

August 19, 2003

TO: The Faculty Senate

FR: Michael S. Coray, Special Assistant to the President for Diversity

RE: 2002-2003 Annual Report

### Overview

The Special Assistant to the President for Diversity has broad responsibility to develop and implement campus-wide diversity initiatives. Much of this work is done through six standing committees that now report to the President through the Special Assistant: The Committee on the Status of Women (SW); the Gay, Lesbian, Bisexual, and Transgender Advocacy Committee (GLBT); the Multiethnic Coalition (MEC); the Intercultural Collaborative (IC); the Work & Family Taskforce (formerly the Work & Family Committee); and the University Disabilities Resource Coalition (UDRC, formerly University Disabilities Committee). The Special Assistant also convenes occasional meetings of the Diversity Dialogues Group—an informal group of student, faculty and staff volunteers who strive to provide opportunities for the university community to discuss significant and timely issues. The mission and goals of each committee are contained in Appendix 1.

Three of these constituent- or issue-based committees, the GLBT, MEC, and IC, were created in October 2002 on the recommendation of the Special Assistant's strategic plan for diversity, with approval by the President's Council (PC) and the President. Initial meetings for the GLBT and MEC were held in November; the IC's only meeting of the year occurred in early Spring. Most of the committees, except the IC and the WFT, met at least monthly through the Spring, 2003. More than half (SW, IC, MEC, and UDRC) will continue to meet, either in whole or in subcommittees, over the summer so there is no "down time" preceding the Fall semester, 2003.

### Committee Formation, Structure, and Meeting Schedules

Each of the standing committees is, or will be, self governing and empowered to carry out its mission and goals (see Appendix 1) as it sees fit. Most have adopted a chair or co-chair structure, with continuous recruitment and enrollment of new members. Membership is open to all faculty, staff, and students who supports the mission and goals of the committee. Membership is also continuous until individuals opt out. Attaining student participation has been problematic for the committees who have sought to include students, and participation by graduate students has been generally stronger than that for undergraduates. The MEC has been conspicuously successful in attracting membership from employees in southern Nevada. The role of the Special Assistant is to provide staff support to each committee as needed.

Most committees meet at least once, and some twice, per month, usually for 1 to 1 ½ hours per meeting. Some, the IC and WFT, had only one meeting this year, but I expect this pace to accelerate next year (see IC below).

Members often serve on multiple committees. The most general pattern of multiple service is on a constituent- or interest-based committee and the IC. This should provide a useful level of continuity as the committees move forward.

### Committee Visibility

Each committee has, or will have by Fall 2003, a website that includes its mission and goals, contact information, and other content determined by the committee. Each is a sub-site of the Special Assistant to the President for Diversity [website](#). The SAPD site also includes a topical list of web resources, with specific emphases on materials relevant to the charge or focus of each standing committee. Currently, the following committee sites are live: MEC, IC, UDRC, WFT.

Once finished, each committee site will be linked to the Faculty and Staff page (under Governance) of the university site. I, with assistance and guidance from the university webmaster, developed each site, and I have sole responsibility for their maintenance.

I also developed and maintain “Best Practices in the Creation of Inclusive Classrooms: Teaching Tips for Undergraduate Instruction” at the Excellence in Teaching Program @ <http://teaching.unr.edu/etp/inclusive/>. This resource is linked from “Faculty Support” and “Academic Support” on the Academic and Faculty & Staff pages of the university website, respectively.

### Committee Activities

The primary activity of each committee this year, save the IC, has been to identify key issues and concerns. Committees which had a history (SW, UDRC, and WFT) began by assessing their most recent efforts and identifying changes that should be incorporated into this year’s work. The new committees explored the dimensions of their charge and began to build a level of trust required for candid discussion. Three concerns quickly emerged within the new committees: (1) concerns about the confidentiality of membership; (2) the confidentiality of committee discussions; and (3) concerns about possible reprisals based on committee participation. The nature and existence of such concerns may be a noteworthy indicator of some elements of the campus climate. All, save the last concern, were resolved within the committees. Fear of reprisals was dealt with directly by the president.

