College Diversity Initiatives

During the 2017 annual year, the College of Liberal Arts celebrated any number of significant actions and activities undertaken in support of diversity, equity, and inclusion. The College created and elected into the position an Assistant Dean for Diversity and Inclusion. As part of CLA’s faculty development and leadership training program, the Assistant Dean for Diversity and Inclusion is charged with conducting college-wide diversity and inclusion workshops for audiences of newest faculty members as well as chairs and directors. The Assistant Dean chairs the CLA Dean’s Advisory Diversity Committee and the newly convened College and Community Engagement Committee.

In conjunction with the Dean of CLA, the Assistant Dean conducts college-wide trainings to better ensure the faculty search committees processes that are fair and effective and missioned towards increasing the diversity of our faculty. In line with the university’s stated mission of increasing faculty diversity, the 2017-18 round of faculty hires for the college includes six positions that have a specific diversity focus; these positions include the Mikawa Distinguished Professorship, a position that will promote the address of diversity needs and mandates within the field of Psychology, and a lectureship in Indigenous and Native Studies, outreach, and research.

As one of CLA’s most interdisciplinary programs, the Gender Race and Identity (GRI) program promotes diversity across the curriculum. Throughout the 2017 reporting year, members of the Dean’s Office and the GRI program have worked to restructure the major (currently Women's Studies) to a Gender, Race, and Identity major with different concentrations including Women's Studies and Ethnic Studies and to include in future Latinx Studies, Religious Studies, and a comparative Gender, Race, and Identity focus.

Significant efforts are underway to support the community outreach activities of the Latino Research Center (LRC) and to expand the LRC’s research mission. The Fall 2017 semester is noteworthy for the formation of a Steering Committee tasked with generating innovative options for engaging the local community, showcasing the research efforts of Latino, Latina, and Latinx faculty members, and increasing access to Border-Lines, an interdisciplinary academic journal that is dedicated to the dissemination of research on Chicana/o-Latina/o cultural, political, and social issues and is currently produced through the LRC.

The CLA has been increasingly engaged with the local community, with CLA faculty members participating in diversity initiatives through the Washoe County School District as well as the Nevada Women’s Fund.

Finally, our change in faculty and staff demographics from last year look like this:

Faculty and Staff of Color:
Percentage of Academic Faculty of Color: 18.04% (46) compared to 16% (35) in 2016
   Percentage Point Increase of 2%
Percentage of Administrative Faculty of Color: 20% (5) compared to 21.75% (5) in 2016
   Percentage Point Decrease of 1.75%
Percentage of Classified Staff of Color: 22.22% (8) compared to 21.23% (10) in 2016
   Percentage Point Increase of 1%
Total Faculty and Staff of Color (not including post-docs and LOAs)
   19% (60) compared to 17.3% (50) in 2016
   Percentage Point Increase of 1.7%

Gender:

Male Academic Faculty 150 [46.72%]; Female Academic Faculty 171 [53.27%]
   In 2016, we had 106 Male Academic Faculty [50.71%] and 103 Female Academic Faculty [49.28%]

Male Administrative Faculty 11 [44%] and Female Administrative Faculty 14 [56%]
   In 2016, we had 11 Male Administrative Faculty [47.83%] and 12 Female Administrative Faculty [52.17%]

Male Classified Staff 7 [19.44%] compared to 29 Female Classified Staff [80.56%]
   In 2016, we had 11 Male Classified Staff [23.40%] and 36 Female Classified Staff [76.60%]

International:

Academic Faculty: 29 compared to 19 in 2016
   International: 11 compared to 8 in 2016
   Permanent Resident: 18 compared to 11 in 2016

Administrative Faculty: 1
   International: 1

Classified Staff: 0
Scholarships

We now have three study-abroad scholarships, which are awarded each semester on a competitive basis to liberal arts majors. In addition, the Bertha Miranda Scholarship is earmarked for Hispanic students, and the Barbara Bennett scholarship is awarded to women majoring in Political Science, Women’s Studies, or Sociology who are active in service to the community. All these scholarships are privately funded. The college is actively soliciting scholarships to address the educational and training needs of students from diverse and underrepresented groups.

DEPARTMENT OF ANTHROPOLOGY

The discipline of Anthropology was founded over two centuries ago with a focus on the description and explanation of physical and cultural diversity throughout the world. That mission, maintained to this day, is reflected in a broad range of this department’s course offerings. Fourteen undergraduate courses in Anthropology meet the silver core curriculum diversity requirement. Diversity is a common theme throughout all undergraduate and graduate courses in Anthropology and provides a major focus for graduate theses and dissertations. Faculty members work on diversity issues in international (North and South Africa, Eastern Africa, Middle East, Europe, Brazil, Siberia, Northern Canada, and Japan), national (American Southwest, Alaska, New England, Hawaii) and regional (Nevada, California, Oregon, Utah, and Great Basin) settings. Six Anthropology faculty members are faculty associates with the Gender, Race, and Identity Program, which is at the center of diversity activity at the university, and serves students who wish to study race/ethnicity, as well as gender/sexuality, religion, and other aspects of identity. For diversity committees, one faculty member serves on the CLA Diversity Committee. Two also serve as members of the Latino Research Center’s steering committee.

