

## **Annual Diversity Report to the Faculty Senate, 2005-2006**

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### **Overview**

Six committees are the subject of this report: Advocates and Allies for GLBT Issues [GLBT]; the Committee on the Status of Women [CSW]; the Multiethnic Coalition [MEC]; the Intercultural Council [IC]; the University Disabilities Resource Coalition [UDRC]; and the Work and Family Taskforce [WFT]. This report will summarize committee activities for 2005-2006, and will provide an overview of the directions that will be taken for the 2006-2007 academic year.

This was another transitional year during which many of the committees underwent substantial change in either membership or leadership as the result of a relatively successful open recruitment at the beginning of the fall semester. This practice will be implemented again this fall so that each committee has an opportunity to “refresh” its’ membership and build upon the strength of new voices and new visions.

Each of the committees are now more viable than at any point since their initial establishment. The only potential exception is the IC which was reorganized into a committee staffed by representatives of the other committees, augmented by at-large volunteers. The IC’s networking focus worked well over the period, but it is now time for the committee to reassess its mission and goals. This reconsideration will occur before the start of the fall semester.

As postscript to last year’s report, the committees (again, with the exception of the CSW) broadened their initial missions to include a more direct emphasis on providing educational opportunities to the university community during the 2005-2006 academic year. The result was a series of co-curricular events that will be listed under the respective committees. Each of these activities solicited the support of ASUN, GSA, university clubs and organizations, and members of the off-campus community.

All committees will initiate co-curricular activities for 2006-07.

## Committees

### **Advocates and Allies on GLBT Issues**

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

The committee benefited from new membership, new leadership, and increased participation in 2005-2006. On their own initiative several individual members from the College of Education reprised their very successful workshop on how to recognize and combat homophobia for students in the College of Education. This workshop is another follow-up to an earlier "Safe Zone" training for the faculty and students of the College of Education that was provided in the Fall of 2004.

The committee's "Ally" project, which is dedicated to providing a network of Safe Zones of support and understanding to gay, lesbian, bisexual, transgender or questioning individuals, has continued to grow (Participants sign an Ally Agreement and are provided with an "Ally" sign appropriate for posting on offices). It now includes 71 (up from 54) members and an occasional newsletter from AAGLBTI. The allies include a diverse mix of senior administrators, academic and administrative faculty, classified staff, graduate and undergraduate students. Follow-up activities will continue to be offered as resources become available.

The committee revised its' original "Inclusion Statement" to read as follows:

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

We again submit this statement to the Faculty Senate in the hope that this body will encourage academic faculty to include it in the course syllabi. The statement has also been submitted to Paul Neill for consideration and endorsement by the Core Curriculum's Diversity Subcommittee.

The major co-curricular activity launched by the AAGLBTI was a three week film series during November, 2005. Co-sponsored by the GSA, Queer Student Union, and Flipside productions, the films explored a range of GLBT issues and provided facilitated discussion. Discussion topics included: Contemporary Queer Issues; Queers in the Media; Pomosexuality: Postmodern sexuality in the new millennium.

Additionally, new member Daniel Enrique Perez brought the "Hispanic Zone" to campus for three performances during October 2005.

AAGLBTI members also endorsed a letter from the IC to the Board of Regents UNR President Search committee on the importance of a commitment to diversity in the selection of the institution's next president. The committee has also tracked the Regent's coming consideration of extending Domestic Partner Benefits to NSHE employees, and individual members have sent letters of support to each of the Regents.

#### Anticipated for 2006-2007

- (1) A five or six week film festival on GLBT issues and images with facilitated discussions in October/November, 2006. The selection of films began this summer, and should be completed before the Fall semester. The committee, with leadership from new member and new co-chair Denise Cordova, has also secured an underwriter for this year's festival—a first and major achievement for any of the diversity committees. Outlands Magazine has agreed to underwrite the events by funding the provision of snacks for the audiences and by providing free advertising for the series.
- (2) Committee members will provide a "Safe Zone" training to the staff of the Division of Student Services this summer (or early Fall).
- (3) Members will address GLBT issues on the "High Desert Forum" (KUNR) on September 29, 2006. This appearance was arranged by new member Alan Well of the Nevada Center for Ethics & Health Policy.
- (4) The AAGLBTI will continue to work collaboratively in support of the Queer Student Union on projects and programs.