Overall and individually, much progress has been made. Many of the issues and concerns that have been identified have arisen in multiple venues. Those which require broader discussion will be presented to the IC as of this writing, so that they can be prioritized for the Fall. The Intercultural Collaborative is designed to provide the broad discussion necessary for the development of university-wide initiatives or policy recommendations. The primary reason for delaying meetings of the IC subsequent to its initial meeting was strategic. It was my judgement that while the IC can adopt an independent agenda, it might be more focused and productive if presented with issues

that have come from the other committees and which required broadly based campus discussion.

### Committee Reporting

One of the most important and productive changes to traditional committee work at the university has been the opportunity offered by my role as staff to each committee. As a member of the President's Council, I take issues identified at committee meetings directly to the next meeting of the Council (time and agenda permitting), and report any action taken at PC to the committee in a meeting summary. The effect of this procedure has been productive: (1) the committees' concerns are reported directly to the central administration; (2) the committees receive timely feedback, and are energized as a result; (3) issues that require no further discussion are dealt with expeditiously by PC; (4) the communication of diversity-related issues is a consistent feature of the meetings of the PC; and (5) the traditional cycle of "year end" reports and recommendations—which hope and faith that they will be considered and acted upon—have been eliminated for the committees which have chosen to utilize access more direct access to the PC.

### Committee Achievements

Much has been accomplished in this initial year, particularly given the late start-up for the new committees. Each of the accomplishments below has been presented to the President's Council, except where noted otherwise.

The GLBT will not meet over the summer and will undertake several possible efforts next year:

- Continue to ask for the recognition of, and extension of benefits to, domestic partners; collaborate with other campuses within UCCSN in this effort
- Develop a series of educational presentations, workshops, etc. that can be provided to the campus community
- Work collaboratively with the QSU
- Develop a resource base of "best practices" for teaching/learning in a classroom setting
- Continue the development of a broad resource base on GLBT issues in the library to include paper and electronic sources of information
- Conduct a campus survey to discern attitudes regarding GLBT issues
- Develop and implement a training program (and requisite resource base) that will culminate in recognition of individuals, offices, and programs that merit distinction as a "Gay Friendly Zone"

The MEC will continue to work through the summer. The committee has identified:

- A need to provide Muslim students with a meeting place where they could meet their religious needs and enjoy the benefits of fellowship (accomplished)
- That with the exception of the Division of Student Services, there is no formal process in the annual evaluation of supervisors that allows front-line personnel to participate in the evaluation of their immediate supervisors

- A growing apprehension among some employees that calling attention to possible discrimination in the workplace places them at risk for a level of retaliation within their units that could jeopardize their jobs, and possibly their careers. This apprehension has had a chilling effect on the identification, and resolution, of potential problems.
- A need to provide Muslim students with an on-campus meeting place where they could tend to their religious needs and enjoy the benefits of fellowship (quitely accomplished)
- An observation that some middle managers do not always communicate effectively with those who bring issues forward for resolution, or who ask for assistance to improve their performance. This suggests a need to offer training to managers in the development of communication skills that can enhance the productivity of those who report to them

The SW continues to work through the summer:

- The Safety Subcommittee presented a “year end” report (see Appendix 2) that will be presented to the President’s Council
- The Faculty Subcommittee continues to gather information from internal and external sources on several interrelated issues facing women academic faculty, including (but not limited to) the following indices of equity:
  - a history of merit distribution; degree completion at hire; time to tenure and promotion; salary at hire and at subsequent points of advancement; start-up packages; access to internal and external support for research and teaching; access to mentoring within and outside of the department; access to adequate research space; course loads; teaching and research assistants; etc.

