Recruiting and Retaining Diverse Faculty

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Nevada State College: A Community Embracing Diversity*

Diversity and Civility Commitment

Each member of the Nevada State College community is responsible for fostering an atmosphere imbued with dignity, respect, tolerance, appreciation of diversity and positive regard for all members of our collegiate community. A fundamental tenet of the college’s mission is to nurture a community atmosphere free from racism, religious intolerance, sexism, ageism, homophobia, harassment, discrimination against those with disabling conditions, or discrimination based upon an individual’s political views or beliefs. Within this context, all members of the college community are accountable for their own behavior and actions. The college will not tolerate behavior that violates or infringes upon the civil and statutory rights of any individual or group. As members of our Nevada State College community, each of us can feel free to express ourselves in ways that promote openness within a diverse society.

*This statement is posted in every classroom across the NSC campus.
Recruiting and Retaining Diverse Faculty

Introduction

As an institution founded on the ideal of broad access to baccalaureate degrees, NSC has championed a commitment to diversity from the beginning. We honor this commitment as the only means of properly addressing the needs and interests for our largely first-generation, under-represented student population. We see this commitment in our unique mission and core “iTeach” values, which promote heritage and “embrace the unique qualities and characteristics that make us who we are as individuals and as a community.” We realize this commitment through the teaching philosophies and scholarly pursuits of our faculty, and through the design of our curriculum, which establishes Cultural Diversity as a cornerstone of our general education. And we bolster this commitment for years to come through our hiring practices, which have yielded a talented and diverse team of faculty and staff. Ultimately, this commitment to diversity means valuing the full spectrum of social, cultural, and intellectual identities of our population. It also means the fulfillment of a singular ideal – that all students deserve an opportunity to succeed in higher education.

Perhaps the most telling result of this commitment, in our view, is the growth in the diversity of our student population. The percentage of our students who belong to an ethnic or
racial minority group has grown every year since our inception, from 26% in 2002 to over 50% in spring 2010.

The data that follow outline the progress that the college has made in meeting these ideals.

**Data**

**IPEDS Data**

IPEDS data for tenured and tenure-track academic faculty for 2009 is listed in Appendix A. As these reports indicate, NSC has made significant strides in obtaining a diverse faculty. For example, 29% of NSC’s tenured and tenure-track academic faculty members represent ethnically/racially diverse populations and 45% of NSC’s tenured and tenure-track academic faculty members are female. While NSC has made substantial progress in other ethnic categories, the college is targeting recruitment of a greater number of Hispanic academic faculty to obtain our goals as reported in the Goals section of this report.

**Applications for Promotion and Tenure**

In addition to recruiting a diverse faculty, NSC has had success promoting a diverse faculty. Appendix B lists the number of applications for promotion and/or tenure for NSC from FY2009 through FY2011. Although the overall numbers are quite small due to the infancy of the institution, NSC has never denied an application for tenure and/or promotion from a minority candidate. In addition, of the faculty members who will apply for promotion and/or tenure in FY2011, 75% represent ethnic/racial minorities. Again, while the sample size of the faculty is small, the trends suggest that the institution is on target for meeting our goals for a diverse faculty at all levels of academic rank.

**Academic and Administrative Faculty**

NSC also has clear goals regarding the diversity of our professional staff (academic and administrative faculty). Appendix C lists the ethnicity/race and sex of professional staff by category effective 7/1/10. The campus has performed particularly well with regard to the diversity of our staff. 36% of NSC professional staff members represent ethnically/racially diverse populations and 56% of the professional staff members are women. These numbers
closely approximate our student population in most categories, as listed in Appendix D, and are in line with our goals.

Administrators
Appendix E indicates the ethnicity/race and sex breakdown of the administrators at NSC. As the data indicate, 33% of NSC’s administration represent ethnic/racial minorities and 56% are women. Sixty-seven percent (67%) of the diverse administrators have been promoted to their current positions from within the campus and 50% of those administrators are women.

Eliminated Positions
Lastly, Appendix F summarizes the ethnicity/race and sex of the academic faculty members whose positions were eliminated as a result of fiscal constraints due to budget reductions. Over the past three years, 15% of the faculty who were provided notice of non-reappointment/termination were ethnic/racial minorities and 69% were women.

On the whole, the data indicate that NSC is doing an admirable job of recruiting and retaining a diverse faculty and staff, but we have some work to do in particular areas that will be addressed below.

Goals
Nevada State College has three institutional goals pertaining to the makeup of our academic faculty and staff.

- The ethnic, racial, and gender composition of tenured and tenure-track faculty members should be commensurate with the national demographic composition of individuals in each discipline who hold terminal degrees and are qualified for academic faculty positions at NSC.

- The ethnic, racial, and gender composition of administrative faculty members should be commensurate with the NSC student population.

- The ethnic, racial, and gender composition of the NSC workforce as a whole should be commensurate with the population of the State of Nevada.
NSC’s goals are outlined in the 2010 Affirmative Action Plan (AAP). Because the campus is in its infancy, it is not, at this time, particularly effective to examine the achievement of these goals by academic discipline. Instead, we have defined the goals by academic unit, allowing for clear objectives, but still recognizing that the addition of a small number of faculty has a significant impact on the overall percentages. Regarding the first institutional goal, under ideal circumstances the composition of our tenured and tenure-track faculty would achieve a one-to-one match with the national composition of job-qualified, terminal degree recipients (note: tying the recruitment of academic faculty to national standards is essential because academic faculty are recruited from a national, as opposed to local, population). However, this is highly unlikely given the intense competition among colleges to recruit under-represented faculty. Consequently, NSC is striving to achieve 70% progress toward this goal across all departmental units in the next 10 years. This 70% metric takes into consideration budgetary restraints that come into play when recruiting under-represented faculty who are highly competitive in the workforce and likely to receive multiple employment offers. Likewise, we aim to achieve 80% progress toward goals two and three in the next 10 years.

On an annual basis, NSC’s affirmative action plan compares demographics for all employee types to current census data. As these data are analyzed, progress towards goals is assessed and new goals are established. NSC’s goal for the upcoming five and ten years is to enhance our ability to reflect national, state, local, and student demographics. Although we have made significant strides in obtaining a diverse faculty, budgetary constraints will have a profound impact upon our ability to hire new faculty members in all categories. Therefore, our goals will be updated annually to reflect these developments.

NSC’s goals regarding faculty composition are the same regardless of academic rank. Given that the overall sample size of our faculty is small, NSC has the unique opportunity to make significant strides toward these goals as more funds for faculty positions become available.

Diversity means valuing the spectrum of social, cultural and intellectual identities among people and helping all achieve success.
Recruiting and Retaining Diverse Faculty

**Recruitment**

**Philosophy**
Nevada State College is committed to achieving and maintaining a diverse workforce. This commitment is rooted in the belief that a diverse educational experience begins with the people who are providing and supporting that education. NSC’s recruitment philosophy is to have the right people with the right skills in the right jobs at the right time. As a young institution, this strategic approach enables the college to ensure that its recruitment efforts are targeting and attracting the talent that is needed to grow and develop as an institution.

**Advertisement**
Academic faculty must be passionate about teaching, and need to thrive in an entrepreneurial environment. Since nearly one-half of NSC’s students are from under-represented populations, it is essential that academic faculty reflect that diversity as well. Recruitment procedures follow a prescribed sequence of events that enhance our ability to attract diverse applicant pools. The first step in any recruitment is to clearly define the nature, level, and responsibilities of the vacant position. The advertisement is a tool used to market NSC as well as to pique the interest in potential applicants and encourage them to apply. NSC’s faculty advertisements are intentionally designed to appeal to a diverse faculty audience. For example, the advertisements indicate that the successful candidate should have a demonstrated commitment to multiculturalism in the classroom, and depending on the nature of the discipline, often seek candidates with academic backgrounds that include research backgrounds in matters of social justice and diversity. For specific vacancies, the Office of Human Resources works with hiring managers to identify a variety of recruitment sources for each search. All recruitments for professional staff positions are conducted nationally and are posted to both the Chronicle of Higher Education and HigherEdJobs.com. We advertise in a wide variety of academic outlets that yield diverse applicant pools and department chairs send individual advertisements to doctoral programs with a high number of minority candidates, including Minority Serving Institutions (MSI), Hispanic Serving Institutions (HSI), Historically Black Colleges and Universities (HBCU) and Native American-Serving Nontribal Institutions (NASNTI). Last year, NSC began recruiting at conferences with a high number of minority attendees and caucuses, with a very high success rate in expanding the diversity of candidate
pools and eventual hires. Affirmative Action mailers (such as those offered through HigherEdJobs.com) are used to expand the reach to diverse applicant pools. Positions are also posted on other colleges and universities’ alumni posting sites; professional organization’s magazines, newsletters, and list-serves; discipline-based professional conferences; and targeted mailings. NSC is currently exploring partnerships with programs such as The Alliance at Vanderbilt that supports doctoral programs with high number of minority candidates with federal grant dollars. When financially feasible, NSC has also redirected funds from other areas of the campus for “opportunity hires” when a strong minority candidate has been interested in the campus and where opportunities for qualified minority “partner hires” have presented themselves.

**Tracking**

Interested individuals apply for positions through NSC’s applicant tracking system, PeopleAdmin. This system enables the Office of Human Resources to monitor the diversity of applicant pools based on ethnicity, race, and sex. If the applicant pool does not appear to adequately represent the anticipated demographics for the pool, the search is extended and supplemental advertising sources are used. The search committee is granted access to the applicant pool only after the demographics have been reviewed and have been found to meet standards of diversity.

**Searches**

Nevada State College is philosophically committed to the concepts of equal employment opportunity (EEO) and affirmative action (AA). While the foundational principles of EEO and AA are similar in regard to selection, employment, and promotion, the two concepts were designed to achieve different goals.

**Equal Employment Opportunity**

Equal employment opportunity means that all individuals must be treated equally in the hiring process, in training, in promotion – in all employment actions and decisions that are made. Each person has the right to be evaluated as an individual on his or her qualifications without discrimination based on stereotypic conceptions of what members of minority groups
or any other protected class are like. Classifications protected under federal and state equal employment opportunity laws are those of race, color, sex, national origin, religion, age, veteran status, disability, and genetic information.

