Faculty Involvement with Diversity

Faculty are engaged in such activities as:

1. **Family Engagement for Washoe County School District.** This group meets regularly to address issues about how to help families initiate and maintain engagement in schools.

2. **State of Nevada Parent Involvement Committee.** This program is especially geared for ninth grade students, largely Hispanic males who are considered first-generation graduates from high school, namely in programs such as AVID, GEAR-UP, Boys and Girls Club, Big Brothers and Big Sisters, and the local homeless shelters.

3. **The Northern Nevada Girls Math & Technology Program.** The purpose of the program is to increase girls’ knowledge, skills, and confidence in mathematics and technology in order to enhance mathematical and technological competence in girls’ personal, academic, and occupational lives. The program consists of a five-day, residential summer camp held on the UNR campus and year-round web site information and opportunities. Northern Nevada girls of all academic abilities and backgrounds may apply to the program in the spring before they enter grade 7 or 8 in the following fall. Approximately 60 girls, 30 from each grade level, are selected randomly from applicants solicited by school mailings to public, private, charter, and Native American schools.

4. **“Research in Romania”** groups of graduate students study and conduct research in Romanian schools. Fourteen graduate students have taken part in this voluntary international program.

5. **IREX TEA Exchange Program for International Teachers,** In fall, 2012, the College of Education, and the Northern Nevada International Association hosted 22 international Teacher Fellows for a six-week professional development program through a Teaching Excellence Achievement (TEA) grant program of the Bureau of Education and Cultural Affairs of the United States, and implemented by IREX. The fellows are experienced secondary English and math teachers representing 18 different countries. The teachers partner with Washoe County School District secondary teachers from 14 different middle and high schools for two days, while also attending advanced professional development seminars on campus with various faculty.

6. **International Academy of Intercultural Research (IAIR) in June, 2013.** This meeting brought together international and intercultural researchers from across the world to discuss their research. IAIR sponsors the International Journal of Intercultural Research, and Elsevier publication with an impact factor above 1.
7. Aside from the diversity activities mentioned above, other faculty have had experiences with diversity, and some samples are listed below:

8. I have worked with many diverse student populations. These include work at Boys Town with a student population that was majority student from inter-cities and parents who were with lower SES backgrounds. As superintendent at the school that served the Southern Ute Tribe in Southwestern Colorado, the majority of the students were either Native American or Hispanic in origin.

9. The bulk of my professional diversity training/experiences stems from teacher education training, principal training, and GEAR UP professional development, while personal experiences as an immigrant and individual from an underrepresented population have also contributed to this area.

10. I had read research on diversity in math education. Diana and I completed a study that was part of her dissertation in a diverse classroom. (Almost 95%) of students were Hispanic.

11. As a teacher in residential facilities in Memphis, TN, my student population was primarily male African-Americans students due to overrepresentation of that population in the category of emotional/behavioral disturbances. It was an area I wanted to examine during my doctoral studies, so I took coursework in "Individual Differences in Learners," "Schools, Families, and Delinquency," and finally, "Culturally Diverse Students," which resulted in me attending the annual conference of the Division for Culturally and Linguistically Diverse Exceptional Learners (a division of the Council for Exception Children) and then presenting on the issue of overrepresentation of minorities in special education at the annual conference of TASH, which was accepted for publication in their proceedings [Taylor, S. S., & Greenberg, D. (2002). Minority overrepresentation in special education programs: Research review and practical implications. In D. Fisher, C. Kennedy, & B. Buswell (Eds.), 2000 TASH Conference Yearbook, (pp. 45-52). Baltimore, MD: TASH.]

12. I have taught Multicultural Counseling, conducted research in mental health issues with American Indian/Alaska Native tribes, consulted with tribes on mental health for 13 years, and have 15 years of experience as a program evaluator for Native communities.

13. Authored an article in 2012 on diversity in a national refereed journal and have attended trainings on diversity

14. PI on a grant that focuses on first generation college students.

15. Through my own professional experiences and training I’ve learned to celebrate the diverse nature of disabilities. Every child and family brings a level of diversity, and disability is just one aspect that makes them unique.

16. I had training when I was Chair of the University Faculty Senate. It was a full day training.

17. When I was the career development counselor for the med school (UNSOM), I started a multi-day event for the Division of Health Sciences called “Cultural Considerations in Health Care,” to
address cultural competency. This was a collaborative effort across all parts of the Division, and the event continues annually. The overarching goal of the event was to increase sensitivity to the issues surrounding diversity in health care, and how differences affect care.

