as Toni Morrison, Maxine Hong Kingston, Donald Goines and Sherman Alexie—imaginarily resolved the crisis of American segregation.

Professor Anupama Mohan will teach in the Fall 2012 semester a newly-designed course at the 300-level, an introduction to global literatures in English, which will look at a variety of genres from different parts of Asia, Africa, Canada, and Australia: from short novels and drama, to poetry and reggae pop. Some of the authors to be studied are Rudyard Kipling, Joseph Conrad, Jean Rhys, Chinua Achebe, Derek Walcott, and Zadie Smith.

Carrie Walker, a newly-hired post-doctoral fellow, will this year teach a survey of contemporary global literature from the perspective of transnationalism, considering how authors from diverse cultures represent race, ethnicity, class, and gender. The class will examine minority cultures in relation to one another—how they overlap and connect—and address how they relate to majority cultures.

The department continues to have student interns who tutor in Washoe County public schools. English has few grant or scholarship funds, none earmarked specifically for students of color.

## **DEPARTMENT OF FOREIGN LANGUAGES AND LITERATURES**

The graduate faculty in Spanish have worked diligently to recruit, retain, and guide students through to the successful completion of the MA in Spanish. We currently have MA students from Argentina, Colombia, Mexico, and Spain addition to a number of US Latino students. A significant part of retention success relies on the ability to provide TAs, as well as mentoring and advising from graduate faculty. A few of our faculty are heavily involved in outreach and diversity.

Dr. Daniel Enrique Pérez engages in several activities throughout the year designed to recruit and retain diverse student populations at UNR. He was on sabbatical leave for Academic Year 2011–2012, but he taught the following diversity-related courses in Fall of 2012:

- SPAN 227: Spanish for Heritage Speakers
- SPAN 357: Masterworks of Chicana/o and Latina/o Literature
- SPAN 792: Chicana/o and Latina/o Cultural Production

He was an invited guest speaker for several classroom and university forums that centered on topics related to diversity, or forums that targeted students from underrepresented backgrounds:



Invited Speaker, School of Social Work. Topic: “Intersections of Identity and Difference.”  
Invited Speaker, UNR Upward Bound Program. Topic: “Academic Success in College.”  
Keynote Speaker, Latino graduation ceremony, sponsored by the Center for Student Cultural Diversity.  
Guest Speaker, GRI 712: Theories of Identity and Difference. Topic: “Queer Theory.”  
Guest Speaker, WMST 670: Gender and Migration: Women, Men and Global Movement. Topic: “Undocumented Immigrant Students in Education.”  
Presenter, ASUN Diversity Leadership Conference. Topic: “The Other Latinos in America.”  
Moderator, GRI Symposium: Interdisciplinary Intersections. Topic: “Interdisciplinary Dialogues: Current Research by GRI Faculty.”

In 2012, Dr. Pérez hosted members of the national Campaign for an American Dream (CAD), which included DREAM Walkers—a group of college students who were walking across the country to raise awareness on the plight of undocumented immigrant students and the DREAM Act. He also participated in several events on campus and in the community related to the topic and their visit.

Dr. Pérez is a founding member of the Association for Jotería Arts, Activism and Scholarship (AJAAS)—a national organization dedicated to queer Chicana/o-Latina/o studies. As a member of the conference organizing committee for the association, he has been involved in planning a national conference of the association to be held at the University of New Mexico in the Fall of 2012.

Dr. Pérez continues to serve as a mentor for the Honors Program, the Trio Scholars Program, the McNair Scholars Program, and Upward Bound. He is a faculty associate of the Gender, Race and Identity Studies Program. He also chairs the Ethnic Studies Program and has been an academic advisor of the program since 2006.

Dr. Emma Sepulveda has continued her long career as a professor in the Foreign Languages and Literatures Department where she teaches, mentors, and uses her extensive experience in academia to recruit Latino students as well as help with the retention efforts. She also serves as a Director of the Latino Research Center. This is a summary of Dr. Sepulveda’s activities:

- Presentations of cultural programs in local community organizations and elementary, middle and high schools.
- Secured funding to invite one of the 33 miners who survived after being buried inside of a mine in Chile, to give presentations to the Latino community, visit classes and give a lecture at UNR.
- Academic Adviser for the Latino Research Center Student Group. Attended their meetings, advised their members and worked with the students in the planning of activities at UNR and the community.
- Academic Adviser for the new Latino Graduate Student Association (the first in the history of our campus). Worked with Latino graduate students to form the group, create the bi-laws and the mission of the group.
- Mentored a large group of undergraduate and graduate Latino students.
- Worked with the US Hispanic Leadership Institute in Chicago to bring the Student Leadership Program to Latino students in Reno. The program provided leadership skills to more than 1,400 students.

- Worked to provide funding and organized the participation of UNR Latino students in the national leadership conference of the US Hispanic Leadership Institute in Chicago,
- Worked in the placement of Latino students in national Latino organizations (internships).
- Continued to work with the US Census Bureau, assisting in the efforts of educating the community in the need and importance of being counted.
- Day of the Dead celebration at UNR. The event was opened to the public with a traditional altar exhibition, sugar skull decorations, folkloric music, dance and poetry. More than 150 people attended the event.
- Organized special meetings to give information to “DREAMers” about the Deferral Executive order. More than 100 students and their families have benefited from the legal pro-bono information provided at the gatherings.
- Worked with the White House and the Hispanic Initiative to bring to UNR a Town Hall with the Secretary of Education Arne Duncan to discuss college affordability and access to college for Latino students. The event brought more than 700 students, their parents and administrators to UNR. Prior to the event Latino students from local high schools had the opportunity to tour the UNR campus and also get information on how to apply to the University and how to access funding to pay for college.
- Gave an average of two interviews a week to Spanish and English media outlets (local and national) about Latino issues related to education. These interviews help with the recruitment of Latino students to UNR.
- Taught Spanish 226 and 227 for Heritage Speakers (100% of students in the class were Latinos)
- Co-edited the Latino Research Center journal, Borderlines.
- Gave independent studies to graduate and under graduate students on several topics related to US Latinos.
- Worked with a national organization MI familia vota, to help Latino students and members of the Latino community to participate in the political process.
- Worked on the Latino Research Center, Latino Students Graduation Ceremony.
- Received funding, developed and implemented a statewide awareness program to inform the Latino community about illegal medical practices. The campaign—No a los médicos falsos- (No to Illegal Medical Practices), received the financial support of the Nevada Health Department and the Office of the Nevada Attorney General. The campaign received wide local and national media coverage.
- Worked on the recruitment of Latino students by organizing the visit to UNR of students groups for local schools, as well as students from rural areas of the state.
- Helped with the recruitment of Latino students to the College of Science.
- Worked on the translation of the College of Science web site into Spanish to promote the recruitment of Latino students to the college.

## **Latino Research Center**

Activities July 2011 – June 2012

- Border-Lines Volume V Issue 1 was released. This was a special issue of the publication covering topics of a United Nations World Food Programme conference held in Reno from September 3–4, 2010.

- The Latino Research Center (LRC) raised scholarship money to bring Scarlett Sepulveda to UNR to study English. Scarlett is the daughter of the Chilean miner Mario Sepulveda who was trapped for 70 days with several others after a mining accident in the north of Chile.
- In partnership with the national organization Mi Familia Vota and local organizations, the LRC put together a Citizenship Workshop that took place on October 8, 2011 at Harrah's Reno Hotel and Casino Convention Center. The LRC coordinated with the group to provide training and volunteers for the workshop "Ya es Hora ¡Ciudadania!", a national campaign to assist the 7.9 million eligible legal permanent residents to apply for U.S. Citizenship. Immigration attorneys were present to help review the applications. Approximately 150 people attended the workshop and about 40 volunteers were in attendance – many of which were from the LRC.
- On October 11, 2011 the LRC organized a presentation by one of the miners trapped by the tragic accident that took place in the north of Chile on August 2010. The presentation titled "Mario Sepulveda: A Personal Story of Surviving Against All Odds" was held at the Nell J. Redfield Auditorium, Davidson Mathematics and Science Center. There was a separate presentation for the Latino community on October 10<sup>th</sup> at the Neil Road Recreation Center. Sepulveda's story showcases the strength of the human spirit and the positive outcomes that result from teamwork and determination. Through his speeches, Sepulveda delivers a message of global cooperation and building trust to overcome adversity. Since his rescue, Sepulveda has dedicated his life to social work in Chile and gives motivational speeches all over the world. Approximately 400 people attended the UNR event and about 40 attended the Latino Community event.
- A tradition at the LRC is La Bienvenida, which was held on October 20, 2011. This event seeks to connect Latino students, faculty, and staff so they have the opportunity to network with each other. As part of the Latino Research Center, the students of the Latino Student Advisory Board (LSAB) put together a potluck and mingle with other student organizations to make La Bienvenida a success.
- On October 29, 2011 the Latino Research Center hosted the annual celebration of the Day of the Dead on the UNR campus. Students, university organizations, and members of the community were invited to take part in the festivities and were encouraged to submit altars to the exhibition. An exhibition area was provided for the public display of the altars. Food, beverages, music, and an array of fun activities for children, including mask-making and sugar skull decoration were also provided at the event. The Day of the Dead (Día De Los Muertos) is a traditionally Mexican holiday that is now celebrated all over the world. Altars are made to honor those who have passed away through offerings of food and presentations of favorite items of the deceased. It is tradition that on this holiday, deceased loved ones come back from the grave to visit their families.
- In partnership with the College of Science, the Latino Research Center helped promote the Annual Reception for College Bound Students to Latino students throughout the Washoe County School District. The event took place on November 7<sup>th</sup>, 2011. Approximately 40% of attendees arriving to the event were there as a result of the outreach performed by the LRC.

- The LRC hosted a potluck during the month of December and invited LRC volunteers, steering committee members, and advisory board members to join in an end of the year celebration. This provided an opportunity for students to meet and network with other Latino professors and community members who work and collaborate with the Latino Research Center.
- With a grant from the Nevada State Health Division, the LRC created and implemented a public awareness campaign “¡No a los Médicos Clandestinos!” to address unlicensed health care that has become a common issue for Nevada’s Latino Community. The LRC involved students in the development of the campaign and outreach to the Latino community. In this project the LRC worked closely with former Attorney General Frankie Sue del Papa and a task force that involved community groups all over the State of Nevada. The campaign took place from January to June of 2012.
- Borderlines Volume V Issue 2 was released for distribution. This issue featured the Latino Needs Assessment developed in collaboration with UNR Cooperative Extension to address the needs of Nevada’s growing Latino population.
- The Latino Research Center sent a group of 10 Latino students to the United States Hispanic Leadership Institute (USHLI) National Conference in March to meet with leaders and role models from the Latino community from throughout the United States. The conference was attended by approximately five thousand students from across the country and provided students with workshops and activities tailored to the needs of the Hispanic community.
- The Latino Research Center and USHLI hosted the first Student Leadership Series event in Nevada. The event took place at Spanish Springs High School where 2,400 students participated in leadership activities lead by USHLI President Dr. Juan Andrade. Through these activities, Dr. Andrade empowered students to further their educational careers and take on leadership roles. The event opened with a school-wide assembly where all 2,400 students were introduced to Dr. Andrade and his fellow speaker, Carlos Ojeda, President and CEO of Cool Speak. After the assembly, a hand-selected group of students attended a lunch and workshop headed by Ernesto Mejia, also from Cool Speak, where students were challenged to look deeply at the long-term benefits of higher education. Because of the positive response from students, Spanish Springs has asked the UNR Latino Research Center to organize a full version of the USHLI program during the next school year.
- The LRC supported the Latino Student Advisory Board with the organization of Cesar Chavez Day on the UNR campus on March 28, 2012. This year the celebration brought activist Michael Flores from Las Vegas and hosted a group of DREAMers who were on a walk crossing the country to call attention to the issue of undocumented youth.
- A second Citizenship Workshop was organized along with My Familia Vota during the month of April to help eligible permanent residents to achieve their United States citizenship. The Latino Research Center again provided students and faculty volunteers who attended a training workshop to help the public fill out the required documentation.
- This year the Latino Graduation Ceremony hosted more the 150 attendees including graduating students, parents, faculty, and staff for a special graduation celebration of Latino students. Dr. Juan Andrade was the keynote speaker. During the ceremony he received an

award from the Latino Student Advisory Board in recognition for his work for Hispanic students throughout the country.

