

Annual Diversity Report to the Faculty Senate, 2004-2005

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Overview

Six committees are the subject of this report: Advocates and Allies for GLBT Issues [GLBT](formerly Advocates for Gay, Lesbian, Bisexual and Transgender Issues); the Committee on the Status of Women [CSW]; the Multiethnic Coalition [MEC]; the Intercultural Council [IC] (formerly Intercultural Collaborative); the University Disabilities Resource Coalition [UDRC]; and the Work and Family Taskforce [WFT]. This report will summarize committee activities for 2004-2005, and will provide an overview of the directions that will be taken for the 2005-2006 academic year.

With the exception of the CSW, this was a transitional year during which each of the committees underwent substantial change in membership and a modification in mission. As foreshadowed in the previous reports, the committees (with the exception of the CSW) broadened their initial missions to include a more direct emphasis on providing educational opportunities to the university community for the 2005-2006 academic year.

I again anticipate that the President will again assist the GLBT, the MEC, the IC, and the WFT, in a recruitment drive at the beginning of the Fall semester. (Membership on the CSW is established by recommendations from the Faculty Senate, augmented by self-identifying volunteers. The UDRC is equally well established and staffed). The IC was reorganized into a committee staffed by representatives of the other committees, augmented by volunteers. Most of the committee worked through the summer to plan educational opportunities for the Fall and Spring semesters, 2005-2006.

The overall theme of this year's educational activities is "Building an inclusive community." Each of the committees that develop programs around this theme will try to involve ASUN and GSA in those endeavors.

Committees

Advocates and Allies on GLBT Issues

<http://www.unr.edu/sapd/GLBTAdvocacyCommittee.htm>

The committee benefited from new membership in 2004-2005 and shows signs of increased participation and interest for the coming year. This year the committee mounted two educational ventures: (1) Safe Zone training for the faculty and students of the College of Education in the Fall semester (evaluation available upon request); and (2) a follow-up brown-bag

discussion to the same constituency on how to deal effectively and sensitively with issues of sexual identity in the K-12 classroom. A third project emerged from the Safe Zone training: the "Ally" project. This latter project is dedicated to providing a network of Safe Space of support and understanding to gay, lesbian, bisexual, transgender or questioning individuals. Participants sign an Ally Agreement (attached), and are provided with an "Ally" sign appropriate for posting on offices. Currently, 54 members of the community have registered in the "Ally" project. They include a diverse mix of senior administrators, academic and administrative faculty, classified staff, graduate and undergraduate students. Follow-up activities are offered when resources become available.

Our rationale for beginning with the COE was two-fold: (1) the faculty and graduate students of the COE have the broadest interaction with the larger K-12 community and may be well placed to continue the process of combating homophobia; and (2) a useful training program could model the "Advocate and Allies" relationship and encourage more members of the campus community to join or otherwise actively support the committee.

Finally, the committee has drafted an "Inclusion Statement" in the hope of soliciting an endorsement by the Faculty Senate (or an appropriate FS committee) that would encourage academic faculty to include such language in course syllabi. The draft statement and accompanying resource list for students is attached.

Anticipated for 2005-2006

A weekly film series on GLBT issues and images with facilitated discussions for November. Selection of films began this summer, and should be completed by September to provide time for publicity.

Committee on the Status of Women
([http://www.unr.edu/sapd/csw\(new\).htm](http://www.unr.edu/sapd/csw(new).htm))

The CSW produces an independent annual report for the Faculty Senate. The committee's recommendations for 2004, and a summary of a survey conducted by the Women in Science and Engineering (WiSE), can be found at the committee web site above, or via the following links:

http://www.unr.edu/sapd/documents/CSW_Recommendations_20042.pdf .
<http://www.unr.edu/sapd/documents/UNRWISEsurvey2003-summary2.pdf> .

Both items have been discussed with the President, and follow-up continues. The committee did not produce an annual report for 2004-05.

Intercultural Council
(<http://www.unr.edu/sapd/IC.htm>)

The reorganization of the Intercultural Collaborative into the Intercultural Council has been a significant and productive change. It has dramatically increased the internal communication between and among the diversity committees and has created new synergies. One immediate improvement has been a commitment from Marketing and Communications to provide greater attention to newsworthy events and initiatives coming from the diversity committees, in Silver and Blue, Nevada News, and other vehicles.