The UDRC was particularly successful this year and will continue to work during the summer:

- The operation of mechanical access devices for each building is monitored daily; broken devices are reported to and repaired by facilities management in a timely manner
- The “Cellar” café in JTSU is now equipped with mechanical access device
- The need to provide seating in Lawlor Events Center that allows persons with disabilities, particularly in the student sections, to enjoy the fellowship of their peers has been discussed with facilities management and will be addressed
- Committee members and representatives from facilities management and ICA conducted a “walking” accessibility audit of Mackay Stadium to insure compliance with both the spirit and letter of ADA before the start of the football season
- A representative from facilities management, with expertise in ADA, is a permanent member of the committee
- The committee, as requested, now has access to the Mid-Campus master planning process
- the committee has provided updated information regarding 508 compliance to the university webmaster
- The University Center for Excellence in Disabilities is participating in a Transition Program with the Washoe County School District. The central element of the Center’s participation is the placement of WCSD students in campus jobs. The

Provost and the SAPD are working to accommodate, and perhaps enhance, these programmatic needs

The WFT met only once this year. Its "Report on Work and Family Issues Facing University of Nevada, Reno Faculty and Staff" (2001) was presented to the President's Council and requires follow-up. This year's committee:

- Recommended the establishment of an Office of Work and Family within Human Resources

The IC will be presented with the following issues for consideration in Fall 2003. Again, these issues emerged either in multiple venues or they have university-wide implications that require broad based discussion.

### Faculty and Staff

The "silencing" of faculty and staff, particular women and people of color

- 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 need to more fully integrate new faculty and staff into the units of their employment from orientation onward
  - 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
  - the existence of climates at the unit level in which administrators are perceived as silencing anyone who's view 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:

- Perform more effectively in increasingly intercultural settings
- Communicate more effectively in settings where language and action is open to multiple culturally based interpretations

### C. Challenges faced by classified staff

- 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
- Effective communication should establish, precisely, the elements upon which staff is to be evaluated in the immediate next evaluation period
- The timing of performance appraisals: practices in some units do not conform to the requirements listed in the State Handbook
- Resolution of the following issues should be clearly articulated in, and enforced by, university policy and procedures:
  - the appropriate role of classified staff within their unit of employment

- the appropriate relationship between staff, faculty, and students with each unit demands of classified staff that are inappropriate from faculty and students

E. Graduate Assistants: the GSA developing a Bill of Rights for Graduate Assistants

F. Student Employees:

Resolution of the following issues should be clearly articulated in, and enforced by, university policy and procedures:

- the appropriate role of student employees within their unit of employment
- the appropriate relationship between faculty, staff and students with each unit
- demands upon student employees that are inappropriate for faculty and staff

G. 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 (modeled, perhaps, on the procedure used in the Division of Student Services)?

## **Appendix 1**

### **Committee Charges in alpha order**

#### **Committee on the Status of Women**

##### **Mission**

Identify and communicate the issues and concerns of women faculty, staff and students regarding their experiences in, and expectations of, the University of Nevada, Reno.

##### **Goals**

- Ensure that the challenges facing women are communicated appropriately
- Provide opportunities for networking and the development of support systems for women
- Ensure that gender is not a barrier to full participation by women faculty, staff or students in the academic, professional, social and cultural life of the university

Website under construction

#### **Gay, Lesbian, Bisexual and Transgender Advocacy Committee**

##### **Mission**

Establish a network of faculty, staff and student allies who will provide support and advocacy by identifying the issues and concerns attached to sexual orientation in the university community.

##### **Goals**

- Ensure that sexual orientation is not a barrier to full participation in the academic, professional, social and cultural life of the university for any member of the community
- Identify issues and concerns, and recommend policies, projects, programs, strategies, and initiatives, that can resolve them

Website under construction

#### **Intercultural Collaborative**

##### **Mission**

Provide guidance to the Special Assistant to the President for Diversity on a broad range of diversity issues and concerns by identifying potential initiatives, projects, and programs that will improve intercultural relations at the university.

##### **Goals**

- Assist the Special Assistant in the identification of projects, programs, initiatives, as well as faculty and student resources, in such broad areas as:
  - campus climate

- the recruitment and retention of students and faculty
- curricular and co-curricular issues
- learning environments
- strategies for building an inclusive university community
- Communicate the development of locally based (Vice President's units, college, department, or interest group) projects and programs that come from other venues.
- Develop a university consensus for the implementation of major initiatives.
- Establish, in consultation with the Special Assistant, benchmarks, schedules, and tool to assess major campus-wide initiatives on a recurring basis.
- Recommend the implementation of campus-wide initiatives to the President

Visit the Intercultural Collaborative [website](#).

### **The Multiethnic Coalition**

#### Mission

Identify and communicate the issues and concerns of faculty/staff, and students of color regarding their experiences in, and expectations of, the university.