- The LRC organized an event in partnership with the College of Science to bring Latino high school students from Lyon County to visit UNR during the month of May. The College of Science provided orientation sessions and coordinated visits to its various departments. These visits were specially tailored to the interests of secondary students. More than 40 students were able to attend and learn the opportunities available to them at UNR and the College of Science.

## **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 curricula, courses, public programming and outreach all focus on the study of the intersections of race, class and gender. This focus welcomes the voices of all students, including students of color and gay, lesbian, and transsexual students, and invites students of diverse backgrounds and outlooks to see their interests represented in their college studies. This focus is reflected in the composition of our 40+ Associate Faculty as well.

### Curricula and Courses:

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 interdisciplinarity and critical theory. A description of the courses may be found in the University Catalog, under Women's Studies, Religious Studies, Holocaust Genocide and Peace Studies, Ethnic Studies, and GRI.

All of these programs continue to develop and teach curricula with diversity at their center. A GRI faculty associate in English, Anupama Mohan developed a literature of the diasporas course taught in Spring semester 2012. We continue to actively seek out cross-listing opportunities with faculty across campus, as we understand the development and promotion of diversity to be a central part of our mission.

### Public Programming:

In spring semester, 2012, GRI co-sponsored talks by several visitors as well as film screenings, culminating in a symposium celebrating achievements by our faculty and students:

Oxford Professor Stephen Tuck delivered "The Doubts of Their Fathers: Secularization, Jim Crow and the Early Civil Rights Movement" and met with graduate and undergraduate students studying civil rights. (2/21/12)

Dr. Vin Nardizzi is a faculty member at the University of British Columbia with specializations in Renaissance literature, queer sexuality, and environmental criticism. Attended by more than 40 people, Nardizzi's lecture discussed how environmental crises shaped the Renaissance theatre world. He also met with graduate students in English and GRI courses to discuss his research more specifically. 3/30/12

Famed Latino author and cultural commentator Ilan Stavans gave a talk, “United States of Mestizo” (4/24/12) and met with interested students.

We also worked with university and community partners to promote visits, talks, and programs on topics related to diversity, including race activist Tim Wise (2/29/12), “Always Lost: A Meditation on War” exhibit and reading by Brian Turner (3/13/12), Tony Platt (“Doing Justice To The Past: Legacies of Genocide, Native American Grave Looting, and Culture Wars”) (3/9/12), disability speaker Marcus Engel (4/5/12), The Paperclip Campaign for Holocaust Days of Remembrance (4/15-22/12), Peter J. Burke’s “Identity Theory: Looking Backward and Looking Forward” (4/4/12).

Film Series, co-sponsored with the Art Department included the following films, with the first two followed by panel discussion led by GRI faculty:

Thursday, November 10<sup>th</sup>, 2012  
<http://womenartrevolution.com/>

Thursday, December 1st, 2012  
<http://missrepresentation.org/>

Monday, February 27<sup>th</sup>, 2012  
The Black Power Mixtape, 1967-1975

To celebrate faculty and student achievements in the academic year, a year-end symposium celebrating the research, pedagogy, and community engagements of the GRI program at UNR with presentations by over 20 scholars took place on Saturday, May 5. Sessions include recent book projects by GRI Faculty Associates (9:30-11), GRI graduate certificate research interests and intersections (11:10 – 12:50), GRI investigations of health disparities (2-3:20), and new directions in current research of junior Faculty Associates (3:30-5:10). Topics covered ranged from the history of women in electronic music composition, race in novels of California’s central valley, recognizing sexual diversity in students at the K-12 level, AIDS and race in Africa, community health disparities across ethnically diverse populations, and more.

#### Faculty Associates, Service, and Outreach:

Faculty Associates in GRI are drawn primarily from the CLA, but we have representation in all of the colleges. Our associates are diverse in training, research focus, and background. GRI draws on their perspectives and knowledge for its programming, but also provides a space for cross-cultural exchange for our faculty in its regular issues-oriented meetings.

In Spring of 2012, we added Dr. Emily Hobson as a tenure track appointment shared between GRI/Women’s Studies and History. Dr. Hobson is a specialist in LGBT American history and its intersections with Latin American politics in the late twentieth century. Her research and her planned classes explore the intersections of race, class, and sexuality.

Research by GRI assistant professor Dr. Deborah Boehm was honored by the Mousel-Feltner Award of the CLA for her published and presented research on migration and deportation in Mexican, American, and Mexican American families.

GRI continued to increase its visibility as a tolerant and diverse gathering place on campus with its continued participation in the ALLY program, which makes trained faculty available to gay, lesbian, and transsexual students in need of conversation or advice. GRI director Jen Hill and faculty

associate Lynda Wiest served as co-advisors for the Queer Student Union in 11-12. Our website, which we hope is accessed by students interested in our program at UNR, announces the increasing number of courses we have that focus on diversity – including Gendered Migration, White Identity, Race and Racism, and Theories of Oppression – and documents our diversity programming.

## **DEPARTMENT OF HISTORY**

Faculty in the Department of History continue to develop and to offer curricula specifically addressing themes of diversity. For example, courses on Race and Ethnicity, African and African Diasporic, African-American, Latin American especially Mexican, Latino, and Asian and Asian American history help to recruit and to retain diverse student populations. We also collaborate with the Gender, Race, and Identity Program and offer several courses that are electives in GRI programs including Women's Studies and Religious Studies. Last year we welcomed to our faculty, Dr. Meredith Oda who specialty is Asian American and transnational history. This year, we are pleased to add Dr. Emily Hobson, a joint appointment with GRI, whose area of specialization is gender, LGBT issues, and the history of sexuality.

Department of History faculty continue actively to mentor students of color. These include graduate students, undergraduate history majors working on senior theses, undergraduate minors, and others with direct advising relationships with individual faculty, including the Honors and the McNair Program. A major effort to focus upon diversity in the graduate program has led over the past several years to the recruitment of two African-American Ph.D. students, a Japanese M.A. student, and a Native American (Paiute from Pyramid Lake) M.A.T. student. At the undergraduate level, history courses are witnessing an increase in the number African-American, Asian, and especially Hispanic students. History faculty conduct extensive diversity-oriented outreach programs. Such programs include film events, festivals, guest speakers, and outreach and recruitment in local high schools.

The Department of History also mentors students in their extracurricular pursuits, ranging from the advising of diversity-oriented fraternities (such as Lambda Psi Rho), advising Asian-Pacific students in the Medical School (APAMSA), to sponsoring weekly language exchange events that nurture an environment respectful of diversity for students of diverse backgrounds to meet and exchange ideas. In particular, we encourage History students to avail themselves of overseas language and study opportunities such as in Taipei, Taiwan, and Nanchang, China and Costa Rica and Chile.

The department also recruits students of color through the History Club, which meets regularly to discuss various historical issues and plans social events. This year they will inaugurate a monthly International History film night. History students also attend public lectures held at UNR, such as those organized by History faculty and supported by the Hilliard Foundation on Chinese, Latin American, and African-American themes. These have included talks given by figures from government, NGOs, and academia. Finally, the department has recruited and supported students of color (including those of Hispanic origin) by offering diverse scholarships to its majors.

## **DEPARTMENT OF MILITARY SCIENCE**

The Military Science Department embraces diversity and desires to reach out to all students of color. ROTC policy is that we cannot specifically base recruiting decisions on ethnicity, but we still seek recruiting opportunities during various ethnic celebrations and events. However, our main selling point to prospective students is our military scholarships. As these are provided by the United States Army, the requirement is that they are completely based upon merit (i.e., GPA, physical fitness, and

leadership potential) without regard to ethnicity. Additionally, students in the National Guard get additional financial benefits if they are members of our program. We believe in ensuring that all prospective students be afforded the best opportunities and information for making their future career choice, regardless of ethnicity.

## **DEPARTMENT OF MUSIC**

The Department of Music focuses considerable energy on recruiting and maintaining a diverse student population. Aside from regular recruiting trips to schools in Las Vegas and California, the program offers generous scholarships to deserving students. In addition, the Program brings to campus each year musician/clinicians from a range of ethnicities to perform and talk at the Reno Jazz Festival. The presence of these musicians serves to draw visiting high school students from diverse backgrounds, some of whom end up studying at the University of Nevada, Reno. Our current enrollment includes 40 undergraduate and 8 graduate students whose ethnicity is other than Caucasian.

The chair of the music department, Louis Niebur, serves on the college diversity committee. David Ake serves on the Gender, Race and Identity program advisory committee.

Last year, the Catherine Parsons Smith Lecture Endowment Fund sponsored a lecture, “What We Are Fighting For: Jazz, Race, and Democracy at the Wartime BBC” by noted musicologist Christina Baade. Baade’s work explores issues of gender and race in British Jazz.

The majority of our academic courses teach that musicking is a cultural activity that all humanity participates in. This is directly addressed in courses such as the capstone courses Gender and Ethnicity in American Music, and World Music, but is also of importance in other academic courses such as Music Appreciation, Film Music, Television Music, and American Popular Song.

The Orchestral Career Studies Program attracts students from all over the world, because of its uniqueness to aspiring string musicians. The Nightingale String Quartet has included students from China, Korea, Taiwan, Russia, France, and Puerto Rico.

Our percussion area hosts an annual Day of Percussion, bringing in students from many local middle and high schools to experience a wide variety of ethnic music. The department recently hired Cody Remaklus as a specialist in ethnic drumming, and the programs have included African drumming, Cuban drumming and even some dance participation.