18. Taught a semester in Costa Rica, did work at school in Nigeria, did work in Istanbul and will return in September. Several weeks in Cuba.

19. My work with diversity in teaching and research involves supporting linguistically diverse secondary students, and my work with diversity in my service efforts involves supporting the needs of diverse families through the Work and Family Task Force at UNR.

20. I live in a household community with 9 other people; we are learning to talk openly with one another to resolve conflict and still keep our healthy boundaries and families intact. I lived in an international university in Beijing, China while earning my undergraduate degree and spent a Christmas with several Scandinavians, Australians, a New Zealander, and a Dane: I laughed as we all danced around the Christmas tree and they laughed at me for our cultural habit of singing to strangers, though that year, I did not.

21. I received intensified training (called sensitivity training) before going into a female ghetto in the 1970s as part of VISTA. I lived and worked there implementing a program for Magnet schools. Later I moved to Alaska and lived in the Eskimo part of town, receiving training on Alaska native populations. I also studied in Southeast Asia and was faculty in that area at the University of Virginia. I visited India several times and was connected to the Center for Administration and Planning (higher Ed). I have taught a Course race, class and gender and do research, in part, on issues related to class and schooling, e.g. rich schools, poor schools. I am chair of the committee on the status of women.

22. Had experiences connecting with diverse populations from my own college days throughout my professional career, spanning study/work in five countries and with students at various ages and levels of proficiency and including training in working with special populations such as language/ethnic/cultural difference, GLBT, and special needs.

23. I have had some formal graduate coursework, most notably, a three-credit course on multicultural education with a nationally prominent scholar in that area (Christine Bennett). I have attended numerous conferences, workshops, and individual conference sessions on equity and diversity, and I have done much self-learning through reading professional literature.

24. Taught the HDFS 428 class. We regularly imbed topics of diversity and equity in the professional development we provide for the CFRC staff. My entire staff and I were participants in an 4 hour training on diversity The curriculum included Diversity & Team Building, Emotional Intelligence & Diversity, Management style differences, Cultural differences (national & organizational), Working as a diverse team, Working with a diverse population of students and faculty

25. I attended multiple local diversity workshops, attended a national diversity conference and for two years supervised the Ethnic Student Resource Center (now called the Center for Student Cultural Diversity).
   a. Taught three years (1970-73) in a Florida public school that was beginning the process of racial desegregation.
   c. Created the Dean’s Future Scholars Program in the UNR College of Education in 2000 to promote higher education opportunities for diverse students in Washoe County School District.
   d. Member, UNR College of Education Diversity Committee (2013 – present).
   e. Member, Washoe County School District (WCSD) Equity Task Force (2014).

27. **Training:** B.A. in Sociology, Ph.D. in Curriculum and Instruction (emphasis: Multicultural Education). Studied with two of the most prominent scholars in the field of Multicultural Education, Dr. James Banks and Dr. Geneva Gay (advisor).

28. My professional life (teaching, research, and service) has diversity in education at its center.
   a) I have conducted research studies with diverse populations of students (both in K-12 and higher ed. Settings). Presented and published findings.
   b) All my classes focus on diversity.
   c) My service experiences in professional organizations such as NAME (National Association of Multicultural Education), IAIE (International Association of Intercultural Education) and AERA (American Educational Research Association) and university committees (chairing COE Diversity Committee and co-chairing UNR Cultural Diversity Committee) also have direct links to issues of diversity, locally and within a more global context. I am frequently invited to review manuscripts on topics related to diversity in different parts of the world.

29. My personal experience (immigrant/non-native speaker of English) has contributed to a cultivation of skills in cross-cultural communication/understanding.
   a. I work with diverse faculty in the local school in schools that are title one schools (middle school PDS settings) and at the national level with research special interest groups (AERA - Race, Ethnicity, and Gender) and a research agenda that includes gender studies, families in diverse settings, and at-risk education.

30. As a graduate student, I took several graduate courses focused on diverse children and families and conducted dissertation work and independent research projects focused on Spanish-speaking families with children enrolled in Head Start or preschools serving low income families. My experiences with diverse children and families at UNR include: 1) teaching experiences with two diversity courses and 2) ongoing research activity with diverse children and families (e.g., Hispanic and Spanish-speaking families; children and families with low SES).