#### **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. I will highlight just a few of the committee's 2005/06 achievements here:

- Presented President Crowley with proposal to reestablish a Women's Center
- Presented the President and the Provost with a request to conduct climate survey on a continuing basis to identify issues faced by faculty and staff and to assist in data-driven decision-making
- Succeeded in getting a climate survey included in the accreditation self-study; drafted questions relevant to women employees
- Continued a dialog with the President and Provost on the implementation of past committee recommendations
- The Campus Safety Subcommittee developed a prioritized list of safety concerns to be shared with the President's Council and appropriate campus personnel
- Co-sponsored International Women's Day and Women's Month activities and programs with Women's Studies and the Center for Student Cultural Diversity
- Individual members endorsed the letter to the Regents to add diversity to the presidential profile

### **Intercultural Council**

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

As stated in last year's report, the reorganization of the Intercultural Collaborative into the Intercultural Council has been a productive change. The combination of diversity committee representative and at-large members has increased the internal communication and created new synergies. Still, this year will bring new challenges and opportunities to the committee. It is time for the committee to review its mission and goals and determine the course it will take in the near future. Most important, it needs to determine the range of activities/efforts that will keep its membership engaged in sustained effort.

#### Activities/efforts in 2005-2006

In addition to networking the IC or its' individual members:

(1) Made a formal written request that the Regent's UNR President Search Committee place a demonstrated commitment to diversity as central criterion in the "leadership profile" for a new president. This request was endorsed by more than 50 members of the university community within a 48 hour period, forwarded to the search chair, and included in the "leadership profile." Members also actively participated in the campus forum of the search committee, as well as in the candidate interviews.

(2) Began a discussion with appropriate university personnel of how the IC might encourage a deeper understanding of and commitment to the value of international foci in the university's academic programs beyond what currently exists.

(3) Participated in the development of a draft proposal to establish a Center for Gender, Race and Identities.

(4) Provided press releases for the diversity committees' 2005-06 co-curricular events that went to 150 media outlets (special thanks to Andrea Turman of the College of Extended Studies).

Anticipated activities for 2006-07

(1) Co-sponsor, with the Judicial Studies Program and other campus entities, a campus appearance on September 19-20<sup>th</sup> by Judge Thelton Henderson, former "Senior Judge of the Federal District Court of Northern California...first Black attorney in the Civil Rights Division of the Justice Department, first Black member of a prestigious California law firm, and in 1980, only the second African American ever appointed to the Federal District bench in Northern California." Judge Henderson will deliver remarks in celebration of Constitution Day.

(2) Continue its discussion of advocating the development of a curriculum transformation initiative that will serve the needs of students in the intercultural world of the 21<sup>st</sup> century.

(3) Plan and initiate a continuing campus dialog on "what it means to be a university community?"

### **The Multiethnic Coalition**

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

This year's recruitment drive attracted new members to this already strong committee—particularly from academic faculty in the sciences and engineering. The MEC continues to move beyond the physical boundaries of the main campus. We have active members in Southern Cooperative Extension in Las Vegas, a new member in Cooperative Extension stationed in Tonopah, and new members from the faculty/staff at Truckee Meadows Community College.

Activities/efforts in 2005-2006

A major achievement this year was the production of a series of three panel discussions on the "Impact of Foreign Accent" in three sectors of Reno's socioeconomic landscape: ["The Impact of Foreign Accents in the Classroom \(Feb. 2nd\), in Employment and the Workplace \(Feb.9th\), and in the wider Reno/Sparks Community\( Feb. 16th\)](#) . Planning, logistics, coordination, and execution for this program consumed the better part of 9 months, and the committee members who participated in this production are to be commended.