## **DEPARTMENT OF PHILOSOPHY**

Although the Department of Philosophy has not engaged actively in student recruitment, diversity is valued highly, and we welcome students from underrepresented groups and seek to make our courses and program attractive to such students. In Fall 2011, we had 57 undergraduate majors, of whom thirteen were Hispanic, African-American, Asian, or Native American; in Spring 2012 we had 52 majors, of whom ten belonged to these groups. One of the two Leonard Scholarships that we give to female students was awarded to an Asian-American undergraduate. As for our MA program, at the present time we have eleven students: according to their applications, five of these were raised in single-parent households and do not have parents who attended college. One graduate student is Native American (and received one of our two teaching assistantships). Another is a veteran who is pursuing a degree after having served extensively in combat zones overseas.



Two members of our faculty serve as Faculty Associates in the Gender, Race, Identity program, one of whom serves on the Gender, Race, and Identity Committee and another who serves on both the CLA Diversity Task Force and the American Philosophical Association's committee on inclusiveness in the profession. Another member continues to participate in the annual celebration and outreach effort of the Spanish Club and Spanish section of Foreign Languages and Literatures (and has endowed an ongoing scholarship for a deserving Spanish major with an interest in Spanish or Latin American culture).

In the past academic year (2011-12) we have offered several courses that dealt with topics that focus wholly or in part on diversity issues. These courses include: Global Ethics and Justice; Science, Technology, and Society (a capstone whose theme in the Fall semester was "Global Sustainability: What Do We Owe to Developing Regions and Future Generations"); Philosophy of the Body (cross-listed with Women's Studies); Medieval Philosophy (which surveyed Christian, Islamic, and Jewish medieval thought); World Religions (which was also taught by an African-American letter-of-appointment instructor); a section of Philosophy 101 that was taught as an introduction to Latin American philosophy; and The Self (a capstone whose theme was "Self and Other").

Public lectures are another way in which we seek to promote discussion of diversity issues. In Spring 2012 we co-sponsored the campus visit of Tony Platt, the author of *Grave Matters*, which examines the desecration of Native American graves on the northern coast of California. We are currently organizing our second Leonard Ethics and Politics Lecture, scheduled to take place in Spring 2013, and our speaker will be Enrique Dussel, a leading Latin American thinker who has written on the philosophy of liberation. The Leonard E&P Lecture is the most prominent annual event that our department has initiated, and in this series we aim to bring to campus prestigious speakers who can address major ethical and political topics that will be of interest to a wide general audience.

## **DEPARTMENT OF POLITICAL SCIENCE**

The Department of Political Science does not have specific recruiting or scholarships for students of color at the undergraduate level. The department informally recruits students of color through its curriculum, which includes courses in a diverse array of topics. However, at the graduate level we have made connections to the American Political Science Association directory of minority graduate students to augment the reach of our recruiting with minority students.

Specific curricular efforts include cross listing courses with Women's Studies (WMST) and other programs linked to the Gender, Race and Identity Program. Both the regular Political Science and International Affairs majors offer a series of courses that satisfy University diversity requirements largely through area studies on the political systems of Africa, Asia, Latin America and the Middle East, as well as through our offerings relating to women's issues and minority politics. Faculty advisors have participated with the McNair Scholars program, most recently Professors Ostergard and Eubank.

While NSHE and central administrations across the system have not rehired and replaced numerous top-level female administrators, Political Science has continued its trend of hiring female scholars to the point where the department is now majority female.

## **DEPARTMENT OF PSYCHOLOGY**

The Department of Psychology continues to create a safe and supportive learning environment that is respectful of diversity, avoids prejudice of all kinds, maintains an attitude of open and free inquiry, and builds a sense of intellectual community and mutual respect.

Our psychology graduate programs continue to have strong records in recruiting and graduating students of color. All three programs--Cognitive Brain Science, Clinical, and Behavior Analysis--have students representing various diverse and underrepresented groups. In the Clinical Psychology program we have an African American woman faculty member who continues as our outpatient clinic director. She is an important link in mentoring our students of color, and she is increasingly involved in university diversity efforts. In 2012 Dr. Duckworth spoke at the New Student Opening Ceremonies, was the keynote speaker at the Black Student Graduation Ceremony, and Master of Ceremonies at the Latino Research Center Graduation Ceremony. She is also a member of the intercultural council.

The Mikawa Fund continues to be important in the Clinical Program. There continues to be a plan to have a Mikawa Professor (with an emphasis in diversity research) that will be supported by the Mikawa fund. This year, another student was recruited with the funds, making three active Mikawa Scholars. The new first-year graduate student is developing a research program that includes an emphasis on diverse groups. The second-year student is providing services at Northern Nevada Hopes to an underserved population, including a number of clients who only speak Spanish. She is also working with the Latino Research Center to provide support services to diverse students. Our third-year student is currently working in the UNR Counseling Center and will be working with a range of clients, including international students.

Clinical faculty have also been active in other ways. Dr. Fruzzetti has mentored another McNair Scholar and a first generation college student. Dr. Armida Fruzzetti (an adjunct faculty member at UNR and faculty at TMCC) has supervised graduate students in treating Spanish speaking families. The current roster of graduate students in BA includes a number of international students as well as underrepresented groups from the US. The BA program also has a satellite MA program in Los Angeles that has a large percentage of ethnically diverse students. The Cognitive Brain Science program also works to attract a diverse group of students.

We address diversity in our teaching in a variety of ways. We have an undergraduate course on ethnic diversity that is taught on a regular basis. We also have a capstone course on gender that incorporates diversity in a number of ways. The clinical program has a required coursework on diversity. Moreover, our community mental health clinic serves a diverse group of clients. The psychology department recently co-sponsored a showing of the film "Trans." The department is committed to the success of all students and makes every attempt to provide an inclusive and supportive environment.

## DEPARTMENT OF SOCIOLOGY

In fall 2012, Sociology Department had 58 undergraduate majors of which 35 percent were students of color. In addition, of the 8 Masters Students this fall, 3 are students of color. Finally, Dr. Makoba, Department Chair, serves as a research mentor of a McNair Scholar with research interests in his field of study. In terms of the curriculum, we regularly teach a popular 300 level diversity course—SOC 379, Race and Ethnic Relations—which explores the experiences of the four minority groups in America—Hispanic Americans, African Americans, Asian Americans and Native Americans.

## DEPARTMENT OF THEATRE AND DANCE

The Department of Theatre and Dance engaged in ongoing diversity efforts that included invitations to non-Western dance artists to lecture and perform for Dance History II master classes, “color blind” casting in our productions, encouraging department heads from programs with traditionally diverse graduate populations to invite their students to apply for the acting professor position, and providing complimentary tickets to members of the Paiute Indian community to attend our fall and spring dance concerts in Nightingale Recital Hall. In addition, during the 2011-12 academic year, the department hosted two notable artist residences.

The theatre division mounted the world premiere of Anne **García-Romero**'s play, “Juanita’s Statue.” **García-Romero** visited campus twice during the rehearsal process of her play. In that time she worked closely with students and spoke at audience talk-backs after performances. The mounting of that production provided opportunities to cast Latino/Latina students in a play that thematically explores the mythology of Don Juan. In the play, Juanita disguises herself as a man to escape the wrath of her lover Ignacio's father. She masquerades as a "new" Don Juan and with her best friend, Carmela, gallivants through their city in a Spanglish-speaking land.

**Anne García-Romero**'s previously published plays include *EARTHQUAKE CHICA*, *Mary Peabody in Cuba*, *DESERT LONGING*, and *Santa Concepción*. Her plays have been developed and produced most notably at the New York Shakespeare Festival/Public Theater, The Mark Taper Forum, Hartford Stage, Borderlands Theater and South Coast Repertory. She has received commissions from the Public Theater, The Mark Taper Forum, and South Coast Repertory. Her plays are published by Broadway Play Publishing and NoPassport Press. She holds an MFA in Playwriting from the Yale School of Drama and is an alumna of New Dramatists

The dance division brought Darrell Grand Moultrie and his esteemed dance company to the Reno campus. Moultrie choreographed a piece on University of Nevada, Reno students that was performed in the Spring Dance Concert.

**Darrell Grand Moultrie** is a Juilliard graduate emerging as one of America's very diverse and much sought after choreographers and master teachers. He has choreographed national commercials for Mastercard, Mod's hair products, Schick, and has done work for the Dave Chappelle Show. He staged *Unspeakable*, a play about Richard Pryor, for the New York City Fringe Theater Festival. Darrell's work has been performed by Ailey2, North Carolina Dance Theater, Cleo Parker Dance Ensemble, Cincinnati Ballet, Milwaukee Ballet and most recently Atlanta Ballet. As a performer, Moultrie was part of the original workshops of the Public Theatre's *Radiant Baby* directed by George C. Wolfe and *Sweet Charity*. He was seen on Broadway in *Hairspray The Musical* with Harvey Fierstein, and *AIDA*, where he understudied the role of Mereb, performing opposite Toni Braxton.

During his residency in Reno he choreographed *Decoded 2* which was performed by students of dance.

Three members of Darrell's professional company, Dance Grand Moultrie, performed in his work alongside our students. Jessica Israel, Carolina Monnerat, and Mate Natalio danced in Moultrie pieces titled, *To The Ladies Who Dance* and *Extended Vision Part II*.

The residencies of Garcia-Romero and Moultrie help expand the multicultural offerings of the department and provide opportunities for students, faculty, and staff to engage with professional artists.

### **COLLEGE OF LIBERAL ARTS SCHOLARSHIPS**

Currently we have very few scholarships to award at the college level. However, we now have three study-abroad scholarships, which are awarded each semester on a competitive basis to liberal arts majors. In addition, the Bertha Miranda Scholarship is earmarked for Hispanic students, and the Barbara Bennett scholarship is awarded to women majoring in Political Science, Women's Studies, or Sociology who are active in service to the community. All these scholarships are privately funded.

### **North Carolina Central University Summer Fellowship Program**

Since the summer of 2009, the College of Science at the University of Nevada, Reno, and the College of Arts and Sciences at North Carolina Central University have partnered to bring undergraduate science majors from NCCU to UNR for a month-long summer fellowship experience. These students have spent the month of June each year working with UNR College of Science faculty in Biology, Chemistry, Physics, Geography, or the Seismological Laboratory on research projects that take them into the field as well as working in the laboratory. The purpose of this summer fellowship partnership is: (1) to identify talented undergraduate students of color who may be recruited to graduate programs in the College of Science to increase ethnic diversity among our graduate student population, and (2) to provide teaching/research exchange opportunities for our Ph.D. and post-doctoral students and NCCU faculty. In achieving this purpose, we have the following objectives:

Increase diversity –

The College of Science at UNR strives to increase diversity among our graduate student population because cultural and ethnic diversity are integral to a well-rounded educational experience.

Teaching/research exchange opportunities –

Our plan is to invite NCCU faculty to come to UNR for sabbatical-type research collaborations with host faculty in the UNR College of Science. In return, qualified Ph.D. or post-doctoral researchers from UNR would spend a semester or year at NCCU teaching courses as a sabbatical replacement. These exchange opportunities would provide teaching/research experiences for students and faculty from both institutions that they would not otherwise have.