Anticipated for 2004-2005

The IC includes individuals with established credentials in public relations, media, and fundraising and the diversity committees are just beginning to tap those resources. The IC will assist each of the diversity committees in the preparation of promotional materials to support their educational endeavors during 2005-2006. Additional strength may come when new members identify their areas of interest and expertise

The Multiethnic Coalition **(<http://www.unr.edu/sapd/mec.htm>)**

Last year's recruitment drive attracted several new members to this already strong committee—particularly from academic faculty in the sciences and engineering. Much of the Fall semester was devoted to a continuation of last year's discussions. The Spring semester centered on identifying a theme for this year's educational activities.

Anticipated for 2004-2005

The most recent iteration of that theme is "the impact of accent" on teaching and learning, on social interaction in the wider community, and on persons with discernable accents, etc. Still in its formative stages, the committee hopes to provide a series of roundtable or panel discussions that bring students, faculty, and members of the wider community to broad questions of how "accent" impacts individuals and groups in the classroom, the workplace, and in the wider community beyond the university. These events will be scheduled for February, 2006.

An earlier committee recommendation to provide diversity training for the President's Council and the Academic Leadership Council is on tap for early Fall 2005 thanks to the efforts of the Assistant Vice President for Human Resources.

Backlogged items

Several issues raised **in 2002-2003** remained outstanding. They have been communicated to the central administration but have not received direct comment or action. The recent Training and Development Taskforce has not

released its recommendations so it can not be determined how they might resolve some of the issues raised re: training for supervisors listed below.

Faculty and Staff

- A. The “silencing” of faculty and staff, particular women and people of color
 - 1. Concerns regarding the implicit and explicit silencing of faculty and staff, especially acute for tenure track and new administrative faculty and staff, was expressed in several contexts. The most pressing was the need to more fully integrate new faculty and staff into the units of their employment from orientation onward
 - 2. The need to establish practices which allow the university to realize the richness of opinion that is a primary justification for, and benefit from, an increasingly diverse faculty and staff
 - 3. The existence of climates at the unit level in which administrators are perceived as silencing anyone whose views do not agree with those of the administrator
- B. Need for Supervisor Training

There is an unmet need to provide training for supervisors in the management of a diverse workforce. More explicitly, there is a need to train managers and supervisors to:

 - 1. Perform more effectively in increasingly intercultural settings
 - 2. Communicate more effectively in settings where language and action are open to multiple culturally based interpretations
- C. Challenges faced by classified staff
 - 1. The evaluation of job responsibilities that are changed between, rather than at the point of, a performance appraisal can be problematic. A supervisor’s expectation of employee performance can be at variance with what an employee believes to be the basis of performance evaluation
 - 2. Effective communication should establish, precisely, the elements upon which staff are to be evaluated in the immediate next evaluation period
 - 3. The timing of performance appraisals: practices in some units do not conform to the requirements listed in the State Handbook
- D. We need clear explicit policy and procedures on:
 - 1. Classified Staff:
 - a. the appropriate role of classified staff within their unit
 - b. the appropriate relationship between staff, faculty, and students within each unit
 - c. demands on classified staff that are inappropriate from faculty and students
 - 2. Graduate Assistants:
 - a. the GSA’s goal to develop a Bill of Rights for Graduate Assistants has stalled, but the need for a clear articulation of such rights remains
 - 3. Student Employees:
 - a. the appropriate role of student employees within their unit

- b. the appropriate relationship between student employees, staff, and faculty within each unit
 - c. demands on student employees that are inappropriate from faculty and staff (i.e., unpaid assistance in moving; babysitting; house-sitting; etc.)
- E. Annual evaluation of supervisor
Would the university and its employees benefit from the wider adoption of a procedure that allows those who are supervised to have a formal role in the annual evaluation of their supervisors (the 360 degree model)?

The University Disabilities Resource Coalition
[\(http://www.unr.edu/sapd/udrc/\)](http://www.unr.edu/sapd/udrc/)

The UDRC continues to be one of the most effective diversity-related committees. Well staffed by knowledgeable volunteers, the committee has continued its diligent advocacy to resolve disability related issues on campus. A major and continuing emphasis has been ADA/504 compliance in Lawlor Event Center and Mackay Stadium. Particular attention has been given to accessibility issues, the adequacy of seating, restroom facilities and other structural concerns.

The committee's move beyond basic legal compliance to encouraging a spirit of welcoming cooperation has paid dividends with the ICA staff and others associated with the operation and maintenance of the university's two major public venues. The Director of ICA met her commitment to send a representative to sit on the committee, and that individual has been a distinct asset. Some of the tangible results at ICA venues include: improved seating for individuals in wheelchairs; chair-accessible restrooms; a new attitude of cheerful customer service by event staff to all patrons, particularly those who might request assistance; and new ADA compliance and awareness training for event staff by the university's ADA Compliance/Affirmative Action officer.