The Anthropology takes a four-field approach to understanding humans in their physical and cultural diversity. We pride ourselves on collaborative research that integrates two or more subfields. Four broad themes characterize our faculty's strengths and highlight our overlapping interests: (1) Law, Policy, and Engagement; (2) Place and Environment; (3) Migration and Mobility; and (4) Identity and Belonging. All of these engage directly with myriad aspects of diversity.

Law, Policy, and Engagement

Many of our faculty are interested in law, policy, and engagement, and researchers across the sub-fields conduct collaborative research and engage in public anthropology. Our cultural anthropologists study law, legality, and policy in diverse global contexts, with research projects ranging from marital disputes in Islamic courts
and comparative Islamic law in East Africa (Erin Stiles) to multi-sited work on legality, migration, deportation in Mexico and the US (Debbie Boehm), to projects on citizenship, human rights, and migration in Spain (Mikaela Rogozen-Soltar). Our linguistic anthropologist (Jenanne Ferguson) works on language maintenance and revitalization among Sakha speakers in Siberia and indigenous language communities in Canada. Archaeologists collaborate with American Indian communities in the West to improve practices and policies regarding tribal consultation (Sarah Cowie), engage with Berlin artists about their use of space (Carolyn White), and teach Cultural Resource Management (Chris Morgan and Geoffrey Smith) and Historic Preservation (Carolyn White). UNR's Historic Preservation program is housed in the Anthropology Department. Finally, within biological anthropology our faculty work in the realm of forensic anthropology (Marin Pilloud, G. Richard Scott, and Kyra Stull). This work is applied and involves consultation with law enforcement, as well as research efforts to improve methods used as part of estimating the biological profile.

Additionally, we are committed to engaging the public in forensic anthropology and actively seek out opportunities to work with public schools and the community.

**Place and Environment**

The question of place is a central and ongoing theme among anthropologists and scholars from related disciplines. Place comprises geographical locations and forms narratives of belonging, shaping identities and histories cross culturally. Place is also connected to questions of adaptability and the environment. As such, the intersection of place and environment engages cultural and physical realities shaping ever-changing subsistence strategies and symbolic attachment to place.

Place is transformed by processes of globalization and transnationalism. For example, our faculty emphasis on migration includes a focus on how mobility engenders new relationships to place, including both loss and the creation of new place-based identities, as in Deborah Boehm's work with Mexican migrant communities. Linguistic anthropologist Jenanne Ferguson examines place and environment within the context of sociolinguistics situating the study of language where place and environment are expressed as markers of identity through names, signs and other symbols of expression. Mikaela Rogozen-Soltar's work in urban anthropology examines the links between race, religion, and place-making in multicultural cities. Louis Forline looks at the issues of place and environment among indigenous and peasant groups of the Brazilian Amazon examining how territoriality, security and resource utilization interface with their management of natural resources. Archaeology deals with the study of place and environment through both an historical and prehistoric perspective. Carolyn White examines mining communities of the American West; she and Deborah Boehm also study more contemporary places
situated in the desert playa in the annual Burning Man Festival. Sarah Cowie also conducts historical archaeological research that engages place and space in collaborative archaeology with American Indian communities, in addition to reconstructing lifeways of regional mining towns. From a prehistoric view, Geoff Smith, Christopher Jazwa, and Christopher Morgan examine place adaptation in desert, marine, and mountain environments of the American West.

Physical anthropologists Marin Pilloud, G. Richard Scott, and Kyra Stull research human origins and variation focusing on the adaptability of humans, past and present, and how place and environment impact growth and development and ultimately human variability.