In the coming summer of 2013, the NCCU Summer Fellowship Program at UNR will be in its fifth year. To date, we have successfully recruited a Chemistry PhD student, Anthony Clark, and we hope to be able to recruit other NCCU Summer Fellowship Program participants as they graduate and continue on to graduate school. Future program development will focus on establishing a sustainable partnership with NCCU that facilitates educational, research, and cultural exchanges for both students and faculty between the two campuses.

### **Women in Science and Engineering**

The Women in Science and Engineering (WiSE) Living Learning Community (LLC) is focused on building community among women who are pursuing degrees in science, math, and engineering programs. As incoming freshmen, all members of the WiSE LLC cohort will live together on the same floor of the Nevada Living Learning Community Residence Hall. Students in the WiSE LLC cohort will develop strong social and pre-professional relationships during a fall retreat, enrollment in common courses, and participation in activities in the residence hall during the academic year. This community spirit among the WiSE students will continue through their undergraduate degree programs and beyond as they forge life-long friendships.

WiSE students at University of Nevada, Reno have shown that they have a high rate of success in

achieving degrees in science, math and engineering programs. WiSE students who graduated in 2011 and 2012 had average grade point averages of 3.6 and received science degrees in Animal Science, Biology, Biochemistry, Chemistry, Community Health Science, Mathematics and Statistics, Neuroscience, and Wildlife Ecology and Conservation.

Engineering graduates in 2011 and 2012 earned degrees in Chemical Engineering, Civil Engineering, Computer Engineering, Electrical Engineering, Geological Engineering, and Mechanical Engineering. Continuing plans for graduating WiSE students included dental school, physical therapy Ph.D. program, medical school, pharmacology Ph.D. program, public health M.S. program, chemistry Ph.D. program, geotechnical engineering M.S. program, information systems M.S. program, renewable energy graduate program, wildlife biology graduate school, engineering internships, engineering position with the defense industry and veterinary medical school. The WiSE Program is proud of the accomplishments and continued success of our graduates.

Requirements for the program include math competency scores of 610 or higher for SAT Math, 27 or higher for ACT Math, or placement into Math 127 or higher with the Accuplacer Math Placement Exam. If you are qualified and interested in being a part of a successful program for women college students in science, math and engineering, please follow the links on right panel this web page to apply. Participation in the community is limited to 38 in-coming students each year. We begin processing WiSE applications beginning February 1, 2013, so apply early for the best chance of being a part of the 2013-14 WiSE LLC.

### Campus Recreation and Wellness

Campus Recreation and Wellness (CRW) efforts towards the recruitment, and persistence of underrepresented students is grounded in the following.

Recreation is as important a cultural identifier as is dress, diet, art and manufacturing (Webster, 1963).

Institutions report between 19% and 50% of students entering college leave before the second year (Kuh, 2003; Reason, 2003). Interestingly, 23% of these drop-outs do not leave due to academic failure. Instead they voluntarily withdraw from the institution. Furthermore, while it may be counter intuitive, these students who drop-out due to both academic failure or for other reasons are by all measures more academically able than those who stay. There are a variety of possible reasons for this phenomenon, poor social integration, financial difficulty, familial stress or matriculation to a school with a more desirable program of study or more prestigious academic reputation (McCubbins, 2003). This first year drop-out rate is even more pronounced in students with the following characteristics: First generation college goers, low high school achievement, poor academic preparation, lower socioeconomic status, lower levels of social and academic involvement, low interactions with students and faculty both in academic and social settings, higher sense of isolation and lack of familial support (Oseguera & Rhee, 2009). The same characteristics appear to hold true for males and females and for all race and ethnic backgrounds, with the exception of American Indians whose drop-out rates remain high even with substantial support (Crozier et al., 2008; Fischer, 2007).

Tinto (1975) used the theoretical framework of Durkheim's theory of suicide, modified by social psychologists, and basic educational economics to describe the longitudinal process that results in drop-out (Tinto, 1975). Tinto's work is still considered the seminal piece on student retention, and his conclusions were that any student not both academically and socially integrated into the institution will be at risk for dropping out, and in fact do drop-out at much higher rates (Tinto, 1975). Tinto (1975) stressed the need for formal and semiformal extracurricular activities directly associated with the institution that allow students to develop social ties to like minded peers and with both academic and administrative faculty (Tinto, 1975).

One of the critical components of a strategic retention plan is the intentional creation of social environments that will act as a catalyst for social integration (Braxton, 2002). Commuter institutions, specifically, should make focused efforts to this end, and residential institutions should target such efforts to their populations who live off campus (Braxton, 2002). Social and academic integration should not be approached as two separate efforts with no potential for collaboration. Academic advisors should aggressively encourage students to take advantage of opportunities to establish membership in social communities affiliated with the campus (Braxton, 2002). Interestingly, when retention issues are viewed by race or ethnicity as a predictor of success or failure, these same theories of integration, social belonging and academic success still function as factors that can mitigate against drop-out (Fischer, 2007).

Participation in student recreation is thought to exert considerable effect on first year retention and five year graduation rates when controlling for financial need, academic preparation and social fit of the student (Huesman et al., 2009). In both qualitative and quantitative studies the influence of SRC on first year retention varies with 37% to 75% of students stating that participation in campus based recreational programs played a major role in their decision to stay in school (Haines, 2001; Lindsey & Sessoms, 2006).

CRW offers a wide variety of sport, fitness and recreational pursuits that appeal to a variety of students. In addition to the general programming and facilities CRW offers the following:

- CRW is one of the largest employers of student workers on campus employing over one-hundred students.
- CRW hosts Deans Future Scholars (DFS) and supervises five DFS interns every summer. These interns are typically retained as student employees when they start at the university.
- CRW Hosts Upward Bound another Trio program.
- CRW provides three, \$3,000 annual scholarships to CRW student employees.
- Last year CRW provided eighteen sessions at local high schools putting on fitness demonstrating fitness and instructing conditioning classes.
- CRW's Intramural Sport program is highly diverse in terms of student participation and offers exactly what Tinto suggested, the opportunity for students to integrate into the institution.



School of Community Health Sciences 2011-2012

The School of Community Health Sciences has as its stated mission to “develop, disseminate, and apply knowledge with an ecological approach to protect and promote the health of populations statewide and worldwide. Two goals address diversity,

- *To engage with multiple communities through professional and scholarly service*
- *To expose students to diversity in multiple venues*

From the self-study for the MPH program that was completed in 2010 it was determined that diversity needed to be encouraged and planned for within the School of Community Health Science. Communities that suffer from health disparities are often composed of populations that do not have enough practitioners who understand and know the communities well enough to impact health outcomes. Community health, the focus of the school, is ideally served by recruiting, retaining and graduating a diverse group of students. These students are more likely to select careers in health that serve their diverse communities and will hopefully begin to address health disparities. A purposeful course of action was planned in order to increase the diversity of the SCHS.

One action plan is to further the collaboration with TMCC to identify students interested in health that could transfer into UNR and into the SCHS major. As part of that collaboration, the faculty of the Department of Biology at TMCC will begin teaching CHS 101 and 102 this next spring. They have created an Associate of Science in CHS degree as well. We anticipate this will result in more diverse transfer students over the next few years. Another avenue to garner interest in community health is to create a club at TMCC with help from our MPH students to foster interest in Public Health. Meetings are planned to begin this collaborative venture this year.

Undergraduate Students from the Division of Health Sciences (Spring 2011)

ETHNICITY	Number (total 1863)	Percentage	CHS (not exclusive)
Alaskan Native	61	3.27%	2%
Pacific Islander	58	3.11%	3%
Asian	186	9.98%	10%
Black	104	5.58%	7%
Hispanic	295	15.83%	11.4%
Undeclared	13	0.70%	
Caucasian	1391	74.66%	75%
GENDER			
Male	367	20%	36%
Female	1496	80%	64%
CHS MAJORS	642	34%	

Faculty have made attendance at the Cultural Considerations gathering each spring mandatory for many of their classes. Reflections from students who attend indicate active participation and interest in the topics. Many of our classes examine health disparities nationally (HIV/AIDS capstone class) and internationally (World Health capstone). Our faculty continue to pursue scholarly work in fields that explore health disparities in Latino women, adolescents with HIV, differential use of colon cancer screening in minority populations and behavioral risks.

This year, the Graduate Committee and CAB identified the communities in greatest need of better representation in our MPH Program as: Latino, Native American, African American, First Generation and Rural. We also felt that we wanted to increase in two other areas: Asian/Other International and the GLBT. We did not make these two top priorities, but as time goes on, we want

to continue to bring these two groups into greater focus due to their high presence in our NN communities. In looking at our current MPH students, we began to better understand our market (pipelines) for new MPH students and identified these students for targeting: our undergrad Community Health Science majors, other related health majors at UNR, MD and MSN student for joint degrees, UN School Of Medicine Residents, Community Colleges in NV and Northern California, UN Las Vegas, rural NV, and students from WICHE states outside NV.

The Graduate Director and Graduate Assistant (Carina Rivera) explored many different avenues of recruitment both on and off campus during the spring and summer of 2011 with very little immediate impact. In November and December of 2011, we consulted with the Center for Cultural Diversity at UNR, led by Dr. Reginald Stewart, and began to understand that even without significant resources, there were still many ways to strategically approach our recruitment strategies. The key idea was to only spend our time and resources working with “pipeline” areas in our communities – places where there was an obvious connection to health sciences and where there were already students who were diverse, successful, and motivated for graduate school. The pipeline is similar for all groups but also unique to the different groups who were the focus of our recruiting (see chart below for strategies).

It was also important to learn the various barriers to application and admission to our MPH and to begin seeking interventions to assist. Following recruitment trips to California and discussing barriers with potential and current students in Spring 2011, a variety of stumbling blocks were identified. Some of those barriers were: financial, GRE scores, website information, familiarity of Reno, perceived lack of “community” on campus and in Northern Nevada, the need for mentors (faculty, students, Public Health community, UNR MPH alumni), distance education for our rural students, and assistance on the “logistics” of application processing and then getting started in our program. However, we need to continue to learn about our barriers from these different populations as time goes on.

We have been successful in implementing some strategies to this point, but have a lot of work to do (see future activities). Our successful activities to date include:

1. A new scholarship for diversity students (headed up by our CAB);
2. Targeting diversity candidates for our State Funded Graduate Assistantships with 8 of 12 (75%) GA financial support being used for diverse students for fall '12;
3. Revised website to better reflect that the GRE score is not the only method of evaluating applicants; and
4. Complete re-design of our website to go live summer 2012 – much friendlier to all interested and current students.

We also will start a new tracking system on our recruitment efforts and identify successes at each of the eight stages of recruitment:

1. Initial contact via web/email/phone/other
2. Personal approach to handling inquiry
3. Face to face (when possible) meeting with the Graduate Director or other faculty connection
4. Get application materials into Grad School and CHS – assist wherever possible (i.e. financial aid)
5. Accept student into MPH
6. Support MPH student with coursework and capstone experiences/MPH Hooding

7. Successful employment
8. Engaged alumni/mentors/preceptors

We believe all steps are important in a successful MPH program that will improve the public health work force; therefore, we will begin to see the various stages where we need to improve in transitioning an interested person (Stage 1) to an engaged professional and alumni (Stage 8). Doing these 8 stages successfully will directly and indirectly assist us in all of our recruiting efforts.