Each event was recorded in streaming video and placed on the MEC and on the Special Assistant to the President websites to provide broad access to the proceedings. Such access is also provided here:

["The Impact of Foreign Accent in the Classroom"](#)

["The Impact of Foreign Accent in the Workplace and Employment"](#)

["The Impact of Foreign Accent in the Community"](#)

These panels brought together a broad coalition of panelist and audience members that included students, faculty and staff, community activist, members of the press, teachers and administrators from the K12 community, and community members at-large. The uneven attendance at the series may demonstrate the university's lack of a rich tradition of educational co-curricular activities. But the quality of the discussion and interaction was sufficiently high to generate several requests to join the MEC and other diversity committees from both the panelists and members of the audience. Strong connections were made with students and faculty at TMCC, both as panelists and as members of the audiences. Most important, the MEC, like many of the other diversity committees this year, made a significant investment in the creation of an educational series that addressed what was clearly recognized as a timely social question.

Additionally, MEC members (co-chair Jo Anne Koch, Mikki Bixler, and Pam van Pelt) from Southern Area Cooperative Extension joined others on the unit Diversity Committee to mount a "Diversity Day" panel discussion at the annual statewide meeting of Nevada Cooperative Extension, in Las Vegas in September 2005. "If You Could Walk in My Shoes" featured extension staff and faculty panelists who reflected upon their challenges and triumphs in serving diverse communities in Nevada. The panel was followed by a keynote address by Professor Dieudonne D. Phanord, Associate Vice Provost for Outreach at UNLV. Dr. Phanord's remarks connected three themes: the importance of providing children with reading skills before they enter preschool; the connection between diversity and the communities in which we live and serve; and the importance of advocacy to the acquisition of reading skills and establishing connections with diverse communities.

The Diversity Day event may mark the establishment of a vibrant connection between Cooperative Extension and UNLV that could be a starting point for cooperative ventures in the future.

#### Anticipated for 2006-2007

(1) Driven by the success of "The Impact of Foreign Accent" in teaching and learning, in employment and the workplace, and in social interaction in the wider community, the MEC will present a similarly targeted series on "The Impact of Race & Ethnicity" in October, 2006. Planning has already begun.

(2) Members in Southern Area Extension will present a diversity related panel discussion at September's annual statewide meeting of Nevada Cooperative Extension in Reno. A MEC member from TMCC will be a featured panelist and other campus committee members will be encouraged to attend the program. The MEC, with assistance from its members in Extension, will also network at the statewide meeting to identify extension staff and faculty who want to provide campus members with guidance in process of "community building." This process is foundational to the mission of Nevada Cooperative Extension but less well known or understood by campus-bound constituencies.

(3) The committee may participate in the planning and implementation of a cooperative venture with other diversity committees to launch a year long dialog on "what does it mean to be a University of Nevada community?"

#### Backlogged items

As stated in last year's report, **several issues raised in 2002-2003** have not received attention from the central administration or from the Faculty Senate. They include:

##### 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 Multiethnic Coalition**

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### Activities/efforts in 2005-2006

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significant investment in the creation of an educational series that addressed what was clearly recognized as a timely social question.

Additionally, MEC members (co-chair Jo Anne Kock, Mikki Bixler, and Pam van Pelt) from Southern Area Cooperative Extension joined others on the unit Diversity Committee to mount a "Diversity Day" panel discussion at the annual statewide meeting of Nevada Cooperative Extension, in Las Vegas in September 2005. "If You Could Walk in My Shoes" featured extension staff and faculty panelists who reflected upon their challenges and triumphs in serving diverse communities in Nevada. The panel was followed by a keynote address by Professor Dieudonne D. Phanord, Associate Vice Provost for Outreach at UNLV. Dr. Phanord's remarks connected three themes: the importance of providing children with reading skills before they enter preschool; the connection between diversity and the communities in which we live and serve; and the importance of advocacy to the acquisition of reading skills and establishing connections with diverse communities. Over 75 participants from Cooperative Extension and University of Nevada School of Medicine attended.