The committee continued to encourage employees on the main or other campuses to report access and other difficulties or questions directly to Michael Coray or to Lyle Woodward. This has been particularly useful in helping the employees in off-campus facilities address compliance concerns.

The committee's recommended campus map that clearly displays accessible routes, including those within buildings, is in the works. Once developed, this map will be available to the public on the university's web site.

The committee continues to be concerned about the accessibility of teaching and other class materials on the web, and continues to have occasional discussions in this regard with the university webmaster. The committee's goal, and that of the webmaster, is to insure that all web-

based instructional material is 508 compliant (an enormous commitment that will require the active endorsement and support of the President's Council, the Faculty Senate, the Academic Leadership Council, and all departments that provide web-based instruction).

Educational Events for 2004-2005

In October 2004, the committee, in cooperation with the Disability Resource Center, the University Center for Excellence in Disabilities, ASUN, GSA, and many other units and organizations, participated in the production of the many successful programs that marked the first year in which the university observed the nationally designated Disability Awareness Month (see attached flyer). The major theme was to illuminate hidden disabilities.

Despite adequate advance work by the committee the Office of Marketing and Communication failed to provide promised promotional materials to local media. Committee members and other volunteers, as a result, undertook this task independent of any support from the university.

Anticipated for 2004-2005

Disabilities Awareness Month, October, 2005. Planning is well advanced and should be completed by mid-August. This year's theme is "Sports and the Arts."

The Work and Family Taskforce

http://www.unr.edu/sapd/workandfamilytaskforce_000.htm

The WFT underwent a fundamental rebirth as a result of the recruitment drive in the Spring 2004. Faculty and staff interest continue to be high, continuity with past concerns and recommendations has been maintained, and the richness of talent and expertise of the individual committee members will continue to serve the committee well as it moves forward.

The committee has had an opportunity to review the 2001 report and recommendations included in [Work & Family at UNR: Planning for the Future](#) as a jumping off point for the 2004-2005 year. Some of the more general issues that continue from previous years include: (1) the continuing urgent need for affordable, safe, and accessible child/day care; (2) a desire to have an office of Work and Family within HR (or the consolidation of services and information into a single point of contact); (3) the need to update the resources listed on the committee's original web site (this has become a summer project and the revised and updated resource list will be housed at the committee's new web site, above); and (4) a desire to develop an employee appreciation program that enhances

the opportunity of employees and their families to participate in the university's array of cultural, athletic, and co-curricular programs.

Activities for 2004-2005

The development, with the generous cooperation of ICA, of the Pack Partners Program. This program is intended to encourage families, particularly those of classified staff, to enjoy athletic events. ICA provided 200 "free" (with IRC tax consequences) general admission tickets for football, and 100 tickets each for men's and women's basketball, volleyball, and soccer. These tickets were made available to full time employees (maximum of 4 each), and were distributed by lot.

The committee will request a follow-up from the President, regarding the University Planning Council's recommendations re: child/day care in the first round of strategic planning. The committee also discussed with personnel within Human Resources, its desire for a designated contact within HR who could provide the informational hub for Work/Family policies, issues, services, etc. No firm commitment was reached but HR has provided three representatives to the committee to assist in effecting greater access to employees with questions or concerns regarding Work/Family issues. The recommendation to establish "relocation services" within HR has not been acted upon.

The broader concern of the committee is how it might encourage the administration to take conscious steps to become a "family friendly" workplace.

Anticipated for 2005-2006

The Pack Partners Program will continue for a second year. The committee will also investigate how it might participate in range of other activities that strengthen ties between work and family, and which serve campus and public need within the Reno/Sparks community. No educational activities have yet been planned, but there is a possibility that a program may emerge for the Spring.

Ally Agreement

We live in a world, where identifying as gay, lesbian, bisexual, transgender or questioning is often responded to with anger, fear, silence and sometimes even violence. Because of this hostile climate, it is critical for gay, lesbian, bisexual, transgender or questioning individuals to have safe spaces to seek support and understanding. An Ally sign helps to identify these Safe Spaces. By displaying an Ally sign you are committing to create a safe place for the discussion of gay, lesbian, bisexual, transgender and questioning related issues. While a small piece of paper may seem insignificant the impact of displaying an Ally sign is profound, and should not be undertaken without thought and intention. The following are the terms, which you must agree to without reservation in order to become an Ally and honestly commit to creating a Safe Space.