#### Future Activities

Therefore, we feel that the following activities will support us achieving our goals for 2016:

1. Our applicants/students self-disclosure of their backgrounds through an anonymous survey after admission so that we can adequately know the number and type of diverse students;
2. Increase financial aid/Graduate Assistantships through our grant writing by SCHS and philanthropy in our alumni and community;
3. Increase knowledge for potential students about UNR and Reno/NN through continuous presence at various recruitment fairs (such as the California Forum on Diversity); also create some on-campus experiences through collaboration with other UNR programs (clubs and the Greek system);
4. Work closely with the Center for Culture and Diversity at UNR to expand our awareness and access to diverse communities for our prospective/current students;
5. On-line learning course development for our rural students and development of a certificate program for non-traditional students;
6. Academic support and resources as needed particularly for writing and statistics;
7. Formal mentoring/peer program for our MPH students; and
8. Concierge services for navigating UNR services.

<b>Student Diversity Group (defined by Graduate Committee Priorities 2011)</b>	<b>% of NN Pop.</b>	<b>New MPH Aug. '10 N=39</b>	<b>New MPH Aug. '11 N=48</b>	<b>New MPH Fall '12/% of MPH Students (N=50)</b>	<b>Strategies Utilized</b>	<b>Goal % for Fall '16 (N= 75)</b>
Latino	20.1 %	1	1	2/4%	<ol style="list-style-type: none"> <li>1. CA Forum on Diversity Oct. '11 and April '12</li> <li>2. Meetings with Center for Culture and Diversity</li> <li>3. Local PH Health Districts</li> <li>4. St. Mary's/Renown/Carson/Tahoe Hospitals</li> <li>5. Truckee Meadows Community College (TMCC)/Southern Nevada Community College pipelines</li> <li>6. HRSA Traineeships</li> </ol>	8/10%
Native American/ Alaska Native	2.4%	0	1	2/4%	<ol style="list-style-type: none"> <li>1. CA Forum on Diversity Oct. '11, April '12</li> <li>2. Meetings with Center for Cultural Diversity</li> <li>3. Tribal Health Center - Reno</li> <li>7. Truckee Meadows Community College (TMCC)/ Southern Nevada Community College pipelines</li> <li>4. HRSA Traineeships</li> </ol>	6/8%
African American	1.8%	0	0	2/4%	<ol style="list-style-type: none"> <li>1. CA Forum on Diversity Oct. '11, April '12</li> <li>2. Meetings with Center for Cultural Diversity</li> <li>3. TMCC</li> <li>4. HRSA Traineeships</li> </ol>	6/8%

First-Generation College	34.5 % of entering freshman at UNR	1	3	4/8%	<ol style="list-style-type: none"> <li>1. CA Forum on Diversity Oct. '11, April '12</li> <li>2. McNair Scholars</li> <li>3. TRIO Program at UNR</li> <li>4. Deans Future Scholars</li> <li>5. TMCC/Southern Nevada Community College pipelines</li> <li>6. Great Basin College - Elko</li> <li>7. HRSA Traineeships</li> </ol>	8/10%
Rural		1	1	4/8%	<ol style="list-style-type: none"> <li>1. MPH Community Advisory Board input</li> <li>2. Lisa Oliveto-Grad School Recruitment for other graduate programs</li> <li>3. NV State Health Division rural programs</li> <li>4. Western Nevada Community College – Carson City/Great Basin College - Elko</li> <li>5. CHS Community Advisory Board</li> <li>6. HRSA Traineeships</li> </ol>	8/10%
<b>Total</b>		<b>3/7.6%</b>	<b>6/12.5%</b>	<b>14/28%</b>	<b>Fall 2012 MPH Students</b>	<b>36/75=48%</b>

### 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 that produces 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 and
- 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

### **School Initiative**

#### **Council on Diversity Initiatives (CDI)**

In 2011, the Dean and Vice President of UNSOM created a Council on Diversity Initiatives (CDI) and charged the council with promoting a culture of diversity at UNSOM. The council is comprised of faculty (UNSOM and the Division of Health Sciences); the Director of the Center for Student Cultural Diversity at the University of Nevada, Reno; community partners from the Washoe County school district; UNSOM staff and student members. Early outcomes from the CDI are: identification of outreach needs to a community college pipeline partner – Truckee Meadows Community College; defining diversity for faculty and staff; developing a survey instrument to capture UNSOM's baseline of student, resident, faculty and staff diversity as well as suggestions for advancement of our mission of 'an institutional culture of respect, compassion and diversity'.

### **Undergraduate Initiatives**

#### **Medical Education Outreach Committee**

Medical students have created an outreach committee to focus on K-16 outreach for the School of Medicine. The Committee is made up of medical student volunteers in Years I and II and works closely with the School of Medicine outreach programs and programs at UNR. Student members devote significant hours to outreach during their first two years of medical school.

### **Freshmen MD**

This program targets first generation, rural, underrepresented in medicine groups at the University of Nevada, Las Vegas and College of Southern Nevada (through the INBRE program). Students are paired with UNSOM graduates in southern Nevada for clinical shadowing and introduction to medicine to help students learn more about the possibility of a career as a physician. The program's goals include identifying students early in their college careers, establishing a connection to the UNSOM, following up and tracking students into our other pipeline programs, and helping them fully utilize services at UNLV. The ultimate goal is increasing the number of URM, first generation, rural students completing their science degrees at UNLV and matriculating at the UNSOM.

### **Nevadans Into Medicine (NIM)**

This one-week, residential program targets Nevada college students who are first, generation, underrepresented in medicine and from rural areas of the state. Many of these sophomores, juniors or seniors in college would not otherwise have the opportunity to learn about the medical school curriculum, shadow third year medical students and learn how to be competitive in all parts of the admissions process.

---

#### **NEVADANS INTO MEDICINE – 2007-2011 Demographics**

<b>Admissions Year</b>	<b>Total NIM Applicants</b>	<b>Total NIM Acceptances</b>	<b>% Accepted</b>
2007	10	7	70%
2008	17	11	65%
2009	11	5	45%
2010	15	6	43%
2011	14	4	28.6%

---

#### **NEVADANS INTO MEDICINE – 2012 Participants Diversity Demographics**

<b>Category of Diversity</b>	<b>Number of Participants</b>	<b>Total Percentage</b>
<b>American Indian/Alaskan Native</b>	1	4.76%
<b>Asian/Pacific Islander</b>	4	19%
<b>Hispanic/Latino</b>	4	19%
<b>Black</b>	0	0%
<b>White</b>	11	52%
<b>First Generation</b>	8	38%
<b>Rural</b>	3	14%

---

### **IDEA Networks of Biomedical Research Excellence (INBRE) Partnership**

The IDEA Networks of Biomedical Research Excellence (INBRE) Partnership targets high school and community college students throughout the state who are from groups that are underrepresented in medicine, including cultural and ethnic minorities, first generation college students, economically and/or educationally disadvantaged, and students from geographically disadvantaged areas. Within the state of Nevada the latter encompasses numerous urban and rural areas.

The federally-funded statewide program advises and mentors minority and first-generation high school graduates who enroll at either Truckee Meadows Community College (TMCC) in Reno or the College of Southern Nevada (CSN) in Las Vegas. The partnership focuses on enrichment programs that provide high school students with undergraduate students and faculty resources. Specific activities include physician shadowing, dissection workshops, clinical problem-solving courses and exposure to biomedical research laboratories.

#### ***Northern Nevada INBRE:***

The School of Medicine, in collaboration with Truckee Meadows Community College, offers programming enrichment to INBRE students during the summer. Participation last year is as follows:

<b>Ethnicity</b>	<b># of students</b>	<b>%</b>
White	79	40.9%
Hispanic	69	35.8%
Asian	10	5.2%
Black	5	2.6%
American Indian	4	2.1%
Multicultural	24	12.4%
Pacific Islander	0	0.0%
Not Reporting	2	1.0%
<b>Total</b>	<b>193</b>	<b>100.0%</b>

#### ***Southern Nevada INBRE:***

The School of Medicine, in collaboration with the College of Southern Nevada, offers programming enrichment to INBRE students during the summer. Participation last year is as follows:

<b>Ethnicity</b>	<b># of students</b>	<b>%</b>
White	10	26.32%
Hispanic	9	23.6%
Asian	10	26.3%
Black	2	5.25%
American Indian	1	2.63%
Multicultural	NA	--
Pacific Islander	NA	--
OTHER	6	15.8%
<b>Total</b>	<b>193</b>	<b>100.0%</b>



**Summer Medical and Dental Education Program (SMDEP)**

The School of Medicine has partnered with the University of California, Los Angeles (UCLA) to enroll qualified Nevada residents in the UCLA SMDEP program. The UCLA program funded by the Robert Wood Johnson Foundation, targets educationally and financially disadvantaged community college students. Nevada residents, who apply and are selected by a committee composed of UNSOM faculty and the UCLA SMDEP Coordinator, participate in a six-week summer academic enrichment program that offers freshman and sophomore college students intensive and personalized medical school preparation. In 2011, two students participated. No students from Nevada participated in summer 2012. Additional efforts to publicize the program for summer 2013 are underway.

**Post-Baccalaureate Program**

The post-baccalaureate program is a one year certificate program that prepares students who have a BA or BS for admission to medical school with upper level science courses and test taking skills. The UNSOM Office of Admissions and Student Affairs administers the program. Approximately 5-10% of each incoming class will be set aside for the graduates who successfully complete the program.

The program is targets two groups of students. The first is for applicants who may not have been successful in their initial application to UNSOM with the intention of improving the likelihood of successful reapplication the following year. The second group targeted by the program is prospective students who are returning to school after a period of time and wish to strengthen their academic and clinical experiences prior to application to UNSOM.

The Post-Baccalaureate program is an interdisciplinary program in which the following departments participate: Departments of Biochemistry and Biology, as well as Cell and Molecular Pharmacology and Physiology. Fourteen students applied for the program for its first application cycle in 2012, of which seven students were accepted for the 2012-2013 academic year. Ultimately, the program will be capped at 20 students and selection for positions will be competitive.

Accepted student breakdown:

Gender		Age	Ethnicity/Race			
Male	Female	Average	Latino/Latina/ Hispanic	American Indian	Black/African American	Asian/Pacific Islander
57%	43%	28	43%	29%	14%	14%

**Student National Medical Association**

The School of Medicine will host the Student National Medical Association (SNMA) on the Las Vegas campus for one of four national leadership meetings in January 2013. This is an opportunity for the medical school to showcase its training and residency programs to up to 100 URM students, both medical and pre-medical students, from around the US.

**Native American Student Outreach**

The School of Medicine began collaboration in 2012 with the Four Corners Pre-Admissions Workshop. This workshop focuses on preparing Native American students for the medical school admissions process. The medical school sponsored two Nevada Native American students to attend

the spring workshop at the University of Colorado School of Medicine. The school continues to collaborate to develop a similar program in Nevada for 2013 or 2014.