**Migration and Mobility**

Migration is a central component of social and economic life, both past and present. Our faculty conduct research and teaching about human mobility across the subfields. Our prehistoric and historical archaeologists explore the ways that people moved in tandem with social and environmental shifts, specializing in historic emigration (Carolyn White and Sarah Cowie), the Numic Spread and Great Basin prehistory (Christopher Morgan and Geoffrey Smith), and the peopling of the New World (Geoffrey Smith). Our cultural anthropologists examine the intersections of migration, diaspora, citizenship, and border studies around the world, with particular emphases on the racial and gendered dimensions of mobility. They specialize in migration, gender, and religious minorities in Europe and North Africa (Mikaela Rogozen-Soltar) and migration, gender, and family between the U.S. and Mexico (Deborah Boehm). Boehm and Rogozen-Soltar also conduct research on return migration and deportation in border zones. Our linguistic anthropologist, Jenanne Ferguson, researches the relationship between rural-to-urban migration and minority language shift from Sakha to Russian in Siberia. Finally, our biological anthropologists focus on migration at global, regional, and local scales, from the dispersal of anatomically modern humans (G. Richard Scott) to ancient and recent movements of populations in California, the Great Basin, and Anatolia (Marin Pilloud) and South Africa (Kyra Stull). Special emphasis is placed on using biological data to make inferences on the peopling of the Americas (G. Richard Scott) and how colonization patterns and population structure impact modern human variation (Kyra Stull).
Conceptions of identity and belonging have been central threads within anthropological research since its inception. These themes also connect us with the interdisciplinary Gender, Race, and Identity (GRI) program here at UNR. Among our cultural anthropologists, Deborah Boehm works on how both familial and national belongings and identities are entwined with (im)migration and transnationalism in Mexico and the American Southwest. In Spain, Mikaela Rogozen-Soltar looks at North African migrants' Islamic religious belonging, the social interactions between Muslim, Catholic and secular Europeans, and how changing religious belonging is experienced through conversion. Erin Stiles' work focuses on belonging in the context of Islam in Zanzibar, and Mormonism in the US. Louis Forline explores identity among indigenous and peasant groups in Brazil, as some transition from foragers to farmers.

Jenanne Ferguson looks at identity, belonging and indigeneity as they play out through the maintenance and revival of languages in Siberia and Native North America.

Within archaeology, Carolyn White's work on personal adornment is a means for exploring the construction of identity in terms of gender, class, age, and ethnicity. Her work in Aurora, Nevada, examines religious, ethnic, and class identities in a Jewish mining community. Sarah Cowie's collaborative research with Nevada tribal members on a project at Stewart Indian School addresses indigeneity and changing senses of belonging in an institutional setting and she is currently working with over a dozen tribes in Nevada, Oregon and Washington state to study the northern Paiute equivalent of the "trail of tears". Our department's prehistorians focus on indigeneity in the Americas over the last 13,000 years, including Christopher Morgan's, Christopher Jazwa’s, and Geoffrey Smith's work on the hunter-gatherer archaeology of the American West.

Finally, Marin Pilloud, Kyra Stull, and Richard Scott's forensic work helps to establish the legal identities of unknown individuals. However, personal identity encompasses more than a legal definition; our faculty are also interested in the ethics of working with human remains and the impact such research can have on individuals and their families.
concentration areas. Two members of our faculty are Asian and bring a wealth of cultural knowledge, artistic productivity and technical skill to our students and faculty. The faculty is also comprised of three administrative faculty positions; one in sculpture, another in photography, and the third is the Director of the Department of Art Galleries. One of these people is Jewish of North African Sephardic descent and lists “other” as sexual orientation.

Most members of the department faculty are engaged in efforts towards outreach to, and recruitment from, local and regional schools (regional being the 16 Nevada counties in addition to Washoe County). These faculty efforts include five key areas: [1] the dissemination of information regarding the department’s instructional program with its seven different studio concentrations, [2] the Art History Program, [3] the Sheppard Contemporary Gallery, [4] the Black Rock Press, and [5] a national recruitment effort for MFA candidates. Most department faculty members are available to, and visit in, the local public high and middle schools for career days, information panels, etc., where the department’s diverse programs and studio concentrations are detailed and discussed. We are regularly visited by public school art classes for tours of the department and attendance at our Visiting Artists Lecture and Exhibition Series. A number of students transferring to UNR from community colleges have expressed a continuing interest in the BA in Art History program.

The Art Department offers courses that incorporate diversity in their subject matter. Professor Davidson covers subaltern religious content that touches on the occult and witchcraft in one of her Art History classes. Professor Van Hoesen teaches Art History classes on contemporary art that include global perspectives as well as her ART 484 Gender in Art History. Professor Baker-Prindle teaches ART 486 Visualizing Queer Memory that investigates the substantive relationship between the development and iteration of Queer identity, memory, and visual text. Professor Caitlin Early teaches Ancient Mayan Art and Culture. In addition, we have several scholarships targeted to diversity.

Through our programming for University Galleries we provide a diverse representation of race, ethnicity, gender, identity, sexual orientation, class, ability, and religious belief. University Galleries has not limited itself to exhibiting the work of artists of diverse backgrounds, cultural practices, and identities; rather the curatorial and outreach programming incorporates a variety of strategies for reflecting a broad spectrum of relationships to issues of diversity as articulated in the voices of the artists who speak through their art. How we write, how we install exhibitions, where we market, and with whom we partner are all informed by our dedication to questioning the grip of traditionally oriented museum practice on our daily activities and growth plans. Our programs, operations practices, object acquisitions and collection management plan, staff management, and growth strategies are grounded in an embrace and application of non-traditional strategies and tactics, many of which have emerged from or been developed by communities of difference. Our staff and board are reflective of the diversity of this country and share incredible knowledge and ideas with us on a daily basis in service to our stakeholders.