**Affirmative Action**

Affirmative action goes further than equal employment opportunity. It affirms that organizations and individuals in organizations will seek to overcome the effects of past discrimination against groups such as women and minorities, disabled persons, and veterans by making a positive and continuous effort in their recruitment, employment, retention, and promotion. Affirmative action also means that organizations must actively seek to remove any barriers that artificially limit the professional and personal development of individuals who are members of protected classes. Affirmative steps should be taken to attract those qualified women and minorities in the field. These efforts include recruiting, employing, and advancing qualified women, minorities, and people with disabilities who have been or who are excluded from jobs. One way to increase the number of women and minorities in the workplace is through the advertisement of job openings in journals and publications aimed at women and minority audiences. An even more effective means of increasing women and minorities is developing a network of women and minorities in the field and contacting them directly about opportunities. Affirmative action applies to all job categories and levels.

**The Search Process**

Nevada State College conducts faculty searches using a structured methodology to ensure consistency and equity across campus. The Office of Human Resources receives the request to fill the vacancy from the dean/director (the hiring manager) along with the approval of the provost or vice president.

The hiring manager consults with the Office of Human Resources to develop and post the advertisement. The ad is designed to market NSC as well as attract the desired caliber of applicants. Ads are posted for a minimum of four weeks.

While the position is posted, the hiring manager selects the search committee. Membership on all search committees is reviewed by the provost or vice president, and the Office of Human Resources. Members are selected based on their ability to add value to the committee; they need to provide a variety of perspectives pertaining to the position, and to broadly represent NSC, including the physical diversity of the campus.
The search committee receives training from the Office of Human Resources, which includes material on legal compliance (i.e., employment law) and NSC goals (e.g., welcoming diversity). Each search committee chair is provided with a copy of the CUPA-HR publication entitled *Search Committees: A Tool Kit for Human Resource Professional, Administrators, and Committee Members* to use as a reference. At this time, they are trained on how to use the applicant tracking system to review and screen application materials. They also receive training on behaviorally-based interviewing and identification and assessment of competencies that correlate to high performance in the position.

The PeopleAdmin applicant tracking system collects employee demographic data including ethnicity/race and sex as voluntarily reported by applicants. The use of an online applicant tracking system has greatly increased the voluntary reporting of demographic data by applicants from less than 50% to over 80%. As the applications are received, the Office of Human Resources monitors the demographics of the applicant pool (as described in the previous section). The search committee is granted access to the applicant pool only after the demographics have been reviewed and have been found to be appropriate to proceed.

After the first cut has been made by the search committee and prior to conducting the first round of interviews (typically by telephone), the Office of Human Resources reviews the demographics of the applicant pool and provides a summary report to the hiring manager. If the applicant pool does not reflect adequate diversity based upon several criteria including race and ethnicity, further advertising of the position must occur using more targeted sources. If this is necessary, the Office of Human Resources, the hiring manager, and the search committee work together to identify those sources.

Throughout the search process, the Office of Human Resources provides assistance and guidance.

Success is visible through analysis of NSC’s employee demographics. NSC’s annual report on equity, diversity, inclusiveness, and climate contains student and faculty/staff demographics (*Appendix H*).
New Hires

Upon hire to an academic faculty position, new NSC employees receive numerous communications from the institution including a letter of welcome by the Provost before their arrival on campus; a summary of their salary and benefits for teaching and/or scholarly projects; an invitation to attend the new faculty orientation at the opening of the academic year; and additional communications from their respective deans. Once new faculty members have arrived, several on-boarding events and opportunities are provided.

New Faculty Orientation
All new faculty are required to attend the New Faculty Orientation hosted by the academic school at the beginning of their first academic year. Information is provided on the college wide mission, goals and current initiatives; college-wide policies and procedures; school specific processes; available resources and support units; and the promotion and tenure process. In addition, training is provided by the Instructional Technology Unit on WebCT and other current and emerging instructional technologies.

New Faculty Welcome
This is an annual social event hosted by the President and Provost for all newly hired faculty and their significant other or guest. The NSC President’s Cabinet and Deans are also invited to attend. This event provides an opportunity for faculty to interact with the college administration and meet other new members of the NSC community who work outside their respective school or discipline. This event reflects our interdisciplinary focus and is intended to provide a broader peer group for the new faculty.

Additional New Faculty Opportunities
In addition to the formal programs outlined above, the institution offers several more informal opportunities which highlight and support NSC’s commitment to diversity.

Mentoring
All new faculty are assigned a mentor upon arrival at campus. This is typically a seasoned faculty member in the same school who has been with the institution at least two years.
Diversity Coalition
The NSC Diversity Coalition, an internal group comprised of both academic and administrative faculty, make every effort to personally welcome new faculty members to the institution. More detailed information on the Diversity Coalition’s mission and activities can be found on page 17 of this document.

Professional Development
New faculty are actively encouraged by the Provost and their Dean to attend conferences with minority caucuses and/or those that address minority issues (e.g., NABE and NAME in the School of Education).

Community Events
The President regularly invites new faculty to attend various luncheons and dinners held by local and state chambers and community groups. This provides the new faculty member an opportunity to become engaged with the southern Nevada civic, business, and community organizations and to make connections with local leaders to encourage and promote Nevada State College.

Part-Time Instructor Orientation
New part-time instructors are required to participate in the Part-Time Instructor Orientation hosted by their academic school. Information is provided on the college-wide mission, goals and current initiatives; college-wide policies and procedures; school specific processes; available resources and support units; and the promotion and tenure process. In addition to the in-person training available, an extensive course within the WebCT interface has been developed that provides part-time instructors who are both on- and off-campus with access to the critical information and resources that they need to be successful instructors at NSC. For the first time in summer 2010, NSC assigned supplemental duties to an experienced academic faculty member to serve as the Director of Part-Time Instructor Training. This position will only enhance the expanded mentoring and services that are required to support our critical part-time instructor population.
Tenure

It is apparent that clear articulation of and regular communications about the policies, procedures, and standards that make up the promotion and tenure process are critical to the success of those individuals progressing through the academic ranks.

Policy, Procedure and Communications

As outlined in the NSC Promotion and Tenure Policy, the sole criteria for promotion and tenure decisions shall be based upon the criteria of teaching, scholarship, and service. In 2009, each of the academic schools established “Standards of Academe” which provide faculty with detailed descriptions of the lines of evidence used to document accomplishment in each of these areas as well as the expectations of the institution overall.

Each new tenure-track faculty member at NSC is provided the NSHE Board policy regarding promotion & tenure, the NSC P&T documents, and their School’s Standards of Academe. In addition to receiving these documents in hard copy format, the documents are also available on the Office of the Provost website (http://nsc.nevada.edu/32.asp).

Workshops on promotion and tenure and mid-tenure review are provided at least annually by the department chairs, deans and the provost, and individual faculty are mentored by department chairs and deans throughout the process. See Appendix G for an example of the presentation by the Provost on the “Evaluation of Tenured/Tenure-Track Faculty & Lecturers” that includes purpose of annual evaluations; process; supporting materials; purpose of the P&T policy and the Standards of Academe; and key areas in consistency.

Mid-Tenure Review

Faculty are evaluated annually in their progress toward tenure. In the event that a faculty member is not making adequate progress toward tenure, an improvement plan to address deficiencies is developed.

To supplement the regular mentoring relationship and to ensure faculty are progressing as expected in the areas of teaching, scholarship, and service, faculty are required to participate in a formal mid-tenure review process in which their academic file is evaluated by the department chair, dean and the provost. Faculty members receive critical feedback on the
strengths and weaknesses of their progress early in the tenure process, and this provides an opportunity to faculty members to build up the lines of evidence required by the Standards of Academe prior to the full tenure application submission deadline.

**Professional Development Activities**

At Nevada State College, faculty are given the opportunity to apply for travel stipends which can be used to attend conferences and other professional development opportunities that relate to their area of teaching and scholarship.

Grant writing workshops are provided by both internal and external experts to train faculty in the identification, writing, and monitoring of grants in their areas of expertise.

New faculty are actively involved in the writing of curriculum and the development of new courses to reflect their own areas of teaching and scholarly work. For example, several faculty members in the School of Liberal Arts and Sciences recently developed the multicultural curriculum for a minor in Ethnic Studies.

**Retention**

Consistency of mission and goals at both a college-wide and a school-based level facilitates retention of our faculty.

**Teachers/Scholars**

Faculty are retained in part by the institution’s adherence to what attracted new faculty to NSC initially - the mission of teaching and producing scholarly work that supports and informs their teaching, and the emphasis on providing educational opportunities to first generation, under-represented, and low income student populations. In addition, for the last three years, the campus has been working towards a Hispanic Serving Institution or Minority Serving Institution status. The professional and financial benefits that come with this status are attractive to minority faculty.
Climate
NSC actively engages the faculty to evaluate the perceived culture and climate of the institution and to measure the level of faculty participation in diversity initiatives, curriculum in the area of social justice and other activities that promote and expand diversity at NSC. For example, the institution has recently prepared a report on equity, diversity, inclusiveness, and climate which contains student and faculty/staff demographics (see Appendix H). The NSC Diversity Coalition is also in the process of developing a faculty climate survey which they intend to administer on a yearly basis.

Diversity Committees and Programs
Consciously and continually strengthening a diverse and inclusive culture is an essential component for retaining diverse faculty. NSC develops this type of culture in part through the work of many committees and programs such as the Diversity Coalition, the Diversity Council, the Cultural Diversity Advisory Committee, and the annual Heritage Award. In addition, NSC supports several programs that reflect the diversity of the institution and community such as TRIO/Upward Bound, Project Crossroads, and numerous student organizations.

Diversity Coalition
The Diversity Coalition is an internal group comprised of NSC academic faculty, administrative faculty, and staff that meets monthly to discuss issues of diversity and inclusion from the internal perspective. Topics for discussion have included the incorporation of race, gender, and ethnicity issues in the curriculum, participation of faculty with community groups and student organizations with shared goals, and how NSC can continue to create a campus culture that will support and maintain a thriving, diverse community. The Diversity Coalition has organized several events on campus, such as interdisciplinary seminars on Biology and Race, and is in the process of organizing training for interested faculty to create Safe Zones for the LBGTQ community. The Coalition also publishes and distributes a regular newsletter (Appendix I) which highlights all the innovative teaching, activities, and community building that happens on campus.

Diversity Council
Originally convened in 2005, the Diversity Council is an external advisory body comprised of a diverse group of community leaders and business people who keep the college well grounded
in knowing and addressing the educational and employment needs of Southern Nevada from a diversity of perspectives.