## High School and Middle School Initiatives

### School District Partnerships

#### Clark County School District

- East Career and Technical Academy (ECTA)
- Northwest Career and Technical Academy (NWCTA)

#### **Partner Schools Demographic Profiles:**

	<b>ECTA</b>	<b>ECTA %</b>	<b>NWCTA</b>	<b>NWCTA %</b>	<b>Hug High</b>	<b>Hug High %</b>
<b>Enrollment:</b>	<b>1,355</b>	<b>100%</b>	<b>1,678</b>	<b>100%</b>	<b>1,413</b>	<b>100%</b>
American Indian/Alaskan Native	8	.6%	11	.7%	16	1.1%
Asian/Pacific Islander	176	13%	213	12.7%	51	3.6%
Hispanic/Latino	777	57.3%	404	24.1%	916	64.8%
Black	121	8.9%	218	13%	90	6.4%
White	273	20.1%	832	49.6%	256	18.1%

The medical school offers science enrichment and medical careers exploration through partnerships with both these schools, located 45 minutes apart in the Las Vegas Valley. A highlight of the partnerships is the SOM created fourth year elective; Clinical Problem Solving for High School Students. Medical students are placed in anatomy and physiology and medical career classrooms to facilitate clinical problem solving using clinical cases. This course culminates in a standardized patient activity in which high school students rotate in small groups learning how to complete basic history and physicians and elicit a chief complaint and preliminary differential diagnosis.

#### **Impact**

Students at each partner school who have participated in one or more UNSOM programs or curriculum enrichment activities:

#### **Partnership Year 2011-2012**

<u>School</u>	<u>Number of Students</u>
ECTA	223
NWCTA	80

## Pipeline Programs

UNSOM has accepted four students into the BS-MD program from the partner schools; three from NWCTA and one from ECTA. Two of these students (ECTA and NWCTA) were from groups underrepresented in medicine.

#### **Washoe County School District**

- Hug High School Health Sciences Academy
- Middle school health careers presentations

The School of Medicine has had a long-standing partnership with Hug High School, which opened a new Health Sciences Academy in 2012. Students selected for the Academy experience curriculum

and enrichment activities related to health professions and career/technology choices. The School of Medicine works closely with the Academy to provide enrichment and academic activities for students, including hosting the Academy's inaugural "Scrub Ceremony" where freshmen and their families received a set of "scrubs" to induct the student into the Academy.

### **BS-MD Accelerated Pathway Program**

BS-MD Accelerated Pathway Program is a highly successful program intended to increase the diversity of the School of Medicine's student population and to enrich the learning experiences of all medical students. The first cohort of students will transitioned to medical school in August 2011. Of the students enrolled in the program in 2012, 18% are from Nevada's rural counties, 27% are first-generation college students, and 9% are Black/African American.

UNSOM partners with the University of Nevada, Reno and the University of Nevada, Las Vegas to offer a seven-year pathway for talented Nevada high school students. Students apply to the programs as seniors in high school. Up to 12 applicants are accepted each year. The UNR partnership began in 2007, and the UNLV program began in 2011. A total of 34 students, including National Merit Scholars are currently enrolled in the undergraduate programs at both university partners. Students are required to perform at least 18% or above the minimum UNR and UNLV SAT/ACT Score, with an average HS un-weighted GPA above a 3.7.

### **Summer of Discovery**

This one-week day camp provides up to 36 high school students in grades 8 through 10 exposures to science careers to increase their interest in health science careers. UNSOM partners with Area Health Education Centers (AHEC) in Reno and Elko to offer Summer of Discovery experience.

Applications are encouraged from Black, Native American (Indian), Mexican American, Hispanic and Puerto Rican students; students who will be the first person in their family to go to college; students who attend schools where low numbers of students go on to college; and students from rural communities. For the 2011 program, 18 students participated, 89 percent of whom met one or more of expanded diversity criteria. The composition included one Native American student, six Latino students, six first generation college students and 12 students from rural Nevada.

### **Operation Healthcare Bound**

UNSOM partners with Operation Health Care Bound, a free event for middle school and high school students and their parents. Event participants have the opportunity to explore many available health care careers and participate in hands-on demonstrations and breakout sessions. Event participants also have the opportunity to interact with local health professionals and university and community college representatives. The annual event is organized by the Area Health Education Center's High Sierra office. The event in 2012 was the fifth annual Operation Healthcare Bound event, and has reached thousands of students and their families since the program's inception.

### **Science Partners**

The medical school offers this course each spring semester to up to 15 undergraduate science majors. Each student, who received up to 3 credits of elective credit, is paired with an elementary teacher to increase inquiry and hands-on science. Teachers have access to funds to purchase consumable

supplies and science partners can check out resources from the medical schools science supplies, kept on hand for the program. The program targets schools with low socio-economic and/or high URM populations. In 2012, the program was based in four elementary schools. Demographics are listed below:

	<b>Drake Elementary School</b>	<b>%</b>	<b>Gomm Elementary School</b>	<b>%</b>
<b>Enrollment</b>	<b>308</b>	<b>100%</b>	<b>476</b>	<b>100%</b>
American Indian/Alaskan Native	0	0%	0	0%
Asian/Pacific Islander	0	0%	20	4%
Hispanic/Latino	182	59%	41	9%
Black	0	0%	0	0%
White	93	30%	382	80%
Multi-Race	21	7%	27	6%

	<b>Sierra Vista Elementary School</b>	<b>%</b>	<b>Stead Elementary School</b>	<b>%</b>
<b>Enrollment</b>	<b>424</b>	<b>100%</b>	<b>687</b>	<b>100%</b>
American Indian/Alaskan Native	0	0%	19	3%
Asian/Pacific Islander	41	10%	48	7%
Hispanic/Latino	261	62%	304	44%
Black	20	5%	37	5%
White	67	16%	256	37%
Multi-Race	31	7%	23	3%

**Project Prevent**

*Mission Statement*

To empower northwestern Nevada’s youth to create proactive prevention programming, encouraging their peers to adopt healthy decision making through education and leadership.

*Vision Statement*

To develop the integration of community partners and youth leaders, working together to implement proactive prevention efforts through community service learning projects, resulting in youth leadership and empowerment.

Project Prevent, created by the High Sierra Area Health Education Center, partners with various community agencies and schools including the School of Medicine. This program works with Division of Health Science interns to implement a six module curriculum to partner high schools within Washoe County. The program curriculum meets Nevada State academic standards and covers the following topics:

- Dimensions of Health and Wellness
- Preventative Pathways
- Vulnerable Populations/Cultural Competency
- Health Care Career Exploration and Skills

### **Campus Visits**

The medical school hosts visits to the Reno campus for the following programs throughout the year:

- **Youth Health Services Corp** - connecting students to careers, professionals to communities, and communities to better health
- **Kids University** – a summer program for middle school students
- **Rotary Club** – career day for underserved 8th grade students
- **Hope Academy** – Reed High School Academy for students entering 9th grade who are interested in a career in the health field
- **PauWaLu Middle School** – a tour for Native American youth
- **Hug High School Health Science Academy** – program development and planning

### **Admissions Process**

In addition to the pipeline and outreach programs described in this document, UNSOM's Office of Admissions and Student Affairs has initiated several enhancements to the admissions and selection process. The following includes our recent changes in the admissions processes. These changes stem from the AAMC's Holistic Review Workshop, hosted at the University of Nevada School of Medicine in 2011:

#### **Expanded Definition of Diversity**

The expanded definition and scope of diversity was implemented during the 2010-11, and continues through the 2011-12 admissions cycle. The following criteria were included in applicant selection:

- Cultural and racial background, focusing on groups underrepresented in medicine
- First generation college students
- Socio-economically disadvantaged
- Rural, urban/geographically disadvantaged
- Educationally disadvantaged (rural, limited exposure to coursework)

#### **Review of Applicant Selection Criteria**

The medical school completed a retroactive study of successful medical students to determine whether traditional quantitative measures predicted success in medical school. The data compared students' admission profiles with their medical school academic profiles and achievements.

The resulting data illustrates that conventional measures to predict success in medical school are not always reliable. The traditional quantitative criteria relied upon by many medical schools throughout recent history does not tell the full story of a student's potential for achievement in medicine. The study included 48 student files in the study representing four cohorts of 12 students each. The results indicate the need for a more comprehensive review of applicant files, to include but will not be limited to the following:

- Socioeconomic background
- Geographic and/or educational challenges
- Cultural and ethnic diversity
- Service, either community or international
- Educational background
- Work experience

The data is being used to develop baseline measurements for UNSOM applicants' cognitive and non-cognitive factors. This data will continue to be collected and recorded, and assessed at four-year intervals, i.e. 2014-15 AY.

**Holistic Review Workshop – June 2011; Implementation in 2011-12 Admissions Cycle**

The medical school was selected by the Association of American Medical Colleges (AAMC) to participate in the Holistic Review Workshop in June 2011. Admissions committee members and staff from throughout the state participated in this workshop on June 3, 2011. Holistic review is a flexible, individualized way of assessing an applicant's capabilities by which balanced consideration is given to experiences, attributes, and academic metrics. In combination, these characteristics enhance an applicant's contribution of values as a medical student and future physician. During the 2011-12 admissions cycle, the Holistic review model was implemented in concomitance with the admissions committee review and ultimate decision-making process. This provided the admissions committee with a comprehensive holistic overview of each applicant in a manner that represented an inclusive survey of each applicant.

**Scholarships**

UNSOM's Office of Admissions and Student Affairs has increased merit scholarships for admitted applicants from groups that are underrepresented in medicine. Of the nineteen students who receive renewable tuition scholarships during the 2012-13 academic year, 76% (14) are first generation college students, from cultural and/or ethnic groups underrepresented in medicine, socioeconomically disadvantaged or from rural areas. The Office of Admissions and Student Affairs continues to work closely with the Directors of Development to increase scholarship endowments intended to increase the diversity of the applicant pool.

**University of Nevada School of Medicine Student Diversity Data AY 2012-2013**

Category of Diversity*	First-Year Medical Student Enrollment <i>Class of 2016</i>	UNSOM First-Year Medical Student Percentages	Total Medical Student Enrollment	Total Medical Student Percentages
	<i>n=69</i>		<i>n=251</i>	
<b>African American</b>	2	3%	6	2.5%
<b>Latino/Hispanic/Mexican/Mexican American/Puerto Rican</b>	10	14.5%	19	7.5%
<b>American Indian/Alaska Native</b>	0	0%	0	0%
<b>First Generation</b>	16	23%	67	26%
<b>Disadvantaged – <i>Self Identified</i></b>	7	10%	21	8%
<b>Rural</b>	6	9%	17	7%

\* Source: AAMC's AMCAS and Student Records System (S.R.S.) databases; University of Nevada, Reno Graduate Student Headcount by Ethnicity – Institutional Analysis. Data extraction date: September 2012.