#### Goals

- Ensure that the unique challenges facing communities of color are communicated to the broader campus community
- Provide opportunities for networking and the development of support systems
- To ensure that race/ethnicity are not barriers to full participation in the academic, professional, social and cultural life of the university

Visit the Multiethnic Coalition [website](#)

### **Work & Family Taskforce (formerly the Work & Family Committee)**

#### Mission

Assist university faculty, staff, and students in balancing their work/school and family lives.

#### Goals

- Improve the family-friendliness of the campus in terms of policies, resources, and services
- Inform the campus community of available resources

Visit the Work & Family Taskforce [website](#)

### **The University Disabilities Resource Coalition (formerly University Disabilities Committee)**

#### Mission

Establish a network of faculty, staff and student allies who will provide support and advocacy by identifying the issues and concerns of persons with disabilities in the university community.

#### Goals

- Provide support and advocacy for persons with disabilities in the university community
- Ensure that persons with disabilities are not confronted with barriers to full participation in the academic, social and cultural life of the university, for faculty/staff and students
- Identify the challenges faced by persons with disabilities and recommend projects, programs, strategies, and/or initiatives that can resolve them

Visit the University Disabilities Resource Coalition [website](#)

## Appendix 2

### Safety Subcommittee – Committee on the Status of Women

Minutes of 2-28-03 meeting (revised on 3-24-03)

Present: Betty Glass, Chair; Amiso George; Nancy Polatty; Jill Winter

This is the first meeting of the subcommittee. Members introduced themselves to each other. Jill Winter, Chair of the Committee on the Status of Women, was invited to join our meeting.

While the Committee on the Status of Women will prepare a year-end report for campus records, it will submit advisory reports to Michael Coray throughout the year so that specific concerns may be brought to the attention of appropriate administrators in a timely way. As Special Assistant to the President, Michael attends the President's Council and can bring the Committee's concerns before that group for action, as needed.

The following concerns were identified during a discussion about campus safety at UNR:

- 1) The campus announcement of 2-25-03 from the Director of Police Services was helpful, but the alert was only routed to faculty and staff. Is there a means of sharing such alerts with the students? Some faculty were unable to open the attached photograph of the suspect. Others could open the attachment, but the photograph printed out in segments on 4 pages. It would be best if photographs of suspects were imbedded in the body of Campus Announcement messages instead of being sent as attachments. Otherwise, Information Technology staff need to standardize plug-ins or other software on campus computers to accommodate opening attachments sent out by Police Services.
- 2) Various people on campus are concerned about exposure to asbestos in ceilings, heating-cooling systems, and/or air ducts in campus buildings. Protective filters should be replaced regularly to maintain health air quality. Valid, reliable asbestos testing should be conducted by independent, qualified experts. The results should be shared with UNR staff, faculty and students who have been exposed to asbestos at UNR.
- 3) General concerns were expressed for library employees due to the late hours the campus libraries are staffed, the presence of street people in the libraries, and the isolated areas in the library buildings. There are ongoing cases of theft of students' backpacks and other personal items, inadequate lighting throughout the libraries, stalking situations, and occasional "flashing" incidents. Librarians are aware that pedophiles "case" libraries for victims. We do not believe it is wise for unsupervised children to be in the UNR Libraries. Suggestions for solving these problems are welcome. Mike Simons is the contact person for library security concerns.
- 4) There is a Campus Safety Committee that reports to Linda Brinkley, Vice President of Research. We should have a liaison for that group. Jill will determine its status. Betty is willing to serve as liaison.
- 5) There is an ASUN Safety Committee. Nancy will find out about it and serve as liaison for it.