Please initial each term of the contract and sign below.

_____As an Ally, I will thoroughly and continually evaluate my personal beliefs and educate myself on gay, lesbian, bisexual, transgender and questioning related issues in order to ensure that I am always creating a safe space.

_____As an Ally, I will create a non-judgmental, open-minded, hate-free environment where it is safe to discuss issues surrounding sexual orientation.

_____As an Ally, I will challenge language and behavior that is contrary to providing a safe environment both in and out of my personal space.

_____As an Ally, I understand that I may be questioned as to why I am committed to being an Ally and creating a safe space. I will use these questions as an opportunity to educate others about the importance of Safe Space.

_____As an Ally, I will become familiar with issues, current events, and resources surrounding gay, lesbian, bisexual, transgender and questioning issues.

_____As an Ally, I will remove my sign, if for any reason I begin to question my ability to be an Ally and provide a safe space.

e-mail address:

Campus mail stop or snail mail address:

Signature

Date

I, _____, agree to all of the terms of the Ally Agreement. By signing this contract, I am committing to providing a safe space. I take on this responsibility with thought and intention.

Advocates and Allies for GLBT Issues

Inclusion Statement

The instructor of this course is committed to teaching equitably and inclusively, addressing the needs, concerns, and interests of each and every student, regardless of age, gender, race/ethnicity, class, sexual orientation, English language experience, or disability.

Getting Connected on Campus: Organizations, Offices and Clubs for Students

Advocates and Allies for GLBT Issues_Committee Website
(<http://www.unr.edu/sapd/GLBTAdvocacyCommittee.htm>)

Use the link to the SafeZone Project "Qualities of an Ally" and "Ally Registration Form."

The Center for Student Cultural Diversity
(<http://www.unr.edu/stsv/cscd/>)
Juniper Hall, 784-1402

The Center includes the following groups and programs:

Asian Pacific Islander Heritage Project
(<http://www.unr.edu/stsv/cscd/psaas.asp>)

The aim of the API Heritage Project is to provide academic and social support to the Asian American and Pacific Islander student body as well as to increase the University and larger community's awareness of the different cultures within these populations.

Asian American Student Association

Advisor, Dr. Catherine Choi-Pearson, 784-2230, AASA
President: Joey Tan and AASA Vice President, Mike Fernandez.

A student group dedicated to the understanding of Asian American awareness in our community.

Pilipino Undergraduate Students' Organization

The Pilipino Undergraduate Students' Organization exists to create an environment aimed at attaining a socially, intellectually, and culturally integrated Filipino academic and co-curricular base that promotes Filipino cultural awareness to all, harmonious interaction, and co-partnership with other cultures.

Black Culture Cooperative

(<http://www.unr.edu/stsv/cscd/psfaas.asp>)

The mission of the Black Culture Cooperative is to nurture and support all students of African descent and enhance their educational and personal development through programs and services that promote cultural, historical and community awareness.

Black Student Organization

Advisor, Marsha Dupree, 784-4666, BSO President, Johnell Cropper and BSO Vice President is Sharnee McClinton.

To recognize, encourage, and support the advancement of the Black students on and off campus.

Kappa Alpha Psi

Advisor, Rhen Bass (805)341-3811, Polemarch, Anthony Sewell II, Vice-Polemarch, Christopher Henderson.

Xi Phi Chapter of Kappa Alpha Psi Fraternity Incorporated has since strived to meet its primary goal of ACHIEVEMENT...in every field of human endeavor.

Sister II Sister

Advisor, Denise Flowers, 784-6462, SIIS President, Sharnee McClinton and SIIS Vice President is Johnell Cropper.

Sister II Sister is designed to provide academic support to the women of color on the University of Nevada, Reno campus.

Zeta Phi Beta

Advisor, Reg Chhen Stewart 784-4936, ZETA President, Josi dos Santos, Vice President is Tamika Waiters.

Zeta Phi Beta Sorority was founded on the simple belief that sorority elitism and socializing should not overshadow the real mission for progressive organizations - to address societal mores, ills, prejudices, poverty, and health concerns of the day.

The Disability Resource Center

(<http://www.unr.edu/stsv/slservices/drc/>)
Thompson Building, Suite 101, 784-6000

Intertribal Higher Education Program

(<http://www.unr.edu/stsv/cscd/pfnas.asp>)

The mission of the Intertribal Higher Education Program is to assist Native American students to obtain a university education by providing recruitment and retention services and activities that promote academic success and graduation from the University of Nevada, Reno.