The University Galleries exhibition program is a primary example of how we are thinking about diversity; we recognize that though we are under-resourced, we are still better resourced than many of the communities we serve and as such we’ve seized the opportunity to lend our resources for use by artists and groups whose perspectives and practices represent positions of
difference. We excel at contributing to a growing awareness in our region that contemporary art produced by Indigenous Americans not only has the ability to introduce new aesthetic traditions and new concepts to our stakeholders, but also that contemporary art in general is more than what we find in New York City. Indigenous American artists often introduce subaltern perspectives to mainstream modalities with important watershed.

It is indeed remarkable that the majority of the artists exhibiting in University Galleries are artists of color and/or individuals that identify as women or trans. By partnering with these artists, University of Nevada reaps the benefits of engaging with talented artists while offering them opportunities to advance their professional practice. Indeed, the role of an academic museum is often to offer opportunity to artists of talent who encounter barriers to fuller representation in the commercially driven art world. By virtue of offering free admission and being embedded in an institution of higher learning, we enjoy great freedom in our work to support the best artists regardless of the size of their audience. This freedom has made it possible for us to invest heavily in exhibiting self-taught artists, artists who identify as women, work made of non-traditional materials, and artists’ work that addresses uncomfortable content.

Additionally, University Galleries has made impressive progress in making the galleries more accessible to a broader and more diverse viewership by offering programming in Spanish and Mandarin, partnering with disadvantaged schools to introduce art to minority youth, and placing public art in the community. Our director has taken on a leadership role in advancing discussions among area arts organizations about audience development among minority communities; specifically, he has lectured and advocated for institutions to reform traditional us vs. them marketing paradigms in favor of grass roots audience cultivation. In addition, University Galleries recently launched a collaborative program with the Sanford Center for Aging called Art Partners that supports inter-generational exchange between able individuals and community elders who face significant barriers to full participation in the arts and culture community.

Finally, we embrace diverse and different perspectives not only through our program design, but also operationally. We recruit student workers both through standard channels like the UNR job site, but also through the assistance of Marcelo Vazquez, Associate Dean of Students, and with help from Blane Harding, Ricky Salazar, and the Center for Student Cultural Diversity in order to reach larger numbers of qualified students who offer important perspectives and ideas within our office as well as liaise with communities we might not easily reach unaided. As the museum director, exhibitions coordinator, and preparator complete daily duties, all look for opportunities to interrogate and explore our collection, our programs, and our audience interface with the goal of refining our embrace and celebration of a contemporary world of difference.

The Black Rock Press (Book Arts) attracts an ethnically diverse group of students—and particularly Asian students—who appreciate the tactile quality of the lead type and the possibilities of using a combination of image and text in the art-making process. This semester, a new minor is in the process of review, which includes the Black Rock Press, a nationally recognized book arts program.
We are fortunate in the arts in that opportunities abound and that this faculty recognizes such opportunities, possibilities, and responsibilities; they continually strive to attract, recruit, nurture, showcase and retain the strongest possible people and work.

CENTER FOR BASQUE STUDIES

The Center has four full-time faculty members (two male, two female; two Basques, one Basque-American, one Hungarian) and two classified staff (one male, one female, both Basque Americans). Faculty members regularly explore diversity issues in diversity or capstone courses such as Basque Culture (BASQ/ANTH 471), Identity across Borders: Basque Transnationalism in the United States, (BASQ/ANTH/PSC/SOC/WMST 378), Basque Gender Studies (BASQ 461/WMST 462), Basque Politics (BASQ 407/PCS 407V) and War, Occupation and Memory in the Basque Country, 1914-1944 (BASQ477/ANTH 414). These classes attract an increasing number of European, Hispanic, Pacific Islander, Asian and Native American students. Four of the Center’s six Ph.D. students are of Basque origin, Basque or Basque-American, one is Indonesian and the other is American. Five of them are women and one is a man. Sandra Ott served on UNR’s Diversity Committee (CO10) for the Core Board until August 2017. Xabier Irujo served on a UNR diversity committee, the Multi-Ethnic Coalition. He is also actively involved in programs to bring scholars from Europe and indigenous members of the community to campus. Drs. Ott and Irujo are both GRI faculty associates. All faculty members engage in a wide range of outreach activities about the Basques in their European homeland and in the global diaspora. The Center also annually hosts at least one international conference, as well as numerous international scholars, visiting graduate students, and performing artists from diverse cultural backgrounds. The CBS Press publishes books on diversity related issues and has a series on diasporic studies.