The Diversity Day event may mark the establishment of a vibrant connection between Cooperative Extension and UNLV that could be a starting point for cooperative ventures in the future.

#### Anticipated for 2006-2007

(1) Driven by the success of "The Impact of Foreign Accent" in teaching and learning, in employment and the work place, and in social interaction in the wider community, the MEC will present a similarly targeted series on "The Impact of Race & Ethnicity" in February, 2007. Planning has already begun.

(2) Members in Southern Area Extension will present a diversity related panel discussion at September's annual statewide meeting of Nevada Cooperative Extension in Reno coordinated by Jo Anne Kock, co-chair of the MEC committee. A MEC member from TMCC will be a featured panelist and other campus committee members will be encouraged to attend the program. The MEC, with assistance from its members in Extension, will also network at the statewide meeting to identify extension staff and faculty who want to provide campus members with guidance in the process of "community building." This process is foundational to the mission of Nevada Cooperative Extension but less well known or understood by campus-bound constituencies.

(3) The committee may participate in the planning and implementation of a cooperative venture with other diversity committees to launch a year long dialog on “what does it mean to be a university community?”

### **Backlogged items**

As stated in last year’s report, several issues raised **in 2002-2003** have not received attention from the central administration or from the Faculty Senate. They include:

#### Concerns for Faculty, Staff, Graduate Students and Student Employees

- B. 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:

  - 3. Perform more effectively in increasingly intercultural settings
  - 4. Communicate more effectively in settings where language and action are open to multiple culturally based interpretations
- C. Challenges faced by classified staff
  - 4. 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
  - 5. Effective communication should establish, precisely, the elements upon which staff are to be evaluated in the immediate next evaluation period
  - 6. 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. Last year the committee completed a strategic move that began in the 2004-05 term. Under the leadership of Mary Anne Christensen, Assistant Director of the Disability Resource Center (DRC), and Keith Hackett, Associate Athletic Director for Facilities, the committee completed its move beyond advocacy for basic legal compliance to the strategy of encouraging a spirit of welcoming cooperation. This strategy paid major dividends with the administration and staff of Intercollegiate Athletics. Because several key university venues (Mackay Stadium, the Virginia Street Gym, and Lawlor Events Center) are either directly controlled or heavily used by ICA, greater involvement of that organization in, and with, the committee during 2005-05 resulted in a list of noteworthy accomplishments.

UDRC initiated Improvements in Department of Intercollegiate Athletics, 05-06

- Ticket Office counter in Legacy Hall has been renovated to meet ADA Standards.
- Counter in main Athletic Department Office has been renovated to meet ADA Standards.
- New seating and ramps have been installed in both end zones at Mackay Stadium to better accommodate the needs of disabled Wolf Pack fans.
- Event staff has made greater and necessary efforts to meet the needs of disabled and elderly patrons at all home sporting events.
- Organized disability awareness training by the ADA Compliance officer for event staffs.
- Athletics looks to the UDRC to assist them in learning more about how to work with both disabled and injured patrons and how to meet their needs.
- Invited a member of the UDRC to sit on the Athletic Departments Games Management Committee that meets weekly.
- Conducted a survey of disabled patrons during the WAC Basketball Tournament to determine the level of satisfaction that fans with disabilities have for athletics and their handling of disabled patrons.
- Worked with Facilities Management to remodel rest room facilities at the VSG to accommodate fans for Volleyball who are disabled.
- Work closely with the Lombardi Rec. staff to develop a plan to get the community based wheel chair basketball team a place to practice that best accommodates their needs.
- Will continue to provide training for all game day staff in how to work with disabled patrons. This training is provided during pre-season training for Lawlor staff before Football and Basketball season.
- Athletics is looking at moving the ticket office up to the main level of Legacy Hall to make purchasing tickets both more convenient and more accessible for all Wolf Pack fans. Planning has been completed and funding is being finalized.