**Cultural Diversity Advisory Committee (CDAC)**

CDAC was formed in early 2008 with the assignment of producing a set of recommendations to actively recruit students, faculty, staff, and other stakeholders who will enhance true diversity at Nevada State College. The 17-member committee was a subgroup of the larger Diversity Council and consisted of leaders from many sectors of Southern Nevada’s communities, industries, and professions. The work of this committee resulted in a comprehensive report completed in May 2009 that set forth seven recommendations to improve and increase the diversity of NSC and move the institution purposefully towards MSI and/or HSI status. The executive summary of this in-depth report is presented in *Appendix J*.

**Heritage Center**

The Heritage Center was established in 2006 and serves as a tangible expression of NSC’s commitment to Heritage. Using the Heritage and History month framework and working collaboratively with the other southern Nevada NSHE institutions (Tri-Campus planning committees), the Heritage Center offers workshops, presentations, discussions, food and entertainment events that focus on creating awareness and understanding of the cultures that comprise the Southern Nevada community.

**Annual Heritage Award**

Heritage is one of the institutions iTeach core values and is summarized with the following statement: “*We embrace the unique qualities and characteristics that make us who we are as individuals and as a community.*” Since the spring of 2006, the Heritage Award has been presented annually to the faculty or staff member who best embodies this core value. Possible examples of excellence in the area include aligning curricula to include multiculturalism; attracting a diverse student population; retaining a diverse student population; emphasizing the importance of multiculturalism; attracting a diverse vendor pool; implementing programs which raise the level of awareness of multiculturalism; reaching out to the community; and bringing NSC programs to the community.

**TRIO/Upward Bound**

NSC received and is currently administering two federal TRIO/Upward Bound grants that serve low-income and first-generation students. The primary goal of the TRIO/Upward Bound
Program is to generate the skills and motivation necessary for high school students to successfully complete secondary school and enroll and complete post-secondary educational programs.

Project Crossroads
Project Crossroads is a dropout prevention program designed to help over-age seventh and eighth grade students stay in school and prepare for high school and beyond. Project Crossroads targets students from all twelve Southeast Region middle schools who have been retained in the 7th or 8th grade and provides them with a monthly experience at Nevada State College. Crossroads students work with facilitators and mentors, who are often volunteer faculty and staff from NSC, who use the Success Highways curriculum to instruct them in nonacademic skills.

Student Organizations
Nevada State College has initiated, sustained, and supported many minority student organizations. In the last three years, the Asian & Pacific Islander Coalition, the Black Student Organization, and the Nevada State Latino Scorpions Club were established. Faculty and staff work closely with the student groups in an advising and mentoring capacity.

Diversity in Marketing
The representation of a diverse student body and faculty in Nevada State College’s comprehensive marketing campaign also aids in the recruitment and retention of faculty. View books, web pages, and other marketing materials are developed with recognition that the individuals in those publications should reflect the diversity of the institution. Advertisements both in the print media as well as radio and TV spots are placed with the intention of reaching the communities which we represent and serve. Table 1 below shows the impressions purchased by NSC in 2010 by ethnicity.

**Table 1:** Impressions Purchased 2010, Ages: 18-34

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<thead>
<tr>
<th></th>
<th>African-American</th>
<th>Hispanic</th>
<th>Asian</th>
</tr>
</thead>
<tbody>
<tr>
<td>TV &amp; Cable</td>
<td>314,783</td>
<td>638,064</td>
<td>210,398</td>
</tr>
<tr>
<td>Radio</td>
<td>258,885</td>
<td>394,175</td>
<td>279,952</td>
</tr>
<tr>
<td>Outdoor</td>
<td>7,390,810</td>
<td>21,783,440</td>
<td>5,445,860</td>
</tr>
</tbody>
</table>
Notes:

1. NSC’s media schedule targets a demographic of Adults 18-34. The purchased impressions specific to individual ethnic populations, in general terms, achieve parity with the ethnic composition of the Las Vegas valley on a percentage basis. As to be expected, some impressions will be delivered outside of the purchased demographic, but for the sake of consistency, data have been prepared specific to the Adult 18-34 demographic. (The Adult 18-34 population represents approximately 23% of the total Las Vegas population.)

2. With regard to outdoor advertising, data are collected by the Department of Transportation and are limited to daily vehicle traffic counts. While we recognize that specific board locations will impact various demographic groups differently, overall impressions have been indexed to match the general ethnic/racial composition of the Las Vegas market area since the placement of the 15 boards purchased covers a wide geographic area within the Las Vegas valley.

3. Impressions do not factor in duplication, as there is no precise method to arrive at a unique “exposure” factor across several media types.

Accountability

Assessment is embedded in the culture of Nevada State College and is explicit as the “a” in our iTeach core value which states “We practice an approach to education that instills in ourselves and our students the value of reflection, continual improvement, and accountability.”

Through the benchmarks set forth in the data section of this report, NSC has made a strong commitment to increasing the diversity of its faculty, staff, and student populations. In
addition to those measurable outcomes, NSC has committed to the following additional initiatives that will help us to understand and impact diversity within the institution:

- NSC does and will continue to include a commitment to a multi-cultural classroom as a major component of the criteria for promotion and tenure and annual performance evaluations.

- The Office of Human Resources as well as the faculty-driven Diversity Coalition will continue to conduct periodic climate surveys to measure faculty satisfaction regarding diversity efforts and faculty involvement in diversity initiatives and programs.

- NSC Administration will present results of the climate surveys to the Faculty Senate, Diversity Coalition, members of the system and state-wide Diversity Round Table, and to the Cultural Diversity Committee of the Board of Regents.

- The Office of Human Resources and the Academic Schools will conduct “exit interviews” with faculty to determine why faculty are leaving. If the departure is diversity-related, such information will be used to revisit recruitment and retention efforts.

- The Academic Schools, the Office of College Relations, and Division of Student Services and Enrollment Management will work together to promote the visibility of diversity efforts with appropriate communications to designated audiences. This will include highlighting faculty teaching and community endeavors on the NSC website, distributing newsletters and reports from NSC diversity groups to interested parties, announcing events organized by the Heritage Center to the NSC community, etc.

Summary

NSC’s commitment to diversity operates at a broad level through its appreciation of the comprehensive spectrum of social, cultural and intellectual identities of its community; its
efforts to integrate diversity topics into curricula; and its recognition that by realizing
diversity, NSC gains value and brings richness into the lives of campus members.
# Appendix A: Tenured and Tenure-Track Faculty by Ethnicity/Race and Sex

## Based on 2009 IPEDS Data

<table>
<thead>
<tr>
<th></th>
<th>Tenured Faculty</th>
<th>Tenure-Track Faculty</th>
<th>Totals All Ranks</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>Asst Prof</td>
<td>Assoc Prof</td>
<td>Prof</td>
</tr>
<tr>
<td>Non-Resident Alien</td>
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<tr>
<td>Race Unknown</td>
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</tr>
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<td>Hispanic</td>
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<td></td>
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<tr>
<td>American Indian or Alaska Native</td>
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<td>Asian</td>
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</tr>
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<td>Black or African American</td>
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## Tenured and Tenure-Track Faculty - Percentages

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<td>22%</td>
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</tr>
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<td>67%</td>
<td>56%</td>
</tr>
<tr>
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<td>33%</td>
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Appendix B: Applications for Promotion and Tenure by Ethnicity/Race and Sex

FY2009-2011

<table>
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<th>FY 2011</th>
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**Appendix C: Professional Staff by Ethnicity/Race and Sex**

Effective 7/1/2010

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<tr>
<th>Race and Sex - Counts</th>
<th>Academic Faculty*</th>
<th>Administrative Faculty</th>
<th>Executives</th>
<th>All Professional Staff</th>
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<tbody>
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<tr>
<td>Race Unknown</td>
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<td>Hispanic</td>
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<tr>
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<td>7</td>
<td>11</td>
<td></td>
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<tr>
<td>Native Hawaiian or Other Pacific Islander</td>
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<td>38</td>
<td>5</td>
<td>87</td>
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<th>Race and Sex - Percentages</th>
<th>Academic Faculty*</th>
<th>Administrative Faculty</th>
<th>Executives</th>
<th>All Professional Staff</th>
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</tr>
<tr>
<td>Hispanic</td>
<td>5%</td>
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<td>8%</td>
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<td></td>
</tr>
<tr>
<td>Asian</td>
<td>18%</td>
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<td>15%</td>
<td></td>
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<tr>
<td>Black or African American</td>
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<td>18%</td>
<td>13%</td>
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<tr>
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* Includes New Faculty Hired for Fall 2010
### Appendix D: For Credit Students by Ethnicity/Race and Sex

Based on Fall 2009 IPEDS Data

<table>
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<th>Students Enrolled for Credit - Counts</th>
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<th>Total Part-Time Students</th>
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<td>99</td>
<td>154</td>
<td>253</td>
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<tr>
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<td>157</td>
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<td>31</td>
<td>60</td>
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<tr>
<td>White</td>
<td>496</td>
<td>750</td>
<td>1246</td>
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<th>Students Enrolled for Credit - Percentages</th>
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<td>0.6%</td>
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<td>1.0%</td>
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<td>10.1%</td>
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<td>Black or African American</td>
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<td>9.3%</td>
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<td>49.5%</td>
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<table>
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<th>Students Enrolled for Credit - Counts</th>
<th>Total Full-Time Students</th>
<th>Total Part-Time Students</th>
<th>Grand Total All Students</th>
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</thead>
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<td>Women</td>
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**Appendix E: Promotions to Positions of Higher Authority by Ethnicity/Race and Sex**

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<tr>
<th>Promotions to Administrative and Executive Positions - Counts</th>
<th>Promotions</th>
<th>All Executives &amp; Academic Administrators</th>
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</thead>
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<td>Non-Resident Alien</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Race Unknown</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Hispanic</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>American Indian or Alaska Native</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Asian</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Black or African American</td>
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<td>1</td>
</tr>
<tr>
<td>Native Hawaiian or Other Pacific Islander</td>
<td></td>
<td></td>
</tr>
<tr>
<td>White</td>
<td>4</td>
<td>6</td>
</tr>
<tr>
<td>Two or more Races</td>
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<td>1</td>
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<tr>
<td><strong>Total</strong></td>
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<td>9</td>
</tr>
<tr>
<td>Women</td>
<td>3</td>
<td>5</td>
</tr>
<tr>
<td>Men</td>
<td>3</td>
<td>4</td>
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<th>Promotions to Administrative and Executive Positions - Percentages</th>
<th>Promotions</th>
<th>All Executives &amp; Academic Administrators</th>
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<td>Asian</td>
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<td></td>
</tr>
<tr>
<td>Black or African American</td>
<td></td>
<td>11.1%</td>
</tr>
<tr>
<td>Native Hawaiian or Other Pacific Islander</td>
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<td></td>
</tr>
<tr>
<td>White</td>
<td>66.7%</td>
<td>66.7%</td>
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<tr>
<td>Two or more Races</td>
<td>16.7%</td>
<td>11.1%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
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<td>100.0%</td>
</tr>
<tr>
<td>Women</td>
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<td>55.6%</td>
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<td>Men</td>
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## Appendix F: Positions Eliminated due to Fiscal Constraints by Ethnicity/Race and Sex