Native American Organization

Advisor, Barry Perryman, 784-1265, NAO President, Mark Ely and NAO Vice President is Sherry Rupert.

The mission of this club is to inform all students, the university community, and the general public of the issues affecting Native American People. In addition, the Club will serve as an avenue for students to gain personal insight, establish social and professional networks, and to improve the education of Native American students on the university campus.

Las Culturas

(<http://www.unr.edu/stsv/cscd/pfhls.asp>)

Las Culturas researches, designs and implements unique programs that promote the pursuit of academic success, retention and graduation of Hispanic and Latino students.

Pride Collaborative

(<http://www.unr.edu/stsv/cscd/glbtc.asp>)

The Pride Collaborative provides a comprehensive range of education, information and outreach services to create and maintain an open, safe and inclusive environment for lesbian, gay, bisexual and transgender students at the University of Nevada, Reno.

Queer Student Union

The purpose of the Gay Lesbian Bisexual Student Union is to support and promote the understanding of gay, lesbian, bisexual, transgender people, issues and culture via social interaction, political activism, outreach, education and community service.

Women's Studies Program

<http://www.unr.edu/cla/womenstudies/page1.htm>

Mail Stop 046, Mack Social Science Bldg., Room 124, 775/784-1560
Fax 775/784-4798

The Women's Studies program is active in sponsoring a variety of events for campus and community audiences. The Women's Studies Program at UNR is built upon a dual base. The first is traditional in its scholarly approach. The other is responsive to the current social and political environment through the anticipation of future growth in the

State.

Women's Programs (formerly the Women's Resource Center)
(<http://www.unr.edu/wrc/index.html>)

Clark Administration Building, 784-4611

This center is closely affiliated with OASIS, UNR's adult re-entry program.

University of Nevada, Reno Disability Awareness Month Schedule of Events

October 5, 2004 Movie: *"A Beautiful Mind"*
Location: JTSU Pine Lounge - 7:30 p.m.
Discussion Following - Refreshments Served

Description: The film is based on the life of Mr. John Nash, a Nobel Prize winning mathematics professor at Princeton who is diagnosed with schizophrenia. The story follows Mr. Nash's mental illness and the complications which accompany his sickness to those affected to those who care for those affected.

October 7, 2004 Brown Bag Luncheon Speaker: John Burnett/Affirmative Action
Topic: Americans With Disabilities Act in the College Environment
Location: JTSU Alumni Room 12:00 – 1:00. Lunch Provided.

Description: John Burnett is the Director of the University of Nevada, Reno's Affirmative Action Office. Learn about the Americans with Disabilities Act and how it impacts our campus community.

October 20, 2004 Speaker: Nelson Lauver
Topic: 12 Rules for Surviving Hard Times
Location: JTSU Alumni Rm. 12:00 to 1:00. Lunch provided.

Description: Nelson Lauver is a nationally syndicated journalist and creator of the American Storyteller Radio Journal. Come listen to this inspiring speaker as he addresses the challenges of being dyslexic and rebuilding of his self-esteem.

October 26, 2004 Brown Bag Luncheon Speaker: Dr. Greg Giron,
Topic: ADD/ADHD and College Students
Location: JTSU Alumni Rm. 12:00 – 1:00. Lunch Provided.

Description: Dr. Giron will address the characteristics of ADD/ADHD, the prevalence of ADD/ADHD in the community and college campuses, as well as treatment options available for persons diagnosed with ADD/ADHD. Learn more about this "invisible" disability and the ways that it can impact students on college campuses.

October 27, 2004 The NOTE -ABLES
Location: JTSU Pine Lounge. 12:00 to 1:00. Lunch provided.

Description: The mission of the Note-Ables is to raise awareness that creativity has no barriers by providing inclusive musical experiences to all members of the community regardless of age or ability. Come listen to this musical group while you enjoy a relaxing lunch.

November 4, 2004 Speaker: Dawn Prince-Hughes

Topic: Songs of the Gorilla Nation: My Journey through Autism
Location: JTSU Pine Lounge. 12:00 - 1:00. Lunch Provided.

Description: Dawn Prince-Hughes is an adjunct professor of anthropology. She also has Asperger's syndrome, a form of autism that impairs her ability to relate to others. Undiagnosed as a child, eventually her problems caused her to drop out of school and become homeless. Later, with the help of her visits to the gorillas at the zoo, she earned her Ph.D. and has published "*Songs of the Gorilla Nation: My Journey Through Autism*". Come listen and discover her life story and remarkable insight.