Overall, a much higher awareness is apparent in the athletic department as it relates to disability awareness and how it can better serve this important part of the fan base for intercollegiate athletics.

#### Other on-going Initiatives

(1) The committee continued to encourage employees on the main and distant campuses to report access and other difficulties or questions directly to Michael Coray. Previously Lyle Woodward, as a committee representative of Facilities Management, shared this reporting line. That did not occur this year, but Ron Zurek, Vice President for Finance and Administration, was consistently responsive to committee concerns. It would be useful to resume active committee membership from a representative of Facilities Management.

(2) The committee renews its recommendation for campus maps 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 also explored the viability of "talking" GPS mapping as an potential aide to persons with disabilities.

(3) The committee continues to be concerned about the accessibility of teaching and other class materials on the web. The staff of the DRC, many of whom serve on the committee, have collaborated with Teaching and Learning Technologies, the College of Extended Studies, and EH&S, to develop and provide trainings and workshops on 508 web accessibility. Much of this collaboration centered on the imminent launch of version 6.0 of WebCT. This conversion brings the application into compliance with 508 standards and implements many improvements to accessibility based on user feedback. Implementation will be followed by:

- WebCT Announcements – Information for students with disabilities taking WebCT courses will be posted on main "Course Menu" where students may learn about specific accommodations for courses being taught online and linked to the DRC website.
- Online WebCT Instructor Training Modules - Modules are being developed to be added into all WebCT training courses for instructors. These modules will serve as a resource for instructors using WebCT.
- WebCT In-Person Presentations – DRC staff members will be presenting information on assistive technologies and the specifics of accommodating students in web-based learning situations.
- Horizon Wimba Voice Tools Accommodation Guidelines – Develop guidelines for specifically accommodating deaf and hard of hearing students enrolled in web-based courses that utilize innovative voice tools and Live Classroom.
- PowerPoint Accessibility Training and Tools – develop module for PowerPoint training and developing accessible PowerPoint presentations.
- College of Extended Studies Registration Announcement for accommodating students with disabilities – posted information on obtaining accommodations for students enrolling in university courses through the College of Extended Studies.
- The university became a member of University of Illinois WebCT Accessibility Consortium.
- Mary Anne Christiansen and Ryan Collier of the DRC serve on UNR WebCT Advisory Committee.

In addition, DRC staff accomplished the following projects this year:

- *Got E-text? An Innovative Approach to Alternative Media Production Using High-Volume Imaging Systems*
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  - Published in "Access Technologists in Higher Education Network (ATHEN Journal)"
  - "Nevada Access"
  - Presented at the *California State University Northridge International Conference on Technology and People with Disabilities*
- Kurzweil screen reading and learning applications have been made available in all campus computing labs for students with disabilities through campus computing network servers.
- Implemented innovative remote captioning accommodations for students who are deaf and hard of hearing.
- Board Member, Western Regional Outreach Center and Consortia (WROCC) a part of Postsecondary Education Centers for Individuals who are Deaf and Hard of Hearing.

(4) The DRC staff also recommends the purchase (or site licensing) of a new server-based software application—a Lift Text Transcorder—that has the power to generate a customizable "text only" view of web pages instantly. This background tool "crawls" web pages 24/7 to identify new content and create an alternative "text only" version. This eliminates the need to generate, store and maintain individually developed "text only" versions of web pages that contain instructional material. It also makes such pages instantly more accessible by freeing developers to create content without additional design time to meet accessibility standards. The committee concurs in this recommendation.

(5) Geoffrey Kettling of the DRC developed "Considerations for Persons with Disabilities" which has been incorporated by Robert Cullins into every building emergency that is designed by EH&S.

(6) Mr. Cullins also alerted the committee to the utter absence of "evacuation chairs" on campus. He authored what became a request for a congressional earmark to provide funds to purchase and mount such devices in all university building higher than a single story. The committee also recommended to Ron Zurek that the provision of evac chairs be included in the FF&E of each new multi-story campus building.