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<th>Positions Eliminated due to Fiscal Constraints - Counts</th>
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<td>Hispanic</td>
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<tr>
<td>American Indian or Alaska Native</td>
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<td>Asian</td>
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<tr>
<td>Black or African American</td>
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<tr>
<td>Native Hawaiian or Other Pacific Islander</td>
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<td>White</td>
<td>11</td>
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<tr>
<td>Two or more Races</td>
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<td>Male</td>
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<th>Positions Eliminated due to Fiscal Constraints - Percentages</th>
<th>FY 2008, 2009, &amp; 2010 Combined</th>
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<tr>
<td>Hispanic</td>
<td>7.7%</td>
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<tr>
<td>American Indian or Alaska Native</td>
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<td>Asian</td>
<td>7.7%</td>
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<tr>
<td>Black or African American</td>
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<tr>
<td>Female</td>
<td>69.2%</td>
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<td>Male</td>
<td>30.8%</td>
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Appendix G: Provost’s Presentation on the “Evaluation of Tenured/Tenure-Track Faculty & Lecturers”
Evaluation of Tenured/Tenure Track Faculty & Lecturers

Provost Lesley Di Mare
Spring Orientation
January 13, 2009
Purpose of Annual Evaluations

- Conduct yearly review of faculty (tenure track faculty and lecturers) in the categories of teaching, scholarship/creative activities, & service as required by the NSHE Code, NWCCU and AAUP

- Provide faculty with formal assessment of achievements in the areas of teaching, scholarship/creative activities, and service for each calendar year, i.e., January 1, 2008-December 31, 2008

- Annual Reviews Due to Provost April 1, 2009

- Determine merit rating for calendar year

- Support faculty growth and development as well as serve as the formal means of annual evaluation during years of service at NSC

- Ensure quality education for all students
The Process

**Tenure-Track Faculty**

- Annual Evaluations
- Third Year Review
- Promotion & Tenure Review

**Lecturers**

* (Non-Tenure Track)

- Annual Evaluation
- Annual Evaluation
- Annual Evaluation

(CULTURAL DIVERSITY COMMITTEE 09/10/10) Ref. CD-2c, Page 34 of 79
Who Conducts Annual Evaluations?

- Faculty Member’s Department Chair
- Faculty Member’s School Dean

(CULTURAL DIVERSITY COMMITTEE 09/10/10) Ref. CD-2c, Page 35 of 79
What Materials Must Accompany Self Evaluation?

1. Updated Vitae
2. Previous year’s goals
3. Two page narrative of accomplishments in the areas of teaching, scholarship/creative activities & service (no more than 2 pages per category)
4. Upcoming year’s goals
5. All teaching evaluations for calendar year
6. Additional evidence of teaching, scholarship/creative activities, and service (page limit indicated by Dean)

*Above materials must be sent electronically to Deans/Chairs*
Purpose of Promotion & Tenure Policy

- Establish policies and procedures that govern retention, promotion, and granting of tenure for probationary faculty, and the promotion of tenured faculty (RTP)

- Identify and define areas in which faculty must make suitable contributions: teaching, scholarship/creative activities, and service

- Provide guidelines for 3rd year reviews

- Establish clear timelines during a tenure track faculty member’s probationary service for reviews.
Who Conducts Promotion & Tenure Review

1. Dean (Request)
2. External Reviewers (Review/Recommend)
3. Dean (Recommend)
4. Promotion & Tenure Committee (Recommend)
5. Provost (Recommend)
6. President (Final Decision)
Purpose of the Standards of Academe

- Allow deans and faculty to operationalize the terms: Unsatisfactory, Satisfactory, Commendable, and Excellent referenced in NSC’s Promotion & Tenure Policy regarding the three areas in which a faculty member is evaluated annually and for purposes of promotion and tenure review and merit review.

- Provide faculty clear expectations for developing yearly goals in consultation with his/her department chair or dean.

- Provide faculty clear expectations for making progress toward promotion and tenure and merit.
Purpose of the Standards of Academe

- Provide faculty, deans, department chairs, P&T Committee, Provost, and President clear criteria for annual review, merit, and promotion and tenure recommendations/decisions

- Allow for an understanding of discipline specific language/professional standards regarding teaching, scholarship/creative activities, and service while maintaining consistency in key areas

- Adhere to accreditation standards of the Northwest Commission On Colleges and Universities
Key Areas of Consistency in Standards of Academe

- Student evaluation ratings (generally)
  - Satisfactory: 3.0 or above
  - Commendable: 3.7 or above
  - Excellent: 4.0 or above

- Grade distribution for each class in all annual reviews, promotion & tenure and promotion to senior rank

- "Diversity" as a criterion for measuring effectiveness of teaching

- Baseline measure of scholarship

- General Expectations for Promotion & Tenure

- General Expectations for Post Tenure Review – under development
Questions?
Appendix H: 2008 Report on Equity, Diversity, Inclusiveness, and Climate
INTRODUCTION

Nevada State College (NSC), a regional, comprehensive four year college located in the city of Henderson, is Nevada’s higher education diversity leader and strives to make outstanding service to the region’s underserved communities a central theme, a core value and a proactive business model. NSC was the first institution in the Nevada System of Higher Education (NSHE) to hire a Vice President of Multicultural Affairs, and the first to establish a Heritage Center dedicated to celebrating and supporting the diverse cultures that comprise the college community. Heritage—NSC’s way of describing diversity—is one of NSC’s Core Values (the “h” in iTeach), and the commitment of the institution to Heritage permeates the organization from the President’s office to the classroom.

Nevada State College has taken advantage of the unique opportunity of being a new institution by incorporating diversity efforts into the foundation of the institution’s culture and organizational structure, cultures and structures that are imbued with a strong commitment to diversity in conducting the college’s work of educating students. NSC is committed to finding innovative ways of incorporating inclusiveness, and to initiate a business model that places service to all students who would benefit from an NSC education in the Southern Nevada region at its center. This deep diversity approach is much more than a stance—it is a way of addressing endemic educational problems and ongoing inequity—and is a profound expression of a serious commitment to inclusion and service, which lies at the heart of NSC’s value system.

As a new public comprehensive four year college, NSC is incorporating excellent practices, policies and procedures as integral components in the foundation of the
institution. NSC’s newness, momentum and size allow the institution to take proactive, research and community informed actions with regard to diversity, and to respond to the needs of the Southern Nevada region effectively. As a comprehensive college for the 21st century, NSC strives to remain an open organizational system that capably responds to the needs of its environment within the constraints of its resources.

While a commitment to diversity and inclusion is evident in every unit that comprises the college, the Multicultural Affairs (MA) department is the organizational expression of the institution’s will to reflect and provide excellent service to the Southern Nevada region. Reporting directly to the President, the Vice President of Multicultural Affairs oversees a cluster of units that facilitate diversity and inclusiveness at every institutional level—students, faculty, staff, administration, curriculum, climate, etc.). Multicultural Affairs includes the Heritage Center, Center for Learning Assistance and Support Services (CLASS), which provides services to students with disabilities, Affirmative Action, Community Relations and K-12 Outreach. In addition, MA is guided by an internal and external advisory group. The Diversity Coalition is an internal group comprised of NSC students and faculty who meet regularly to discuss issues of diversity and inclusion from the internal perspective. The College Diversification Advisory Committee (CDAC) is an external advisory group comprised of a diversity of community leaders and business people who keep the college well grounded in knowing and addressing the educational and employment needs of Southern Nevada from a diversity of perspectives.

This report highlights NSC’s efforts, achievements, and ongoing struggles to place the region’s diverse students at the center of the learning process—to know more
about them and to provide them with the opportunities that only a higher education can provide.

**NSC DEFINES DIVERSITY**

In August, 2006, the NSC Executive Staff participated in a retreat that was initially intended to focus on the recruitment and retention of diverse faculty. Instead, the group immediately found that the way that participants defined diversity was quite diverse. It became immediately apparent that before further dialogue and work could proceed, that the group had to develop a definition for diversity that was specific and unique to NSC.

At day’s end, the group developed the following institutional definition of diversity:

*At NSC, Diversity means valuing the spectrum of social, cultural and intellectual identities among people and helping all achieve success. These identities include (but are not limited to) race, gender, language, skills, background experiences, physical and mental abilities, age, nationality, religion, customs, sexual orientation, family, education, class and culture.*

- NSC is a place where everyone’s voice and vision is respected, and where everyone has meaningful access and opportunities to learn and work together.
- NSC places special focus on the inclusion of members of groups who have been underrepresented in higher education.
- Diversity and quality are not mutually exclusive. Diversity at NSC broadens people’s perspectives and enhances the experience of all members of our educational community.

Rather than focusing on the differences between people and groups, the retreat group chose to speak about the “spectrum of identities among people.” The term “identity” refers to how people define their identities (an internal definition) rather than how they are seen by others (external definition with a focus on difference). The definition does not confine itself to ethnicity, gender or race; rather it incorporates the plethora of identities people use to define themselves. Not only does the statement indicate that the
NSC community values all identities, it also states that the college is committed to assisting all achieve success.

The three bullet points in the definition address issues of climate (“everyone’s voice and vision is respected”), of historical disparities and the need for redress (“special focus on the inclusion of members of groups who have been underrepresented in higher education”), and on dispelling the fallacious argument that quality and diversity are opposing goals (“diversity and quality are not mutually exclusive”). This definition was hammered out on the anvils of the college’s early experience in grappling with making diversity a centerpiece of its efforts and identity. Having a definition upon which the NSC community has agreed upon, programmatic and policy discussions can take place in an atmosphere where all parties have a mutual understanding of what diversity means at NSC.