- 6) There was discussion of the role the Women's Center once played in raising students' awareness of campus safety issues and personal involvement in helping create and maintain a safe campus for everyone. What office on campus is now responsible for programming safety awareness events? Both male and female students should be target audiences for responsibility in personal relationships, risks on campus, date rape, and other relevant topics.
- 7) Amiso is interested in addressing some campus safety concerns in one of her classes in the School of Journalism. She has obtained service learning support funding in the past for the course in mind. One class project would be designing a campaign on campus crime awareness in conjunction with the University Police Department. Part of this campaign would be conducting a survey at UNR to determine students' opinions concerning the level of safety on campus. There was discussion of seeking grant funding to support development of both the service learning course and development of campus safety resources.
- 8) From that discussion, it was noted that there has not been a survey of campus safety concerns since at least 1995. Available UNR data about campus safety and crime is scattered. It would be helpful to have this information archived together for easy access by interested parties. This would support campus administrators and researchers.

(Two possible solutions are the University Archives or DataWorks, both housed in Getchell Library. The Archives gathers print records of UCCSN as part of its mission statement. DataWorks can provide disk space for storing computer records. It can also make data available for research projects for UNR faculty and students.)

- 9) UNR faculty and staff need training in proper building evacuation during fire drills. An employee noted that people tend to cluster very close to a building's entrance until permission is given to re-enter the building after a fire alarm.
- 10) Betty did a review of the UNR Libraries' online catalog and the ERIC database to identify recent resources about campus safety:

Burns, Allan & Seth Freeman. *Campus Rape* [videorecording]. Santa Monica, CA: Rape Treatment Center, Santa Monica Hospital Medical Ctr., 1990. V02673 + guide (Getchell Library, Multimedia Center)

Evans, Nancy J. "The Impact of an LGBT Safe Zone Project on Campus Climate." *Journal of College Student Development*. v43 n4 (Jul-Aug 2002), pp. 522-539. LB2343 .J64 2002 (Getchell Library)

Fisher, Bonnie, et al. "The Sexual Victimization of College Women. Research Report." Washington, DC: Bureau of Justice Statistics (12-2000). ERIC document ED449712 (full text microfiche in Getchell Library)

Hill, Robert J., et al. "In the Shadow of the Arch: Safety and Acceptance of Lesbian, Gay, Bisexual, Transgender and Queer Students at the University of Georgia." (4-17-2002) ERIC document ED464539 (full text microfiche in Getchell Library)

Janz, Teresa & Pyke, Sandra. "A Scale to Assess Student Perceptions of Academic Climates." *Canadian Journal of Higher Education*. Vv30 n1 (2000), pp. 89-122. (must order via Interlibrary Loan)

Nichols, David. *Creating a Safe Campus: A guide for college and university administrators*. Springfield, IL: Thomas Publ., 1997. LB 2866 .N54 1997 (Getchell Library)

Odem, Mary E. & Jody Clay-Warner. *Confronting Rape and Sexual Assault*. Wilmington, Del.: Scholarly Resources, 1998. HV 6561 .C66 1998 (Getchell Library)

Ottens, Allen & Kathy Hotelling, eds. *Sexual Violence on Campus: Policies, Programs and Perspectives*. NY: Springer, 2001. LC 212.862 .S52 2001 (Getchell Library)

Rengert, George F. *Campus Security: Situational Crime Prevention in High-Density Environments*. Monsey, NY: Criminal Justice Press, 2001. LB 2866 .R46 2001 (Getchell Library)

Rund, James A. "The Changing Context of Campus Safety." *New Directions for Student Services*. Nn99 (Fall 2002), pp. 3-10. (special issue available full-text online via NEON)  
<http://www3.interscience.wiley.com/cgi-bin/issuetoc?ID=98515978>

"UNR Blotter" in *Reno Gazette-Journal* (regular column of reported crime incidents on campus)

Virginia. Dept. of Community Colleges. *State Board for Community Colleges Strategic Plan, 2000-2002 and Beyond*. (9-2000) Its "goal 6: to improve facilities planning and development, providing technologically up-to-date and safe campus environments." ERIC document ED451843 (full-text microfiche in Getchell Library)

Wessler, Stephen. *Hate Crimes on Campus: The Problem and Efforts to Confront It*. Washington, DC: U.S. Dept. of Justice Programs, Bureau of Justice Assistance, [2001]. BGIC J 26.30:H 28/4 (Getchell Library, top floor)

Wilkinson, Christine, ed. *Addressing Contemporary Campus Safety Issues*. San Francisco: Jossey-Bass, 2002. LB 2864.5 .A35 2002 (Getchell Library)