CORE HUMANITIES PROGRAM

Curriculum

Core Humanities is an interdisciplinary program that brings together faculty and graduate teaching assistants from five different departments (English, History, Philosophy, Political Science, and World Languages and Literatures) to teach the humanities courses required of all students at the university. Students satisfy Silver Core Objective 5 (History & Culture) by taking any two of the CH courses: CH 201: Ancient and Medieval Cultures; CH 202: The Modern World OR CH 212: Science, Technology and Society in the Modern Era; and CH 203: American Experiences and Constitutional Change. Collectively, these courses examine the history, philosophy, cultural values, political systems, literature, and artistic works that have shaped societies in every continent from ancient times to the present. Students read and analyze primary source texts from the regions and time periods being studied with attention to the historical and cultural contexts that shaped them, forming an appreciation for the forces that created modern, diverse human cultures and the ways societies and nations are interconnected. Customized collections of primary source readings are used in each course, which presents diverse perspectives and includes the voices of marginalized groups within the societies being studied. In CH 201, for example, students might read tales from The Arabian Nights alongside classical western texts such as The Odyssey or Plato’s Republic. CH 202 exposes students to the ideas of
early feminists such as Mary Wollstonecraft and Virginia Woolf, as well as critics of European imperialism such as Toussaint L’Ouverture and Mohandas Gandhi. In CH 203, students examine the diversity of American experiences through readings that describe the lives of women, enslaved people, indigenous people, immigrants, and working-class people in addition to reading canonical texts like Benjamin Franklin’s Autobiography or the U.S. Constitution. The courses provide a strong foundation for Silver Core Objective 10 (Diversity & Equity) and Core Objective 11 (Global Contexts) that students can build on in other courses they take to satisfy these objectives.

To facilitate the integration of diversity into current CH courses, the CH program regularly awards professional development grants to CH faculty to enhance their courses. In 2017, professional development grants were awarded to CH faculty that included projects focusing on women and technology, indigenous cultures, and LGBTQ history, for example.

Besides the integration of diversity and non-Western texts into current CH course offerings, the program aims to create a course in which diversity is a central component. The director has begun exploring the creation of a course that centers on indigenous cultures and knowledge. The plan is to create the course content in the 2017–2018 academic year and begin the process of creating the official course in Fall 2018. CH will also begin experimenting with offering CH courses in languages other than English. CH will attempt to offer two current CH courses (which would normally be taught in English) in Spanish and in French in the 2018–2019 academic year. These initiatives are designed to complement current diversity initiatives at the University—creating global communities and becoming an HSI, for example.

Public Engagement and Programming

Core Humanities faculty and the program as a whole participate in a number of diversity initiatives on campus and in the community at large. Approximately twenty CH faculty members participated in LGBTQIA+ Safe Zone Ally training in Spring 2017, which helped establish the CH office and individual faculty offices as safe zones. Approximately six CH faculty members completed UndocuAlly training in Fall 2017, which provided them with skills and information to work effectively with DACA and undocumented students at UNR. CH faculty also participated in various diversity dialogues and on several committees related to diversity, as indicated below.

CH faculty members are actively involved in public engagement centering on diversity initiatives. In Fall 2017, the program assisted Safe Embrace—a non-profit organization that provides services to survivors of domestic and sexual violence in the Northern Nevada area—with efforts to raise awareness and educate communities. The CH director serves on the board of the Nevada Humanities and the Reno Little Theatre Teatro del Pueblo Committee, which do diversity programming in various communities in the state. Ken Lucey publishes and participates in dialogues related to diversity and religion (e.g., Hindu, Buddhist, Native American) in the Living Section “Faith Forum” of the Reno Gazette Journal. Stephen Lazer helped to organize and participate in a Latke-Hamantash debate in March of 2017; Lazer is also a member of the Cultural Diversity Committee.
The CH program and the director created, co-sponsored, and participated in several events in 2017 that covered a wide range of diversity-related topics:


- “Border Narratives,” a reading and discussion with authors Rigoberto González and Reyna Grande, Apr. 28, UNR. Sponsors: Spanish Club, WLL, English Creative Writing, GRI, and the CLA Hilliard Endowment.

- “Beyond Walls and Borders: Achy Obejas in Conversation with UNR Faculty,” Sept. 14, UNR. Sponsors: Nevada Humanities, CH, GRI, WLL, and English Creative Writing.

- “Nevada Humanities Literary Crawl,” Sept. 16, Sundance Books. Sponsors: Nevada Humanities, CH, GRI, WLL, and English Creative Writing. CH co-sponsored two talks related to this event in which CH faculty participated:
  - “In and Out of English: Translators in Conversation”
  - “Living in the Borderlands”


  - “Race and Risk in the University,” Oct. 28.

In addition to participating in the programming listed above, the director of CH, Daniel Enrique Pérez, is actively involved in several other diversity initiatives on campus. He served on the Faculty Diversity Committee in the 2016–2017 academic year; he founded and serves as the co-chair of Alianza—a Chicanx, Latinx, and Indigenous faculty and staff association at UNR; he serves on the CLA Diversity Oversight Committee; he is a faculty associate of GRI; he has served as a diversity advocate on several job search committees in 2017 in English, GRI, and WLL; he participated in various diversity dialogues and presented at the UNR Diversity Summit on March 30th. At the national level, he served as a reviewer for NEH grants involving HSIs, HBCUs, and tribal colleges; he also serves as co-chair of the Association for Jotería Arts, Activism, and Scholarship—a national Latinx LGBTQ association.