UDRC Events, 2005-06

The UDRC staged two major events this year: the university's third observation of Disability Awareness Month in October 2005; and a Wine Tasting/Silent Auction in June, 2006 that raised \$4,800 for the DRC's Educational Opportunity Award program for students with disabilities.

#### Disability Awareness Month, 2005

This year's events focused on "A Year of Abilities in Sports and the Arts," co-sponsored by the UDC, the Nevada University Center for Excellence in Developmental Disabilities (UCED), the URDC, and the Special Assistant to the President for Diversity (SAPD). Additional support came from ICA, GSA, JTSU, and the College of Extended Studies.

This enthusiastic collaboration provided a multi-faceted, well attended program that featured nationally recognized speakers on personal and professional issues that challenge millions of Americans with disabilities in athletics, sports, entertainment and the performing and fine arts. A film series was also provided. The full event programs are available at:

[http://www.unr.edu/sapd/documents/DisabilityAwarenessMonth\\_05.pdf](http://www.unr.edu/sapd/documents/DisabilityAwarenessMonth_05.pdf)

Ms. Rachael Scdoris, the blind Iditarod musher featured in the "Hick-off" event of the program became the first blind musher to complete the race in this year's event. Other events featured the movies "Shine," "My Left Foot," and "Murderball," the musical group "NOTE-ABLES," Jon Evans on "An American with dis/Ability, and a wheel chair sports demo/luncheon.

#### (7) Wine Tasting/Silent Auction, June 2006

Co-sponsored with the DRC and the SAPD, with support from the President and a host of generous campus and off campus donors this event raised \$4,800 for the DRC's Educational Opportunity Award program that assists registered students with disabilities in acquiring adaptive equipment.

#### The Challenges in Event Planning/Coordination/Execution

As is sometimes the case for university committees, the UDRC has been challenged this year by members who fail to live up to their commitments to help in the planning, coordination, or execution of an event. The result, again typical, is that the bulk of the work falls to committee co-chairs and the dedicated cadre of members who honor

their commitments. New this year, however, was the “carping” of one who sat on the sidelines about the work of some of the “doers.” This was followed by an act of gross incivility that cannot be tolerated.

The co-chairs and I will resolve these challenges before this year’s Fall recruitment drive by having an open dialog on the responsibilities of committee membership, and our expectations for collegial and civil interaction. Those who fail to live up to either of these standards in the future will be removed from the committee.

#### The Challenges of DRC staff collaboration with other institutional actors

The staff of the DRC has been extraordinary in the level of its collaboration with other offices/programs on campus. But there is a price for such collaboration: consistent overloads for DRC staff whose primary responsibility is to provide direct services to a student population that has grown at a minimum rate of 12% over the last three years. There is a constant and significant gap between the level of DRC funding and the need to add personnel (derived from a funding formula) to provide direct service to students. Every level of staff collaboration outside the department, then, places increased burdens on a highly dedicated and knowledgeable staff and must be balanced against the primacy of providing direct services to students.

My recommendation, as staff to the committee, is a shift of some of this burden to other parties in the various collaborations. As a single example, the Provost and appropriate Vice President could authorize and fill a position for a specialist in web accessibility in TLT or the College of Extended Studies. Such a position could also assume some of the training obligations recently accepted by the staff of the DRC.

#### Anticipated for 2006-2007

Disabilities Awareness Month, October, 2006. Planning has begun and should be completed by mid-August.