## Orvis School of Nursing

Over the past 5 years, the Orvis School of Nursing has had two Health Resources and Services Administration (HRSA) Advanced Education in Nursing (AEN) program grants and four HRSA Advanced Education in Nursing Traineeship(AENT) grants. The HRSA Bureau of Health Professions (BHPr) mission is to increase the population's access to health care by providing national leadership in the development, distribution and retention of a diverse, culturally competent health workforce. All of these grants have had a component related to diversity and the recruitment of students of color. The most recent HRSA AENT grant received for the Doctor of Nursing Practice program in July 2011 has the following as one of its objectives:

“To recruit, retain and graduate culturally diverse advanced practice nurses and nurse executives prepared to meet the health care needs of the diverse populations and health care delivery systems in which they serve.”

To meet this objective, the Project team will:

- Identify target populations to increase diversity of the applicant pool.
- Develop a tool to evaluate applicant characteristics
- Review cohort applicants and compare applicant characteristics to characteristics of the nursing workforce. With these findings, we can identify target populations and develop recommendations for recruitment purposes.
- Implement recruitment strategies.
- Develop recruitment materials and arrange visits to key educational institutions and healthcare agencies, and attend professional conferences.
- Review curriculum for inclusion of content related to cultural diversity.

Recruitment efforts related to grant funding and general recruitment strategies have resulted in work with the Hispanic Nurses Association, the Nevada Nurses Association and the Black Nurses Association, in particular to recruit students of color into the OSN RN-to-BSN Program and the Master of Science in Nursing and Doctor of Nursing Practice graduate level programs. The OSN also works very closely with the community to provide multi-cultural experiences for our students at both the undergraduate and graduate levels. Examples of these experiences include community health nursing experiences at the Pyramid Lake Indian Reservation and Reno Gospel Mission and area homeless shelters as well as experiences for Family Nurse Practitioner students at the Tribal Health Clinics. Not only do these experiences benefit our students, but also, they serve to role model nursing as a profession to diverse populations.

## School of Social Work

During the 2011-12 academic year, the School of Social work (SSW) has been active in honoring cultural diversity through sponsored events and recruitment and retention efforts, including the following:

An exciting recruitment initiative undertaken by the SSW in 2011-12 stemmed from the ACCESS graduate assistantship opportunity offered through the Graduate School. (Note: To be eligible for an ACCESS graduate assistantship the candidate needed to be a first generation college attendee, with demonstrated need. We nominated a Latina MSW student who was the first in her family to receive a bachelor's degree and who was working multiple jobs to support herself through school.). Specifically, through this program we were able to hire a 20 hour graduate assistant to spearhead our outreach/recruitment efforts. Under the guidance of our BSW and MSW program coordinators, this student helped coordinate our diversity recruitment and retention efforts.

At the BSW level, she participated in all Nevada Bound recruitment events, all new student orientations, and completed personal follow ups (email, phone or in person) with every student who expressed an interest in the major. In carrying out the latter, our graduate student often went beyond addressing questions about social work—oftentimes answering questions about college generally & UNR protocols (e.g., application, advising, enrollment) more specifically. She also made connections and presentations at several local high schools.

At the MSW level, our graduate assistant represented the School of Social Work at the annual diversity recruitment fair at UC Berkeley. In this role she met with students from all over California who are considering graduate school. She used this opportunity to inform students about UNR as well as the MSW program. She continues to communicate with several potential future MSW applicants.

We have received such positive feedback from colleagues across the Division about the impact this student is having at these recruitment events, that the School awarded her a 10 hour graduate assistantship this year to continue her involvement recruitment/retention activities. With respect to the latter, we have asked her to mentor two African American, first generation students who were recently accepted into the social work major. Both of these students would like to go on to graduate school, so she is sharing her experiences, providing insights on the process and providing support in whatever way she can. Also, we have asked her to look into developing a peer mentoring program, whereby MSW students could provide mentorship to undergraduate students.

Other diversity recruitment/retention endeavors include: 1) bringing Maria Braveheart to campus (300 people attended her presentation, including 100 who were members of local tribal communities); 2) facilitating the placement of two Deans Future Scholar students into our office for summer employment (both of these students are Latina high school students who hope to attend UNR and pursue social work in the future); and 3) 7 independent studies this year, in which students volunteer and undertake projects with diverse populations in the community (examples of these projects include one student who coordinated the volunteer program for the Washoe County Guardian's office, one who helped to market/fundraise for a LGBT youth support group through NV HOPES and one who is evaluating the empirical support for the distinct approach taken in the Strengthening Families program with Spanish-speaking families).



## Student Center

The Division of Health Sciences Student Center actively recruits students from a variety of sources including both public and private high schools, community colleges and at college fairs. Diversity efforts include the publication of recruiting material including photos that depict diverse populations including racial and ethnic diversities as well as those with physical disabilities. We also make an effort to have either professional or student staff members that speak a 2<sup>nd</sup> language, Spanish in particular. We presently have 6 staff members: 6 females

- 2 Hispanic (both speak fluent Spanish)
- 1 Asian
- 1 Hispanic/native American
- 2 Caucasian

During the summer months we also had another Hispanic female and a black male working in our office. Included in this report is a list of those institutions from which we recruit students and a chart showing the ethnic make-up of the undergraduate students in the Division of Health Sciences as of the beginning of the Fall 2012 semester.

<b>Date</b>	<b>Event</b>	<b># of student prospects</b>
July 5, 2011	Orientation Session 4 Day 1	32
July 8, 2011	Transfer Orientation 1	24
July 11, 2011	Orientation Session 5 Day 1	33
July 14, 2011	Orientation Session 6 Day 1	24
July 18, 2011	Orientation Session 7 Day 1	37
July 21, 2011	Orientation Session 8 Day 1	24
July 25, 2011	Transfer Orientation 2	44
August 1, 2011	Orientation Session 9 Day 1	31
August 4, 2011	Orientation Session 10 Day 1	32
August 26, 2011	DHS College Welcome	225
September 21, 2011	Major Fair at JCSU	
September 30, 2011	Nevada Bound B	26
October 3, 2011	Nevada Previews in Reno	23
October 6, 2011	Nevada Previews in Reno	17
October 8, 2011	Operation Health Care Bound Fair	74
October 11, 2011	LTCC Day	56
October 11, 2011	Pine Middle School Career Day	80
October 18, 2011	Nevada Previews in Las Vegas	120
October 21, 2011	Nevada Bound	38
October 25, 2011	College Fair Las Vegas	122
October 26, 2011	College Fair Las Vegas	98
November 4, 2011	Nevada Bound	58
November 6, 2011	College Fair Reno	193

November 18, 2011	Nevada Bound	33
December 2, 2011	Nevada Bound	74
December 3, 2011	Upward Bound College Prep	41
January 20, 2012	Spring 2012 Orientation	45
February 3, 2012	Nevada Bound Best & Brightest	28
February 17, 2012	Nevada Bound	
February 22, 2012	Sierra College	
March 2, 2012	Nevada Bound	29
March 9, 2012	Mendive MS	67
March 9, 2012	Nevada Bound	
March 29, 2012	Vaughan MS Career Day	
March 30, 2012	Nevada Bound	
April 6, 2012	Nevada Bound	
April 13, 2012	Nevada Bound	
April 17, 2012	Fernley High School	
April 20, 2012	Nevada Bound	
April 9, 2012	Dilworth MS Career Day	141
June 19, 2012	Orientation Academic Session	
June 22, 2012	Nevada Bound B	30
June 26, 2012	Orientation Academic Session	
June 29, 2012	Orientation Academic Session	

It is my understanding that our division is regularly more ethnically diverse than the undergraduate population as a whole. We are obviously female dominated and with the norm in age range.

**ETHNICITY** **2007**

Alaskan	<b>ALAKN</b>	70	3%
pacific Islander	<b>PACIF</b>	69	3.44%
Asian	<b>ASIA</b>	202	9.98%
Black	<b>BLACK</b>	128	10.07%
Hispanic	<b>HISPA</b>	314	15.65%
undeclared	<b>UN</b>	12	0.50%
Caucasian	<b>WHITE</b>	1291	64.36%
can declare	more than one		107%

**GENDER**

<b>Male</b>	374	19%
<b>Female</b>	1633	81%

100%

**AGE RANGE**

17	67
----	----

**JOUR 305 MEDIA ETHICS:** Diversity as an ethical consideration is raised early in the course and is a foundational element throughout the semester. In the second class session, students undertake an exercise to increase their awareness of the value of diversity in journalistic judgment. Many chapters of the textbook raise issues that are relevant to diversity in terms of fairness, accuracy and public trust. Chapter 17 is entitled “Covering a Diverse, Multicultural Society.” The class discusses why diversity and multiculturalism are ethical issues. Specific topics include race, ethnicity, gender, sexual orientation, age and physical disabilities. A case study involves issues around the use of euphemistic language in writing about race.

**JOUR 791 ENTREPRENEURSHIP FOR JOURNALISM:** The course starts from a premise that journalism must be re-invented in order to be relevant, accountable and viable. Experimentation, collaboration and community engagement are central to this re-invention. Students are encouraged to recognize that traditional journalism has never fully served all elements of society equally, and that emerging technology creates new possibilities for journalism that is more diverse than ever. Specific discussions include building social capital, collaboration between mainstream and ethic media and creating opportunities for under-served communities to tell their own stories.

**JOUR 300 VISUAL COMMUNICATIONS:**

The course spends one class period talking about visual stereotypes. This addresses gays and lesbians, race, ethnicity, physical disabilities and gender. Students submit one example that they find offensive and we discuss why examples are offensive to some people and not to others and how environment may change the boundaries of what is acceptable. We talk about the history of stereotypes and how stereotypical images are used in media today to either, for example, sell a product or a political point of view.

We spend another class talking about Photography and issues with Photoshop and retouching and address some of the racial issues that have come up in the past regarding extensive Photoshopping of African Americans (The Time O.J. cover, the Time Obama cover) and women (the shaving off of pounds to make women look slimmer and supposedly “more ideal”).

When talking about universal principles of design, we look at examples from designers and artists from a variety of ethnic and racial and cultural backgrounds, though we definitely could include more of these examples.

**JOUR 490 INFORMATION DESIGN:**

We design statistics around a variety of content including economic, racial, gender, sexual orientation and ethnic backgrounds.

## THE GRADUATE SCHOOL

---

### Recruitment Efforts

Unlike undergraduate recruitment which as a centralized approach to student recruitment, graduate student recruitment is decentralized and is undertaken by each of the 70 or so different graduate programs, specific to their program goals. While there are no specific graduate recruitment programs for students of color/from under-represented groups, all programs seek to encourage ethnic/racial diversity within their program. The graduate school recruitment officer attends both the Fall and Spring California Diversity Fairs and the Graduate Dean has presented at one of these fairs each year for the past two years. These forums draw a thousand or so students from under-represented/ethnically and racially diverse students. The information on interested students is forwarded to the Graduate Program Director for follow up.

In addition, the Graduate School provides the national list of McNair scholars to the Graduate Program Directors to facilitate their diversity recruitment efforts for their program.