Research

Besides having several faculty members who engage in research that centers on diversity issues, the CH program facilitates undergraduate research related to diversity by sponsoring an essay contest and publishing The Montag, an undergraduate research journal, every spring semester. The Spring 2017 volume contained essays that challenged hegemonic ideologies using critical race, queer, feminist, and postcolonial perspectives.

DIVISION OF COMMUNICATION STUDIES

Curriculum

There are several areas in our curriculum where students learn terminology associated with diversity, practice skills associated with communicating with diverse groups of people, and reflective assignments that promote thoughtfulness about privilege and power. A handful of examples include:

**COM 101: Oral Communication:** Much of this course is designed around understanding difference, crafting inclusive messages, and making all students feel safe and included. Inclusion of Title IX/Safe Space information in syllabus as well as topics covered in the class are devoted to diversity: Hofstede's cultural value dimensions model, audience adaptation discussions of difference, ethical speaking/inclusive language requirements, sample speeches from a wide range of demographics, use universal design instructional techniques whenever possible.

**COM 113: Fundamentals of Speech Communication:** This is a requirement for communication studies majors and a Silver Core social science class. In this course,
students complete units related to understanding and promoting diversity across varied contexts of their experiences. Students work in diverse project groups to develop presentational projects related to culture, conflict resolution, and personal identity. Lecture and textbook material, as well as participation activities, address diversity in the following areas: cultural dimensions, personal identity factors, personal and cultural identity, cognitive/intellectual diversity, dialogic communication, power and privilege, and alliance with marginalized individuals and communities. Readings, media, and lectures are crafted to reflect diverse opinions, cultural identities, and personal orientations. COM 113 instructors collaborate with student services such as the TRIOS and Disability Resource programs to provide feedback, assistance, and accommodations for student success.

COM 300/700 Latinx Studies: The department is in the process of developing an undergraduate and a graduate course focused on Latinx Communication issues. These courses will be developed and cross-listed with GRI as part of the course-load for the new joint appointment assistant professor of Latinx Communication.

COM 315: Small Group Communication: Students discuss perceptions of diversity, the value of diversity and using diversity advantageously in problem solving and decision making groups.

COM 395: Crisis Communication: Students discuss organization responsibility in recognizing how diverse populations perceive crisis and how to address those perceptions in crisis messages to stakeholders.

COM 404: Principles of Persuasion: Students learn a variety of persuasive theories and strategies from both social science and rhetorical perspectives. Issues of identity are addressed related to different constraints on a speaker in the types of persuasive messages s/he can make (for example, the double-bind female political candidates have in needing to both be masculine enough to show capability in a leadership position, but feminine enough to be acceptable to audiences). Students also weigh the ethics of persuasive messages related to diverse groups (e.g., “sex sells” in advertising, but reinforces negative gender stereotypes.

COM 407: Gender and Communication: This course addresses the intersections of gender with race, culture, nationality, sexuality, and class. The students complete a research paper investigating a problem of gender inequality within our culture, and address how it may be changed.

COM 412: Intercultural Communication: The undergraduate classes undertake a research project that explores diversity within the lives of our students. Students record their interactions, utilize intersectionality to analyze them, and discuss their research on diversity in a presentation, which includes a personalized plan to increase the diversity of their lives.

COM 422/622: Difference and Communication: This course takes up issues of identity and difference along the lines of gender, race, nation, class, and sexuality,
asking students how communication both structures what counts as "different," and allows us to interact through and across differences.

**COM 441: Rhetoric of Dissent**
This course focuses on contemporary social movements, so always incorporates race, gender, sexuality, or other identity-based movements as part. The class focuses on the Black Lives Matter (BLM) movement and covers the history of movements such Black Power and strategies marginalized communities use for change (plus addressing resistance to identity movements). Students analyzed rhetoric/texts from BLM to understand the strategies and impact.

**COM 434: Conflict and Communication**
Students partner with The Path to Independence Program on the UNR campus. Students design a training session related to workplace conflict, different abilities, and resolution processes.

**COM 454/654: Alternative Dispute Resolution**
The course focuses on non-evaluative dispute resolution processes such as mediation. This process allows participants to form their own views of justice and come to agreement based on their interests instead of a rights-based format such as law.

**COM 740: Peace and Conflict Theory**
There is a unit that directly addresses implicit bias and how it shapes the discussion around conflict and social justice issues — and that efforts to achieve diversity, inclusion, equality, fairness, etc. must be sensitive to how bias operates/impacts each (AND be sensitive to understanding each can also in turn impact bias).