CAMPUS CLIMATE

Nevada State College is committed to creating and maintaining a campus climate that is characterized by openness, tolerance, civility and respect. NSC recognized early in its institutional life that these attributes require attention and diligence in order to flourish. During its first years, the college was racked by instability at the Presidential level. Although the college has enjoyed great stability in leadership over the last three and one half years under the leadership of current President, Dr. Fred Maryanski, it had four presidents (including interims) prior to that time. As a result, the bases of power came to rest at lower levels at the institution. With different campus groups holding
different views of what the college should be, conflict arose—and with conflict incivility
and strife.

As Dr. Maryanski assumed the helm of President, he immediately recognized the
need to unify the college through policy and unified vision. After creating the
Multicultural Affairs division in 2005, the unit began work on developing a statement
related to tolerance and civility. This statement captures NSC’s commitment to creating
and supporting a positive campus climate where all individuals are respected. The
Tolerance and Civility Commitment follows:

Each member of the Nevada State College community is responsible for fostering
an atmosphere imbued with dignity, respect, tolerance, appreciation of diversity
and positive regard for all members of our collegiate community. A fundamental
tenet of the college’s mission is to nurture a community atmosphere free from
discrimination on the basis of race, religion, gender, sexual orientation, age,
veteran status, disability and political views or beliefs, and otherwise consistent
with state and federal law. Within this context, all members of the college
community are accountable for their own behavior and actions. Consequently,
the college will not tolerate behavior that violates or infringes upon the civil and
statutory rights of any individual or group. As members of our Nevada State
College community, each of us can feel free to express ourselves in ways that
promote openness within a diverse society.

The Tolerance and Civility Commitment has been a useful tool in improving campus
climate not only at the faculty and staff level, but also at the student level. This statement
provides a basis for addressing incidences of incivility or intolerance in a straightforward
and effective way. Framed copies of the Tolerance and Civility Commitment may be
found in every classroom at NSC.

STUDENT DEMOGRAPHICS
Since its inception, NSC has recognized the important role that the region’s
diverse population plays in the college’s development, character and growth. As a
comprehensive open access institution, NSC has strategically positioned itself to provide
access to the baccalaureate and limited Master’s programs to students who have been
historically underserved by colleges and universities. Although NSC’s vision of diversity
and its quest to embody its Heritage core value is not limited to racial and ethnic
diversity, it nonetheless recognizes the importance of achieving reflective representation
in its enrollment by reaching out to members of these underserved groups.

A longitudinal study of NSC enrollment by ethnicity from 2002 to 2007
demonstrates the progress NSC has made in its quest to become a viable and attractive
educational option for students from these underserved student groups. The graph and
chart below demonstrates NSC’s fall enrollment growth by ethnicity:
NSC enrollment has increased dramatically since fall 2007, and so too has the diversity of its student body. The greatest increases in the enrollment of students from protected racial/ethnic groups have occurred among Asian/Pacific Islanders and Hispanics. Asian/Pacific Islander enrollment has grown from 4.7% in 2002 to 14.6% in 2007. Hispanic enrollment has increased from 10.1% in 2002 to 18.1% in 2007. African/American/Black and American Native students have been characterized by a
lesser degree of fluctuation or increase. The African American/Black student population has grown from 9.5% to 10.2% from 2002 to 2007, and American Native students have experienced a decline from 1.8% in 2002 to 1.1% in 2007. The enrollment of White non-Hispanic students has decreased from 74% to 56% during the same period. It is important to emphasize that the dramatic increase in the enrollment of these groups has occurred concurrently with the college’s dramatic growth from 177 students in 2002 to almost 2,200 students in 2007.

For most underserved groups, NSC’s student enrollment closely reflects the region’s population. According to the latest Census data available, Clark County has the following demographic breakdown:

<table>
<thead>
<tr>
<th>Ethnicity/Race</th>
<th>Nevada State College (2007-08 enrollment)</th>
<th>Clark County, NV (Census Quick Facts, 2008)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Native American</td>
<td>1.1%</td>
<td>0.9%</td>
</tr>
<tr>
<td>Black/African American</td>
<td>10.2%</td>
<td>10.2%</td>
</tr>
<tr>
<td>Asian/Pacific Islander</td>
<td>14.6%</td>
<td>7.1%</td>
</tr>
<tr>
<td>Hispanic</td>
<td>18.1%</td>
<td>27.2%</td>
</tr>
<tr>
<td>White</td>
<td>56%</td>
<td>53.2%</td>
</tr>
</tbody>
</table>

With modest variance, the chart above demonstrates that American Native, African American/Black and White non-Hispanic student enrollments at NSC closely reflect the Clark County population. Asian/Pacific Islander students, are overrepresented by a margin over 2:1 in the NSC student population and reflects the stronger academic and college going trends within that population. Despite a dramatic increase in Hispanic enrollment from 2002 to 2007 (10.1% to 18.1% from 2002 to 2007), this group continues to be underserved by NSC.

**FACULTY/STAFF DEMOGRAPHICS**
Nevada State College aspires to reflect the Southern Nevada community and has striven to diversify its student body, faculty ranks and cadre of staff. To that end, NSC has carefully reviewed the NSHE Code for guidance on the issues of diversity and equal opportunity as it crafted and refined its hiring policy and procedures. The result is a policy that captures the spirit and intent of the NSHE Code. NSC’s hiring policy follows:

**Policy Rationale and Background**

Nevada State College (NSC) seeks to create an integrated college community that is reflective and welcoming of the greater community. NSC shall foster an atmosphere that is free of discrimination and is characterized by diversity, tolerance and mutual respect for others. In order to fulfill the goals stated above, Nevada State College will make additional efforts to recruit, employ, retain and promote qualified women, minorities and persons with disabilities. NSC’s hiring policies are grounded in the conviction that the quality of the college’s educational offerings as well as the college’s ability to serve the needs of the diverse citizens of the state of Nevada depend upon the quality and diversity of its faculty and staff.

**Hiring Policy**

Nevada State College will recruit, retain and promote the highest quality and most diverse faculty and staff possible. To attract the highest quality faculty, administrative and professional staff, the college will engage in targeted outreach efforts to attract prospective candidates that are both highly qualified and diverse.

Creating a diverse workforce that is reflective of the Southern Nevada region does not occur by happenstance. NSC therefore developed procedures which sought to ensure that NSC could maximize giving diverse and underserved populations the opportunity to be considered for employment here. The following important practices incorporated into the NSC hiring procedures have helped the college make great strides in diversifying its workforce at all levels:
All NSC search committees are reviewed for diversity before receiving final approval. Having diverse hiring committees empowers the committees with diverse perspectives and experiences and results in hiring excellence.

NSC makes additional targeted efforts via various publications and websites to ensure that job postings are accessible to all prospective and eligible applicants.

All search pools are reviewed to ensure that they are inclusive of diversity. Using the survey of earned doctorates and other data as guides, an executive committee reviews search pools for diversity and has the power to call for the extension of a search that is hampered by a lack of diversity.

The results of NSC’s efforts have been quite remarkable.

As of February 2008, the ethnic and racial breakdown of the NSC workforce is characterized by the robust representation of most underserved groups:

- Overall, 35% of NSC staff are members of minority groups;
- Thirty-four (34%) of full-time NSC faculty are members of underserved groups—this figure is the highest in the NSHE;
- Sixty-three percent (63%) of professional staff are members of underserved groups—this figure is also the highest in the NSHE;
- Thirty-three (33%) of executive staff are members of underserved groups.

Although NSC recognizes that there is room for improvement, we are also proud of the accomplishments in this area—accomplishments which have doubtless enhanced the learning atmosphere of the college.

MULTICULTURAL AFFAIRS
Heritage Center

The Heritage Center was established in 2006 and serves as a tangible expression of NSC’s commitment to Heritage. Using the Heritage and History month framework and working collaboratively with the other southern Nevada NSHE institutions (Tri-Campus planning committees), the Heritage Center offers workshops, presentations, discussions, food and entertainment events that focus on creating awareness and understanding about the cultures that comprise the Southern Nevada community. This year, the Heritage Center has coordinated activities and events in observance of Hispanic Heritage Month (September 15 to October 15), Native American Heritage Month (November), Black History Month (February), Women’s History Month (March) and Asian Pacific Islander Heritage Month (May).

The Heritage Center coordinated the Henderson Festival of Cultures on October 13, 2007 at the Henderson Events Plaza in partnership with the City of Henderson and partially supported by the Nevada Arts Council. This day-long event featured performances by twenty different cultural performance groups, ethnic foods and a “children’s make and take” area that was a runaway hit. The event attracted over 3,500 participants through out the day and was supported by the volunteer participation of dozens of NSC community members who helped to make the event enjoyable and successful. This event gave NSC excellent community exposure, and the Heritage Center is now collaborating with the City of Henderson and the Nevada Food and Folklife Festival to expand this event further.

College Diversification Advisory Committee
February 20, 2007 marked the first meeting of the College Diversification Advisory Committee (CDAC) convened by Nevada State College (NSC). CDAC consists of members of NSC’s old Diversity Council, which had been in operation from 2005 to 2007. The group was reformulated with a different vision—that of providing NSC with the external community, corporate and employer feedback that it needs in order to move towards a place where it reflects and serves students from all underserved groups in the region. CDAC added corporate representatives and employers to the group in order to provide NSC with a broader view of its diversity needs from various perspectives—community leaders and politicians, employers and corporate partners.

CDAC’s goal is to increase cultural and human diversity at NSC, to enrich its campus culture, and to make it the most welcoming college in Nevada for students of all backgrounds. The goal of the CDAC is to assist NSC in its quest to provide supportive access to public higher education for Nevadans of all backgrounds and cultures.

CDAC is charged with finding avenues for recruiting and attracting an ethnically-diverse faculty, staff and student body, to NSC; making NSC more welcoming for students of all ethnicities and socioeconomic backgrounds; and wrapping up a year of work with formal recommendations for achieving these goals. NSC already has the most ethnically-diverse faculty in the Nevada System of Higher Education (NSHE), and intends to build on this achievement.

“There are those who suggest that recruiting diversity and recruiting excellence are mutually exclusive goals,” stated Dr. Fred Maryanski, president of NSC. “From Day One, NSC’s core philosophy has been to bring the best people from a wide variety of origins and backgrounds together. These diverse individuals bring a rainbow of talents
and experiences to the table, building on each other and creating a rich fusion of learning, experience and ultimately, greater excellence. CDAC will bring this diversity to new levels. That’s good for students, good for Nevada’s employers and good for our community as a whole.”