### Retention Efforts

Retention efforts for all graduate students, including students of color/from under-represented groups are made at several levels, the program, the Graduate School, the Graduate Student Association, Student Services, and the Office of International Students and Scholars. These efforts include:

Programs that encourage graduate student interaction amongst themselves, as well as faculty to create a sense of community/belonging. For example,

- New Student Orientations – offered by various graduate programs for their students, offered for all graduate students by the Graduate School (this is followed by a social reception hosted by the Graduate Student Association for all graduate students – new and continuing), and by the Office of International Students and Scholars for international students.
- Graduate Student Seminars – held at the program level to introduce students and faculty to guest speakers and provide a forum for discourse and discussion, further building a sense of belonging to a community
- Graduate Student Socials – as noted the Graduate Student Association hosts a “Welcome Back Social” after the new graduate student orientation each semester. In addition, the Graduate Student Association hosts several other socials for graduate students each semester.

Efforts to provide support to graduate students, including those of color/from under-represented groups to encourage retention include:

- Visa support and information – from the Office of International Students and Scholars and from the Tax Compliance/Nonresident Alien Tax Specialist in the Controller’s office.

- Graduate Application, progression and graduation information – provided by the Graduate School (one-on-one questions, as well as workshops) and at the program level (face-to-face advisement and graduate student handbooks).
- Computer Loan Program- provided by the Graduate Student Association
- Housing/transitional housing – provided by the Graduate Student Association and Student Services
- Counseling Services – provided from Student Services
- Disability Services – provided by Students Services
- Writing Services – provided by Writing Center/Department of English
- Graduate Assistantships and Financial Aid and small emergency loans – provided by programs, the Graduate School and the Graduate Student Association. Part of the student fees are set aside as Access scholarships and assistantships. This year 9 assistantship for 20 hour per week for the academic year and 4 assistantships for one semester were made available to increase access to graduate education – 54% of these were awarded to students of color/from under-represented groups. Access scholarships were awarded to 22 students of which 32% were awarded to students from under-represented groups.
- Needs based scholarships for child care and medical costs – provided by the Graduate Student Association
- Small Research Awards – provided by the Graduate Student Association
- Mediation Services – provided by Student Services

# Integrated Marketing

---

## Overview

The Office of Integrated Marketing invests a significant portion of its time and resources in the shaping of the image of the University for prospective students and the public at large. Integrated Marketing (IM) accomplishes this primarily through the creation and distribution of collateral materials and websites. The success of these efforts in recruiting and retaining underrepresented students can be evaluated by their content, visual branding and, with websites, by their accessibility.

In addition, IM has partnered with Student Services to augment the usefulness of Facebook in recruiting and retaining underrepresented students.

## Content

IM collaborates with various partners to ensure the success of events vital to the recruitment and retention of underrepresented students. Consider the following examples:

**Pack Advantage:** Pack Advantage is a Student Services program that provides Nevada residents from low-income families with tuition and books. To support this effort, IM created a poster and two 4”x9” handouts, one in English and one in Spanish.



**Town Hall on College Affordability and the Hispanic Community:** IM supported this town hall, featuring U.S. Secretary of Education Arne Duncan, with a range of collateral materials, including bilingual name cards, interest cards and scholarship information.

In addition to print materials, IM also produces a variety of websites to enhance the University’s goals of creating a welcoming and supportive atmosphere for a diverse student body. In the past year, IM produced websites for the [Office of International Students and Scholars](#), the [Center for Student Cultural Diversity](#), the [Intensive English Language Center](#) and the [Disability Resource Center](#).

## Visual Branding

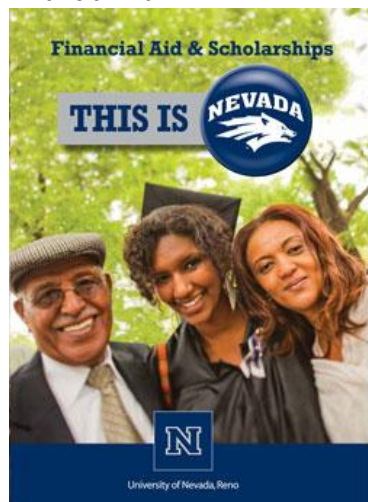
The visual branding of the University contributes to the recruitment of underrepresented students. By ensuring an accurate and diverse representation of the student body in our collateral materials, IM seeks to remove perceived barriers related to “fit” and community. IM receives invaluable help in finding models for our photo shoots from the Center for Student Cultural Diversity. Models represented in IM publications meet or exceed the University’s ethnic composition.

In 2011-12, IM has invested approximately \$45,000 in photography and video to establish the appropriate visual identity for the University.<sup>1</sup>

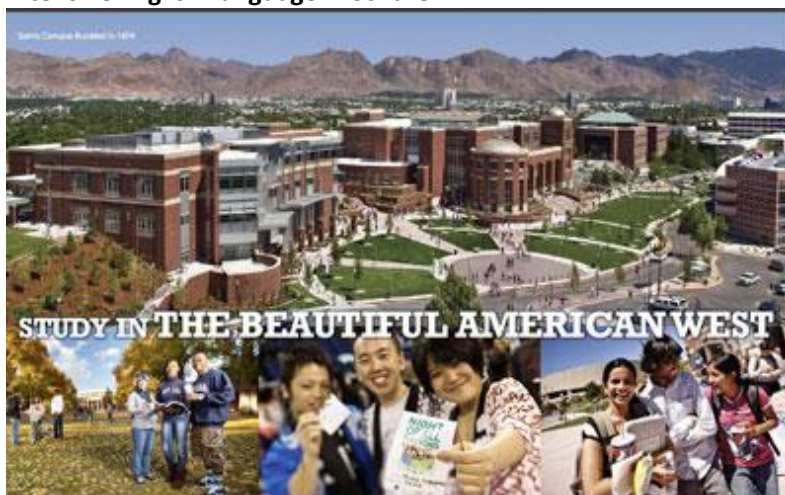
**View book**



**Financial Aid**



**Intensive English Language Brochure**



**Website Accessibility Standards**

Unbeknownst to many, federal law requires University websites to comply with strict requirements to ensure that people with disabilities can access University electronic and information technology.<sup>2</sup> The majority of websites created by non-web professionals fail these standards, making their web pages difficult, and even prohibitive, to access. In addition, this is a standard by which higher education at large fails, creating obstacles to the recruitment and retention of students with disabilities.

<sup>1</sup> Sample videos may be viewed at [www.unr.edu/testimonials](http://www.unr.edu/testimonials)

<sup>2</sup> **Section 508:** In 1998, Congress amended the Rehabilitation Act of 1973 (29 U.S.C. 794d) as amended by the Workforce Investment Act of 1998 (P.L. 105 - 220), August 7, 1998 to require Federal agencies to make their electronic and information technology (EIT) accessible to people with disabilities.



Websites brought into IM's content management system go through extensive redesigning, restructuring and testing to ensure that they not only pass, but in most cases, exceed the federal requirements.

### **Facebook**

IM and Student Services partnered to bring the Schools App to the University. The app returns to Facebook's roots by providing an exclusive online community for accepted and current students. The app facilitates networking and friendships by allowing students to meet others with like interests (e.g. hobbies, sports, religion, philosophy, majors, life circumstances, etc.) before they have even set foot on campus.

This effort ultimately aims to overcome social barriers to student recruitment and persistence and has thus far been popularly received, with approximately 4,000 students participating.

# A shared road map for diversity

October 15, 2012 By Jane Tors

Reg Chhen Stewart, the University's director of diversity initiatives and director of the University's successful Student Cultural Diversity Center. When it comes to diversity, important gains have been made across the Nevada System of Higher Education. The NSHE Northern Nevada Diversity Summit, held Oct. 11 at the University's Joe Crowley Student Union, focused on the opportunity ahead: how to sustain the momentum, identify and implement evidenced-based practices and strengthen collaboration across stakeholders, communities and institutions.

The Diversity Summit brought together about 150 representatives of all five northern NSHE institutions, neighboring school districts and community organizations for the purpose of opening new dialog about diversity and creating effective, supportive educational paths for underrepresented students.

"It was great to see so many people in one room engaged and taking the day to focus on diversity," said Cedric Crear, member of the NSHE Board of Regents and chair of the Regents' Cultural Diversity Committee. "It reiterated the importance of the diversity to the system and to the state."

"Higher education institutions, community-based organizations and our school districts - all of us - have had multiple conversations about improving the pipeline for our underrepresented students," said Reg Chhen Stewart, the University's director of diversity initiatives and director of the University's successful Student Cultural Diversity Center. "We now need to all have the same conversation. We need to have one big conversation."

To set the context for that conversation, the Diversity Summit featured keynote speaker William Tierney, director of the Pullias Center for Higher Education and university professor at the Rossier School of Education at the University of Southern California.

Tierney wove data and information with stories from his own experience in helping underrepresented and low-income youth navigate the path from middle school and continuing through successful completion of a college degree. He cited studies that project as many as eight in 10 jobs will require a college degree in the next decade. This amplifies the need to help more underrepresented, first-generation and low-income students get to and through college.

His presentation highlighted several practices that have been shown to contribute to increased diversity and student success in educational settings. Tierney recommended the [What Works Clearinghouse, an online resource](#) for evidence- and research-based educational practices.

Among the practices emphasized by Tierney to create a college-going culture were:

- Offer courses in high school that prepare students for college-level curriculum, and develop a "four-year course trajectory" with each student in the 9th grade.

- Surround students with adults and peers who encourage college-going aspirations. "The vast majority of students will rise to the expectations we set for them, but we must set those expectations," he said.
- Improve the financial literacy of students and their families, and provide support to help them understand the steps to take on the path toward college admission.

Tierney encouraged teachers across the span of secondary and post-secondary education to "help (students) be more engaged in loving and learning education."

Following Tierney's presentation, the Diversity Summit turned toward action planning at the institutional or organizational level. Stewart described the exercise as "making the organizations more deliberate."

At the University of Nevada, Reno this fall, underrepresented students comprise 29 percent of the overall enrollment - an all-time high. The most recent data shows the percentage of full-time faculty who represent racial and ethnic minorities lags behind at 17.8 percent.

"We know where we are strong and where we are weak," Stewart said of the data. "The question to ask is where do we need to go? Where do we need to be 10 years from now?"

As for next steps, Crear said, "I want to, one, start planning for next year's summit and, two, gather the information obtained to start implementing more strategies to create a culture of openness, fairness and equitability.

"Now it's on us to better engage the community," said Crear. "And, these efforts are a two-way street. As we better engage the community, the community needs to engage us."

Diversity Summit attendee Lori Pasqua, a pre-college advisor for the Washoe Tribe of Nevada and California, is ready for that engagement.

"I have a strategy now," Pasqua said. "Thank you for giving me a path."

## The Center for Student Cultural Diversity

---

Joe Crowley Student Union  
Third Floor, Mail Stop 0144  
Reno, Nevada, 89557  
Tel.: (775) 784-4936  
FAX: (775) 682-8977  
[www.unr.edu/thecenter](http://www.unr.edu/thecenter)  
[thecenter@unr.edu](mailto:thecenter@unr.edu)

## Diversity Initiatives

---

Clark Administration  
Second Floor, Mail Stop 0155  
Reno, Nevada, 89557  
Tel.: (775) 784-4871  
FAX: (775) 682-6429  
[rstewart@unr.edu](mailto:rstewart@unr.edu)