**Research and Service**

Dr. Sarah Blithe is on the executive board for the Organization for the Study of Communication, Language and Gender. She recently published a diversity-related article:


Dr. Jenna Hanchey recently received the Outstanding Dissertation Award from the Critical and Cultural Studies Division of the National Communication Association for her work addressing neocolonialism in international aid through a study of a non-governmental organization in Tanzania. She will be applying for funds from the Provost to develop a 200-level course on Racism, Colonialism, and Communication which will address histories of racism and colonialism in the United States, and their current forms and impacts today.
Saralinda Kiser participated in Campus Diversity Dialogues.

Dr. Amy Pason is working on a paper related to 2nd Amendment issues related to protest (presented at Rhetoric Society of America convention in May 2016), by looking at how open carry proponents are advocating carrying guns as part of demonstrations and the tensions this has for those open carry groups to be at places like Ferguson/Black Lives Matter events in comparison to those with guns at the Bundy standoff/Oregon Wildlife Refuge occupation. She is developing work related to storytelling and narratives for social change used in social movements including story use in reproductive health, racial issues, and class issues. Pason is also working on the Member Services Committee for the Western States Communication Association developing a study to address diversity and inclusion issues in this professional organization to make recommendations to the executive council of WSCA.

Dr. Gutierrez-Perez has recently published three articles on the massacre at Pulse nightclub in Orlando, FL in Communication and Critical/Cultural Studies, Qualitative Inquiry, and QED: A Journal in GLBTQ Worldmaking. Each of these pieces grapple with LGBTQ politics, theory, and culture, critical/decolonial/queer research methodology, and healing from systemic trauma and loss. Further, Dr. Gutierrez-Perez has published a book review in Women’s Studies in Communication on Gloria Anzaldúa’s posthumously published second solo book Light in the Dark/Luz en lo Oscuro: Rewriting Identity, Spirituality, Reality. Finally, an essay on the ghosts of genocide and the specters of white guilt in the myths and legends of the Winchester Mystery House located in San José, CA, was published in an online journal.

All full-time faculty attended “ Implicit Bias” workshops in preparation for participation in three faculty searches.

**Nevada Debate**

- The team's membership included 5 (out of 14) students of color, 4 (out of 14) women, and several LGBTQ+ individuals.
- Regular debates about identity politics and self-liberating aesthetics/ethics.
- Discussion of any and all gender, race, and identity-related social and political issues
- Sensitivity to Gender-identity in rooming and pronoun usage
- Exposure to new art, culture, and food while traveling that is often students’ first experiences
• Attempts to move the activity of competitive debate toward Universal Instructional Design

DEPARTMENT OF CRIMINAL JUSTICE

There are 12 full-time faculty in the Department of Criminal Justice, of which 7 (58%) are women and 5 (42%) are men. All the members of the Department of Criminal Justice are dedicated to providing a quality educational experience to a diverse group of students and strongly support a diverse and inclusive educational institution. While there are no active searches at this time, the goal of the Department in future searches is the recruitment, hiring, and retention of diverse faculty and staff. In addition, several faculty members are involved in criminal justice research that includes diversity, such as gender, race, ethnicity, socio-economic status, nationality, and sexual orientation.

Although the Criminal Justice Department does not actively recruit undergraduate students, its programs and courses attract a diverse student population. For the past several years, the Department has attracted as many, if not more, female undergraduate students compared to male students. In the past several years, there has been a higher ratio of female to male criminal justice students, varying by 1-5% depending on the semester. For 2018 fall semester, there are 813 undergraduate criminal justice majors, of which 446 are women (55%) and 367 are men (45%). In recent years there has been significant growth in the department's undergraduate Hispanic students. In the 2017 fall semester, of the departmental undergraduate students, 53% indicated that they are Caucasian/White, 30% indicated that they are Hispanic, 6% indicated that they are African American/Black, 6% indicated that they are multi-racial/ethnic, 3% are Asian/Pacific American, and 1% indicated that they are another racial/ethnic group or declined to provide this information. The number of Hispanic students has been rising in recent years. For example, in 2016, approximately 27% of the undergraduate criminal justice students indicated that they were Hispanic Americans, and in fall of 2017, approximately 30% of the undergraduate criminal justice students indicated that they are Hispanic Americans. Inclusion is very important for the Department. As such, the Department is always working to ensure all student majoring in criminal justice are included and feel respected and valued.

The Department of Criminal Justice actively recruits students for the Master of Arts in Criminal Justice program. For the 2017 fall semester, there are 8 students enrolled in the Master of Arts in Criminal Justice program, of which 5 (62%) are women and 3 (38%) are men, 4 (50%) indicated that they are Caucasian/White, 2 (25%) indicated that they were Hispanic Americans, 1 (12.5%) indicated he/she was African American/Black, and 1 (12.5%) indicated he/she was a Native American. The Department is working hard to increase the diversity of students in the Master of Arts in Criminal Justice program across a wide array of areas. We feel that diversity increases the learning experiences of our students. We are also working to ensure all students feel included, respected, and valued.