CDAC has assembled a cross-section of dynamic leaders from Nevada’s business, education, health services, and government communities. They included Hannah Brown, president emeritus of the Urban Chamber of Commerce; Mariela Hernandez, regional representative for Senate Majority Leader Harry Reid; Kyle Ethelbah, director of adult educational services for the UNLV Center for Academic Enrichment and Outreach; Linda Rivera, special emphasis program manager for the U.S. Bureau of Reclamation; Alex Garza, strategic markets representative for First American Title; Lillian Calia, director of corporate employment for Station Casinos; and Leanna Nalley, director of human resources for North Vista Hospital. Other members of the committee will attend subsequent sessions.

CDAC’s inaugural meeting provided committee members with a tour of the facilities, a thorough briefing on the history and future of NSC, provided by College President Fred Maryanski; an overview of the committee’s mission provided by College Vice President René Cantú; and began a spirited dialogue about how to improve on the already rich culture of diversity at NSC. CDAC’s work will conclude over the next twelve months, and a formal recommendation report will be forwarded to NSC administration.

Diversity Coalition
The Diversity Coalition is Multicultural Affairs’ internal advisory group and consists of faculty and staff from across campus. Active members for 2007-2008 included Grace Thomson from Business, Lori Navarrete from Education, Annette Portillo from English/Ethnic Studies, Michelle Johnson from Nursing, Kebret Kebede, from Biology and Lou DuBois from the NSC Business Office. Like the Diversity Council, the Diversity Coalition was formed in 2005. A heavy emphasis has been placed on faculty participation as the group is thus empowered to address internal issues important to diversity. Among the topics explored this year, the Coalition discussed ways to incorporate diversity into the curriculum, campus climate, becoming a Hispanic and Minority Serving Institution, faculty diversification and retention, and minority student recruitment and retention.

One year ago, the Diversity Coalition presented a recommended minor in Human Diversity to the Provost and Dean of Liberal Arts and Sciences. Although not adopted, the proposal helped to advance the conversation about how NSC faculty can find innovative ways to incorporate diversity into the curriculum. The School of Liberal Arts and Sciences has proposed a new General Education Diversity requirement this past year and hired Dr. Portillo to establish the Ethnic Studies Program at NSC.

The Coalition had been planning a series of faculty diversity discussions entitled “Breaking Bread with Diversity,” which will be implemented beginning in the fall 2008 semester.
The Center for Learning Assistance and Support Services (CLASS) provides students with documented disabilities with reasonable accommodations in compliance with the Americans with Disabilities Act of 1991 (ADA). CLASS served over 60 students during the 2007-2008 academic year and provided a wide range of services including sign language interpreters, transcriptions, real-time captioning, note-takers and extended testing times to students who have signed up and demonstrated eligibility for these services with the CLASS Office.

The past year was a time of change in CLASS. With the departure of its founding director and a search that took over seven months to complete, the CLASS Office was staffed for a time by an interim Director. It was during this period that the CLASS Office established a committee and conducted a much needed audit of CLASS files to ensure that students were receiving appropriate accommodations. This audit helped NSC to ensure that CLASS files were in order and that students were being appropriately served as per the documentation in their files.

**Affirmative Action**

During the 2007-2008 academic year, the Affirmative Action Office brought Nevada State College into compliance with federal guidelines with the development of the college’s first Affirmative Action Plan (AAP). Required by the Office of Federal Contract Compliance Programs (OFCCP), the AAP summarizes NSC’s current diversity makeup and shows areas where the college is doing well or needs improvement in terms of diversity hiring. The AAP showed that NSC had no significant representation issues...
from a federal perspective. Further, the AAP lays out NSC’s plan to remain in federal compliance in the future.

A significant amount of time is spent conducting investigations into allegations of discrimination on the basis of membership in a federally protected class. This year, the Affirmative Action Office conducted three investigations into allegations of discrimination. All three investigations concluded with no negative findings. The investigations did yield various recommendations to the President on ways that the institution can improve to ensure that NSC continues to maintain an environment free of discrimination.

**K-12 OUTREACH PROGRAMS**

Multicultural Affairs has taken a key role in conducting precollege outreach to students across the Las Vegas Valley. NSC recognizes that opening the doors of higher education to historically underserved populations necessitates working closely with K-12 schools to give students the skills and motivation they need to complete high school and proceed to higher education in a successful manner. To this end, MA has created and implemented several “outreach programs” that reach out to the middle and high school levels. These initiatives are generously funded by private benefactors like Mr. Randy García and Ms. Vicky Hafen Scott as well as from federal grant funds from the United States Department of Education. NSCMA is fully committed to this critical work as it is our conviction that only early preparatory work is going to change the negative trends that have beset Southern Nevada’s education system.

**Upward Bound**
Nevada State College received two $250,000 per year Upward Bound Precollege Project grants from the United States Department of Education in December, 2007. The two grants, which are renewable for four years before needing to reapply, target fifty students each at Eldorado High School in Las Vegas and Basic High School in Henderson. The purpose of Upward Bound is to give low income and first generation students the skills and motivation they need to succeed academically through the completion of a baccalaureate degree.

Ms. Kimberly Williams joined the Multicultural Affairs staff in April 2008 as Director of Upward Bound TRIO Programs. With almost two decades of experience in TRIO, Kimberly is bringing her expertise after spending much of her career at the University of Illinois, Chicago. Kimberly and Upward Bound Coordinator Marissa Blás have spent the spring recruiting and serving students for the Upward Bound Summer College Prep Academy. The Summer Academy is scheduled from June 16 to July 25, 2008 at the Basic and Water Campus of Nevada State College. Students will spend five weeks in intensive English, Mathematics, Laboratory Science and Foreign Language precollege courses during the first five weeks and spend the sixth week traveling to Southern California and Arizona on a tour of colleges and universities in those areas.

The Upward Bound Program will continue in the fall when the Saturday Academic Program will be conducted at the NSC campus. Students also receive tutoring, advising, and social, cultural and educational services to prepare them for the rigors of college. As a federally funded program, all Upward Bound services are free for students who are eligible and have been accepted into the program.
Project Crossroads

Project Crossroads is a dropout prevention program made possible through a generous gift from Mr. Randy García who is the founder and Chief Executive Officer of the Investment Counsel Company. Project Crossroads is designed to help overage seventh and eighth grade students stay in school and prepare for high school and beyond. Project Crossroads targets students from all twelve Southeast Region middle schools who have been retained in the 7th or 8th grade and provides them with a monthly experience at Nevada State College. The monthly experiences took place throughout spring 2008, and brought students out of the middle school and into a nontraditional learning environment characterized by teamwork, cooperation and high expectations. A total of 168 students from all Southeast Region middle schools participated in Project Crossroads. At NSC, the Crossroads students work with facilitators and mentors who use the Success Highways curriculum to instruct them in nonacademic skills, which have been found by extensive research to be essential for academic success. Studies have shown that Success Highways is effective in increasing the GPAs and attendance of the most at risk students.

By focusing on affective skills such as motivation, resiliency, stress management, self esteem and decision making, the Success Highways Program helps students recover from the academic dire straits they have entered. College students from NSC participated as mentors for students who had been identified as at-risk for credit deficiency by their counselors during the academic year. The counselors played a critical role not only in identifying students who eligible for Talent Recovery, but also participated in the monthly college visitation program with the support of their administration. Although a full report on the effectiveness of Project Crossroads will be prepared after the end of the
current school year, anecdotal reports from counselors indicates that the Project Crossroads is having a significant positive effect on program participants. Counselors have shared stories of participants who have raised their grades, improved their attendance and improved in issues related to behavior and discipline.

**Talent Discovery Project**

The Talent Discovery Project enjoyed its second year of operation during the 2007-2008 academic year thanks to the generous support of Ms. Vicky Hafen Scott. The Talent Discovery Project has collaborated with the Eldorado AVID Program (Advancement via Individual Determination) to provide 120 participating students (beginning as freshmen and sophomores) with a series of experiences designed to motivate students to set higher educational goals that include college education and professional careers; help AVID students develop a roadmap to success; and raise the academic preparedness of AVID students through early college coursework and support to enhance college readiness.

AVID students are students who have been identified by their high school guidance counselors as having the talent to succeed in college according to test scores, but whose academic record may not reflect their true ability. The Talent Discovery Project provided support for enrollment in dual credit courses such as Sociology 101 and English 100 courses, provides textbooks, counseling, career development activities, college field trips, transportation, tutoring and campus enrichment experiences designed to provide students with the sense of self worth, motivation, skills and support they need to succeed in college and beyond. The Talent Discovery Project has incorporated a
component to parents through orientations (in English and Spanish) that took place at the Eldorado High School campus. Parent Orientations focused on educating parents on the importance of college, and, more importantly, on practical actions that they can take to support their children’s success.

At the end of the 2007-2008 academic year, two AVID/Talent Discovery graduates received scholarships to attend NSC and are the first of the Talent Discovery Group to take advantage of the opportunities offered by Nevada State College.

COLLEGE-WIDE INITIATIVES (HFF)

SCHOOL OF EDUCATION
Diversity Related Activities 2007-2008

Curriculum/Programs
- Diversity content addressed directly in the foundations course (EDU 250) and integrated thereafter in 300-400 level courses

- EDRL 407 Teaching Literature, EDRL 427 Writing Across the Curriculum include, and EDEL 483 Student Teaching Internship provide weekly instruction (including differentiated instruction and differentiated assessment, material selections) for diverse populations (including learning styles, linguistic, cultural diversity).

- Teacher Recruitment Programs that specifically focus on diverse participants and outcomes include Student Teacher Enlistment Project-Undergraduate Program (STEP UP) ongoing and Multilingual Teachers Training to Become Teachers (MITT; on hold) in partnership with CCSD in 2007-2008; on hold in 2008-2009

- We offer courses for teachers participating in the CCSD Inclusive Schools Projects which prepares practicing teachers on how to include students with disabilities in their general education courses, including differentiated instruction and accommodations

Community
- Dr. Larry Rudd is involved in the AVID project with Dr. Paul Buck; Dr. Rudd and Dr. Rho Hudson presented a resume writing workshop to the AVID students in 2008

- NSC-CCSD Partnership schools have been established in high risk schools (e.g. J.D. Smith Middle School, Booker Elementary, C.P. Squires Elementary); classes are
taught at these schools (EDRL 442, EDRL 451, CBL); field experiences occur in these schools

- Ms. Clairin DiMartini and Dr. Hudson the SMART Scholarly Math and Reading Tutor program at the Housing Authority of the City of Las Vegas (HACLV), 2007-present. They have two sites: We have two sites: Ernie Cragin Terrace, Bonanza and Wardelle (near Lunt ES and Cambeiro ES) Sherman Gardens, Owens and MLK (near Kelly ES)

- Ms. DiMartini and Dr. Hudson collaborated with a Girl Scout troop to collect and donate over 4000 books to the Innovations International Charter School of Southern NV library

- Ms. DiMartini wrote a NeCoTIP grant that funded professional development on literacy strategies for diverse student populations at J.D. Smith. Her grant also funded resources for a materials library.