#### **The Work and Family Taskforce**

**([http://www.unr.edu/sapd/workandfamilytaskforce\\_000.htm](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. The recruitment drive of Fall 2005 continued this effect. 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 continued its move to: (1) advocate the university's urgent need for affordable, safe, and accessible child/day care; (2) pursue its 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) update the resources listed on the committee's original web site; and (4) continue an employee appreciation program (Pack Partners) 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 2005-2006

##### (1) Accessible and affordable child/day care

The committee met with the President, the Provost, and the Vice President for Finance and Administration, regarding the University Planning Council's recommendations re: child/day care in the first round of strategic planning. The Provost took responsibility for coordinating the preparation of an RFI and RFP to prospective vendors. Further progress requires a needs assessment and the WFT has drafted a brief survey to measure campus need. It is anticipated that this tool will be administered during the Fall 2006.

##### (2) Work & Family Information from Human Resources

Progress has been made in identifying HR personnel who can provide W&F information to university employees.

##### (3) Updated the resources list on the committee web page

Thanks to the support of the Campus Webmaster and the diligent work of committee members the current page has been updated and substantially improved. <http://www.unr.edu/sapd/workfamily/>

##### (4) Pack Partners

The second year of the program continued the previous year's program. ICA provided 200 "free" (with IRC tax consequences) general admission tickets for foot ball, and 100 tickets each for men's and women's basketball, volleyball, soccer, and baseball. These tickets were made available to full time employees (maximum of 4 each), and were distributed by lot where events were over-subscribed.

(5) Assisted Big Brothers/Big Sisters of Northern Nevada in their drive to recruit Bigs to mentor children in the program.

(6) Supported a letter from the IC to the Regent's Search Committee to include a deep commitment to diversity in the presidential profile.

#### Co-Curricular events

The WFT also mounted a four part series of co-curricular events to enrich campus discourse on a number of issues related to Work & Family issues during March 2006:

A. "Juggling Work and Family,"

A documentary by Pulitzer Prize-winning journalist, Hedrick Smith, the film examines "the impact and implications of a massive shift in our workforce that has buried the traditional father-breadwinner / mother-housewife family model." It provides "expert insight into people's struggle to reconcile workplace expectations with family needs."

B. "The Challenges Facing Graduate Students" (<http://imedia.unr.edu/gsapanel/gsapanel.aspx>)

Members of the Graduate Student Association (GSA) share some of their challenging experiences as students and how they are working towards solutions. Issues include medical insurance and services available on and off campus that may improve a graduate student's quality of life. Megan Galli, committee member and graduate student, moderated the panel.

C. "The Sandwich Generation" Panel Discussion (<http://imedia.unr.edu/sandwichgen/sandwichgen.aspx>)

The so-called "Sandwich Generation" are baby-boomers caught in the middle. Many boomers now take care of their elderly parents as well as raising children or grand children. Panelists participating in this discussion share information on how care-giving affects us physically and mentally — how it affects our children (through shared attention and higher stress), and how it affects the elderly parents we are trying to support. Testimonials and expert information will be shared during this session.

D. A Work & Family Resource Fair.

Provide information about the resources and services available to our campus community both on and off campus to promote positive family well-being.

E. Co-sponsor

The WFT also co-sponsored the two month local appearance of Michael Nye's traveling multimedia exhibit, "The Fine Line." The exhibit was mounted first in the Pennington Medical Education Building and subsequently in the Northwest

Reno Library. The programs held in conjunction with this exhibit included: panels composed of practitioners from near and far who explored: the experience of mental illness from the prospective of family members; a psychiatry Grand Rounds on the homeless and mental illness; a panel discussion of the judicial response to the mentally ill; and a discussion of the history of the Nevada State Hospital and Saint Mary's in Virginia City.

The WFT also cosponsored the Sanford Center for Aging "Silver Series" lectures.

Anticipated for 2006-2007

This year the WFT will:

- Continue the Pack Partners Program will continue for a third year.
- Conduct a survey based assessment of the need for additional child/day care by employees and students.
- Plan and execute a series of co-curricular events. Currently in discussion is a series of brown bag dialogs on "What does it mean to be a family-friendly" university? These dialogs will complement the broader multi-committee efforts to discuss "What does it mean to be a university community?"
- Present a second Resource Fair.
- Continue to take conscious steps to help the university become a family friendly workplace.