- Dr. Kevin Graziano has a school supply drive every semester, initiated by students in the foundation class, where school supplies are collected and donated to a high risk schools.

- Faculty serve on CCSD Charter School Boards of schools with disproportionately high numbers of diverse populations (e.g. Dr. Hudson and Dr. Beth Duncombe at Agassi 99% Black; Dr. Lori Navarrete at Innovations International Charter School of Southern NV 75% Black and Hispanic/Latino)

- Faculty and administrators serve on various diversity-related task forces and committees including Chancellor’s Round Table, HEAN, PIE, among others.

### COLLEGE OF NURSING

**Diversity Related Activities 2007-2008**

The nursing curriculum includes examples relating to providing culturally sensitive and competent nursing care. For example, the nursing theory courses discuss cultural aspects of health beliefs and practice, pain, grief, contraception, childbirth, parenting, death, etc.

- Nursing 100 – Introduction to Professional Nursing – discusses the multicultural aspects of nursing.
• Nursing 310 – Cultural Diversity in Healthcare – is an elective for nursing and a requirement for the Occupational Science program.

Examples of nursing clinical experiences include:

• Mental Health nursing at Rawson-Neal Psychiatric Hospital where the students provide nursing care for patients who are homeless, unemployed, uninsured from multiple racial and ethnic groups. The nursing staff is also culturally diverse.

• Community Health nursing course provides students experiences at Fremont Clinics, VA clinics and Southern Nevada Health District. These clinics serve Hispanic, Asian, Filipino and African American clients.

The School of Nursing has a partnership and sponsorship for a school-based health clinic at Basic High School. This clinic provides health care for students who are uninsured, underinsured, low income, high risk and multicultural.

The School of Nursing now has a Multicultural Student Nursing Association that started spring 2008. This group will be attending the new nursing student orientations to recruit more members. The response has been very positive. This Association plans on holding events as well as mentoring new students.

COLLEGE OF LIBERAL ARTS AND SCIENCES

The School of Liberal Arts & Sciences has initiated a number of projects to expand our commitment to infusing diversity and social justice into the curriculum. We offer courses that range from Middle Eastern Studies, Women’s Studies, African American Literature, to Hispanic culture. In addition to our diverse course offerings, we have developed a proposal for a diversity requirement in the core curriculum that will be voted upon by the faculty senate this fall (see attached). This year, LAS developed an Ethnic Studies minor
degree program that was approved by the faculty senate and will begin accepting students this fall (see attached). We developed a proposal to add Ethnic Studies 101 and Women Studies 101 to the core curriculum social science requirement courses and that was approved by faculty senate this year. LAS has also developed a Sociology minor degree program that emphasizes social justice and diversity issues that was approved by the faculty senate and will begin accepting students this fall (see attached). LAS has significantly expanded the number of faculty members who have expertise in social justice and cultural diversity issues and we now have faculty members in English, History, Sociology, and Ethnic Studies who specialize in social justice and cultural diversity issues.
Appendix I: Sample Diversity Coalition Newsletter
Health care professions have a duty to deliver culturally competent care to their patients. At Nevada State College, nursing students have many activities designed to help them develop cultural sensitivity and cultural awareness. This semester, the senior nursing students took the initiative and requested an additional activity to promote cultural awareness and share different aspects of their own cultures with their classmates and others.

The initial assignment was to find an article related to cultural competency and health care. The students presented articles ranging from ways to promote cultural competency in nursing to very specific topics related to particular ethnic and cultural groups. The initial discussion was in an online format, wherein students had to summarize an article of their choosing, answer the questions why cultural competency is important to nursing and what they feel is needed in nursing education to help future nurses be culturally competent. The response was phenomenal —the class has only 20 students, and there were a total of 91 postings in the discussion! Then the students took the lesson a step further. They asked if they could have a potluck luncheon, sharing different types of ethnic foods as an expression of their own culture.

The smells of the wonderful food filled the halls of BW II. Food ranged from Kula pork to sushi, jambalaya, pumpkin spice cake and Greek salad (just to name a few), and a good time was had by everyone. It became such an event that students from other semesters were invited, and the Multicultural Student Nurses Association took this opportunity to given information to the first semester students about the organization. In this unique way, these 4th semester nursing students not only wrote of the importance of being culturally competent, but also they took the opportunity to put words into action and share of their own culture.

KATHRYN DAMM, MICHELLE JOHNSON, DR. KEBRET KEBEDE, ROBIN HERLANDS, JOANNA SHEARER, KIMBERLY WILLIAMS, WILLIAM ESCALANTE
MAKING NSC UPWARD BOUND
by Kimberly Williams, Director TRIO Upward Bound Programs

The Nevada State College TRIO Upward Bound Programs are the result of a partnership between Nevada State College and the U.S. Department of Education and the Clark County School District. TRIO Upward Bound serves high school students from low-income families and families where neither parent holds a bachelor’s degree. Currently, the TRIO Upward Bound Programs serve one hundred students who attend Basic, Eldorado and Sunrise Mountain High Schools. TRIO Upward Bound Programs works in concert with the academic calendar of the Clark County School District and launched its after-school tutoring program last for one month. Tutorials are held after-school in the target schools and on Saturdays here at NSC. Our tutoring program is designed to address students that are having academic difficulty and students that have the desire to simply get ahead.

The goal of TRIO Upward Bound is to increase the rate at which participants complete their secondary education and enroll in and graduate from institutions of higher education. Nevada State College and the TRIO Upward Bound Programs provide holistic educational opportunities which include academic instruction in mathematics, laboratory sciences, composition, literature, and foreign languages, counseling, mentoring, cultural enrichment, college tours, work-study programs and tutoring.

Our first graduating class is headed to several colleges and universities, including NSC, next fall. If you need further information, please feel free to contact our staff at nsc.upwardbound@nsc.nevada.edu or 992-2144.

UPCOMING EVENTS:

1. Spring Newsletter
Member Highlight:
   William Escalante
   (Vice-Chair)

2. Biology Department
will be sponsoring a
film series on Race,
Genetics, and
Societal Change

3. Henderson’s Annual
Heritage Festival
April 17, 2010
Contact Ly Doan in the
Department of Multicultural
Affairs for more information.

RCSD: A NEW CLASS
by Rho Hudson, Ed.D.

As many of you know, the CLASS office has been renamed the Resource Center for Students with Disabilities (RCSD) in order to better inform and aid students at Nevada State College. It is important for faculty to encourage any student who believes she or he may qualify for RCSD services to contact our office, at 992-2180, as soon as possible. Students themselves are responsible for self-identifying and providing the RCSD office with verification of their qualifying disability from an appropriately credentialed professional as soon as they are accepted to Nevada State College. The documentation must substantiate limitation(s) to a major life activity, and the RCSD office will then interpret the evaluation and determine if there is a need for accommodations. For students who had an IEP in high school, this documentation is sufficient for the approval of temporary accommodations (one semester), after which current testing will be required. If you have questions about our services, please stop by our office at BWII room 113. With your help, we are eager to begin helping students succeed as soon as possible!
DIVERSITY.
A MODEL FOR TO BECOME NSC WORKING PROGRAMS IN LOCAL SCHOOLS

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MCER HIGHLIGHT
Dr. Kebret Kebede, NSC-DC Chair

Dr. Kebede is licensed with the General Medical Council, London, U.K. His specialization is in Orthopedic Surgery, with special interest in Hip Joint Reconstructive Surgery, and he is included in the Specialists’ Register of the GMC at the consultant level. He acquired experience teaching graduate and undergraduate courses at Regis University and Surgical Technology in Colorado. He came to Nevada as Director of the Surgical Technology program at the College of Southern Nevada. Dr. Kebede joined the faculty of Nevada State College to teach Anatomy and Physiology as well as Immunology and Endocrinology.

He enjoys teaching students by demonstrating the marvel of the human body through the dissection of cadavers and the observation of organ relationships and associated pathology. He is dedicated to the concept of diversity, and in order to foster these efforts while on campus, he is currently serving as the chair of the NSC Faculty Diversity Coalition.

And, in order to show his diversity to the world, Dr. Kebede frequently participates in humanitarian medical missions to underserved areas, and he encourages his students to join him with the intent of fostering a global health perspective. One such mission was to a remote and underserved area in Kenya, Africa, where he and an NSC student, along with a group from the U.S., offered medical services. His hobbies are running, hiking, horseback riding (when opportunities arise), racquetball, and he is an avid soccer fan, especially during the World Cup.

UPCOMING EVENTS:

1. Spring Newsletter Member Highlight: William Escalante (Vice-Chair)
2. Biology Department will be sponsoring a film series on Race, Genetics, and Societal Change
3. Henderson’s Annual Heritage Festival April 17, 2010

Contact Ly Doan in the Department of Multicultural Affairs for more information.
Appendix J: Cultural Diversity Advisory Committee’s Report of Recommendations - Executive Summary
College Diversification Advisory Committee

REPORT OF RECOMMENDATIONS

May 2009
PURPOSE AND MEMBERSHIP

The College Diversification Advisory Committee (CDAC) was formed in early 2008 as a group who could help guide Nevada State College (NSC) on its quest to become a Minority Serving (MSI) and Hispanic Serving Institution (HSI). Regional and national demographic trends indicate that our country is becoming much more diverse, and that a large portion of this diversity is comprised of Americans of Hispanic origin. NSC formed CDAC as a proactive strategy to prepare for and welcome the change that demographic diversity will bring to the institution, and to capitalize on and speed up access to federal funding opportunities that are set aside for MSIs and HSIs (both federal designations with attached funding opportunities).

From its inception, NSC has striven to be a diverse institution offering an excellent education – with an emphasis on preparing the next generation of professionals for the State and its people. NSC’s enrollment and graduation of underrepresented populations historically has been the highest among four-year colleges in the Nevada System of Higher Education (NSHE). During the 2007-2008 academic year, minority enrollment comprised 45% and Hispanics comprised 16% of NSC student enrollment.

CDAC was conceived in late 2007 as a committee designed to assist NSC in achieving Hispanic Serving Institution (HSI) status. HSI status, which is a non-exclusive acknowledgement that an institution has achieved a high percentage of full-time equivalents (FTEs) of Hispanic/Latino ethnicity, would allow NSC to apply for Federal grants that would benefit the entire College and its student body. Ultimately, it was decided to give the committee a broader mission of recommending ways to increase overall diversity at NSC, seeking Minority Serving Institution (MSI) status which will also provide opportunities for Federal grants. (During NSC’s explorations into achieving HSI status, several focus groups were conducted among NSC faculty, staff, and students, exploring NSC’s culture of diversity and stakeholders’ reactions and perceptions to it; the focus group results are included in this report.)

CDAC was a 17-member advisory group of leaders drawn from many sectors of Southern Nevada’s communities, industries, and professions.

- **HANNAH BROWN:** President, 100 Black Women
- **LILIAN CALIA:** Director of Corporate Employment, Station Casinos
- **PATRICIA CUNNINGHAM:** Talk Show Host, KCEP/Power88; Founder, Alliance for Social Justice
- **GENY DEL ROSARIO:** Asian-American Community Advocate
- **KYLE ETHELBAH:** Director for Adult Educational Services, Center for Academic Outreach, University of Nevada Las Vegas (UNLV)
- **RUBEN KIHUEN:** Community Liaison/Academic Advisor, College of Southern Nevada
- **OTTO MÉRIDA:** CEO, Las Vegas Latin Chamber of Commerce
- **LINDA RIVERA:** Special Emphasis Program Manager, U.S. Bureau of Reclamation; Past President, Southern Nevada Hispanic Employment Program (SNHEP)
It was constituted to recommend methods, means, and goals to increase diversity at NSC. Although CDAC included members of NSC’s leadership team, and received extensive input from NSC faculty and staff, the committee itself was formed to provide a set of outside perspectives to help shape the College’s future.

CDAC completed the task of developing recommendations through active participation in six meetings held during 2008. The report you hold in your hands is the product of the many hours of hard work that the members of the CDAC committed to provide recommendations that would move NSC purposefully towards MSI and HSI status.

During the first meeting, the CDAC began its work with a familiarization session to introduce committee members to the history, present state, and future of NSC. In subsequent meetings, the committee conducted a survey of strengths, weaknesses, threats and opportunities facing the College, and the participation of underrepresented populations in accessing higher-education opportunities provided; reviewed and drew from best practices in diversity, as defined by other institutions and organizations; formulized and finalized the major components that would be included in the final report; received reports from NSC leadership, especially leaders in delivering and expanding diversity at the College; and in the final meeting, selected the specific recommendations to be included in the report.

**HSI FOCUS GROUPS**

Prior to the formation of CDAC in its final form, NSC conducted a series of focus groups of faculty, staff and students. The focus groups were designed to gauge attitudes, perceptions, and needs of campus members regarding diversity at the College. The original report on the results of these focus groups has been included as an item of relevance and interest to this report (Appendix B: Summary Report, Diversity Focus Groups, April 2007), beginning on page 66.

**EXISTING DIVERSITY INITIATIVES AND PROGRAMS AT NSC**

CDAC received briefings from College leaders on the current state of diversity at NSC: what was being done and practiced at the institutional level; within the Schools of Nursing (SON), Education (SOE), and Liberal Arts and Sciences (LAS); and the Increasing Diversity in Science in Nevada (IDIN) program targeting underrepresented college-bound students considering careers in science, technology, engineering or mathematics. Current diversity programs are discussed in a concise report (Appendix C) beginning on page 80.
RECOMMENDATION SUMMARY

CDAC ultimately produced and approved the following set of recommendations and strategies that would facilitate their accomplishment for NSC’s consideration and guidance. These recommendations and strategies were rated by CDAC in order of importance. The Committee attached the highest priority to three categories of recommendations; a high priority to two categories; and moderate importance and urgency to two. The strategies for accomplishing these recommendations were ranked in order of importance, and only the strategies deemed most important are presented in this summary. This report contains a complete list of the recommendations.

RATED HIGHEST

1. Recruit and Retain a Diverse Student Body

- Champion language education: encourage conversational English; enlist business owners and immigrants; discourage systemic crutches (signage); implement language transition programs.
- Marketing strategy – highlighting NSC as a college of choice to underrepresented students i.e. (a) increased presence within minority-majority schools; including within grade schools; (b) educate parents about importance of education; and (c) nurture relationships w/ high-school teachers & counselors at target schools to foster pipelines of underrepresented students.
- Consistently target recruitment efforts on minority students, while concurrently ensuring that minority students enrolled at NSC receive the level of material and social support necessary to be successful.
- Enhance school-community relationships: (i.e. scholarships, mentoring programs (imagine what 60 NSC graduates, assigned to a school as mentors, could do for the community youth). GIVE BACK. Alumni need to reach out and give back after finding career success. This is low-cost marketing. There are many people in the community doing good things. We need to generate a "buzz."

2. Recruit and Retain a Diverse Workforce at NSC

- Healthy Campus Climate: Development of policies and procedures that promote a climate where people of all backgrounds are respected and where difference does not mean disenfranchisement.
- Recruit Diversity Focused Faculty: Hire more professors who have expertise in areas of diversity which need to be taught in the classroom. Encourage and assist current professors to increase their competencies with respect to diversity issues in their fields of instruction.
- Develop a faculty-to-faculty mentoring program: for new faculty as well as training for the entire faculty to help them understand learning styles and effective methods for teaching students with learning disabilities.
- Audit the tenure process with regard to diversity and refusal: Evaluate the extent to which individual tenure applicants have experienced service loads or other burdens that stem from their minority status which may have substantially hindered progress toward tenure.

3. Ensure that Organizational Change Supports NSC Diversity Commitments

- Start integrating diversity into everyday business strategy.
- Reward departments and divisions for diversity work (i.e. “What gets rewarded
gets done.”) Perhaps set aside a small fraction of unit’s budget that is designated as a reward for accomplishing specific diversity-related objectives which 25-50% of units are assumed to fall short of meeting. (The remainder goes into a diversity enhancement fund that receives applications for diversity-related projects which may include units who originally lost their funding could receive specific allocations to address their shortcomings.)

- Develop an entrepreneurial approach for the implementation of the diversity plan that establishes measurable, incremental goals which can be tracked for progress effectively and systematically.

- Assume leadership by contributing substantially to public policy debates on critical issues related to diversity facing the State and its political, business and community leaders. Administrators should take clearly articulated public stands about legislation that might negatively affect climate at NSC (i.e. bills to overturn College policy of including sexual orientation in nondiscrimination policy).

4. Develop a Curriculum that Fosters Intercultural and International Competencies

- Diverse Curriculum: Develop curriculum that highlights contributions of diverse population

- Diversity Faculty Development: Offer faculty development workshops emphasizing how diversity can be infused into course and program content.

- Core Curriculum: Review the Core Curriculum, document the courses that incorporate multicultural perspectives, and increase that number by providing incentives for faculty to develop new curricula and re-invigorate existing curricula. (i.e. Faculty are recognized and rewarded for teaching, research, and service on diversity themes and issues; Faculty receive support for developing new courses or refining existing ones to introduce more diversity themes into the curriculum; Recognition in promotion and tenure decisions to faculty who develop innovative and inter-active teaching methods to better serve women and minorities.)

- Diversity Course Requirement: General Education Requirements should include a requirement that all students be exposed to diversity or multiculturalism and global knowledge.

RATED HIGH

1. Create Closer Linkages With the Community to Realize NSC’s Mission

- Student Mentoring Program: Develop/formalize a student mentoring program that engages community leaders & faculty with youth.

- Create innovative partnerships: Develop with businesses and community organizations that foster awareness of diversity issues and meet community needs.

- Stronger NSC/Community Linkages: Expand NSC student learning experiences by creating closer linkages between NSC and the community and thus accessing community assets and resources that will enhance student learning and opportunity.

- Fundraising: Identify and seek alternative sources of funding to augment the resources provided by NSHE to implement the recommendations set forth in the plan.

2. Diversify University Leadership and Management
RATED MODERATE

1. Create a Welcoming Campus Climate
   - Community Accessibility: Develop educational, community, and business linkages at locations accessible to underserved populations.
   - Staff Diversity: Ensure that NSC has a diverse staff that is sensitive and well trained to serve the needs of underserved populations (reflection of the community) in Nevada.
   - Reward Diversity Efforts in Tenure Process: Recognition in promotion and tenure decisions of faculty who engage in community outreach and service to minority students.

THE CDAC PROCESS

CDAC utilized a categorical framework adopted from the diversity strategic plan of the Pennsylvania State System of Higher Education (PASSHE). To streamline the workload of the committee and allow it to complete its task of generating a report of recommendations within the year of CDAC’s existence, CDAC and committee staff drew on diversity reports and strategic plans from a cross-section of other higher-education institutions across the United States. Adaptable to NSC’s needs, the PASSHE plan’s framework provided the committee with a structure for generating original recommendations and helped organize them into a coherent matrix.

As stated above, many of CDAC’s recommendations are drawn from other institutions’ plans – in some cases, verbatim. The committee hopes that readers will view this as a strength and a mark of CDAC’s desire to work efficiently in producing a timely report. CDAC and NSC staff recognized that many other institutions had already completed the journey undertaken by the committee in 2008. Rather than spend time and labor costs to duplicate research and conceptualization that had been ably completed by other institutions, CDAC evaluated the work of these other colleges – then incorporated the concepts most relevant to NSC in its own recommendations. Where CDAC has borrowed from other institutions’ work, it has attributed the original sources. They also can be found in the bibliography for this report.

The final list of recommendations was determined and recommended by CDAC during its final meeting on December 8, 2008. It is presented in this document to the leadership team, faculty, staff, and students of NSC for their use as tools in striving toward MSI/HSI status, as well as continuing to build a culture of diversity into the College at its most fundamental levels.

CDAC FINAL RECOMMENDATIONS

CDAC’s final meeting resulted in the adoption of 39 recommendations to improve and increase a broad spectrum of diversity at Nevada State College. The highest-ranked recommendations are discussed in greatest detail, including how similar concepts have been implemented at other higher-education institutions; what the recommendation might mean to NSC, and how the College and its members might benefit from it; and where relevant, how the recommendation fits with existing diversity initiatives.