Race, ethnicity, class, and gender are broad themes across the Criminal Justice curriculum and the field of criminal justice. A number of courses taught by faculty in the Department have a particular focus on diversity issues of race, gender, and/or class in law, policing, or justice
systems. These include CRJ 380 (Diversity and Multiculturalism in Community Policing); CRJ 381 (Diversity and Multiculturalism in Criminal Justice); CRJ 401 (International Perspectives On Policing); CRJ 420 (Jurisprudence); CRJ 427 (Struggle for Justice); CRJ 475 (Women and Criminal Justice), CRJ 479 (Feminist Jurisprudence: Violence Against Women), CRJ 620 (Jurisprudence); CRJ 675 (Women and Criminal Justice); and CRJ 679 (Feminist Jurisprudence: Violence Against Women). The Department also offers various special topics class which cover diversity and inclusion in the field of criminal justice.

DEPARTMENT OF ENGLISH

The Department of English continues its efforts to expand the canon to include and encompass a diversity of literary voices. With the Silver Core roll out under way, English has been offering a number of courses approved for CO 10: Diversity and Equity, contributing to University-wide efforts to include diversity in the Core Curriculum. These include Sociolinguistics, Language and Gender, Women and Literature, Literature of Ethnic Minorities, African-American Literature, Language and Culture, Gender and Sexual Identity in Literature, and Studies in Postcolonial Literature and Theory. Several courses in English are also crosslisted for GRI majors, such as Professor Dan Morse’s fall 2017 class on Queer Modernism and Professor Katherine Fusco’s upcoming course on the Femme Fatale. Additionally, it is increasingly the case that many literature courses in English, including those without a “Diversity” designation, feature works from diverse populations, such as Professor Kathy Boardman’s class on American Autobiographies, which features both The Autobiography of Malcolm X and Woman Warrior.

Continued hiring ensures that the department continues to offer courses that represent diverse perspectives and that our faculty is itself increasingly diverse. Last year’s assistant professor hire Ignacio Montoya brings expertise in indigenous languages, and new continuing lecturer Citalin Xochime focuses on teaching practices for empowering diverse student writers. Additionally, during the AY 2016-2017 hiring “season,” our search committees emphasized finding diverse and excellent pools of candidates and made a focus on diversity part of the interview process. As a result, we were able to hire both tenure-track faculty and continuing lecturers who will contribute to the diversity and overall strength of our department. Looking forward, we hope to replicate this success as we search for a replacement hire in Global Anglophone literature and a new shared position in Latinx literature.

In addition to offering courses in literature that reflect the diversity of human experience, and recruiting diverse faculty. The Department of English continues its work on increasing the diversity of our student body. In Spring 2015, the department created a new Diversity Officer position, currently held by assistant professor Katherine Fusco. Katherine has been working closely with Director of Graduate Studies Valerie Fridland on recruiting M.A. and Ph.D. students from underrepresented
groups. In Summer 2016, Valerie and Katherine participated in the University’s GradFIT diversity recruiting program, and in AY 2016-2017 worked actively to recruit students to the event, sending person emails to faculty at partner institutions. Valerie and Katherine intend to continue partnership with this program to increase the presence of prospective graduate students in English at the event. Additionally, the Department’s new M.A. emphasis in Public Engagement engages graduate students in English with the local community, an opportunity that the Department foresees appealing to a broad range of potential M.A. students.

Finally, English Department faculty contribute to campus-wide diversity initiatives. Many of our faculty are active in the GRI program, and a number of English graduate students are both teaching in the program and pursuing graduate certificates in GRI. Jen Hill continues to chair the GRI program and Katherine Fusco is currently serving on the newly-formed Faculty Diversity Committee, which reports to the Provost and Faculty Senate. Finally, the Department of English has demonstrated its commitment to bringing diverse voices to the campus to speak on a number of diversity-related topics. Assistant Professor Angela Bennett played a central organizing role in the recent “unconference” Babel17, which featured Vassar professor Dorothy Kim speaking on white supremacy in the academy. In AY2017-2018, the literature committee in English is hosting USC professor Laura Isabel Serna, a scholar with expertise on Mexican-American Film. Finally, the English Department’s Public Occasions Committee has sponsored a number of poets and fiction writers whose works and backgrounds alike represent a wide array of experiences.

GENDER, RACE AND IDENTITY PROGRAM (GRI)

GRI is an innovative, interdisciplinary center, which houses the graduate certificate in GRI, the major and minor in Women’s Studies, and the minors in Ethnic Studies, Religious Studies, and Holocaust, Genocide, and Peace Studies. Housing and supporting cross-listed courses in numerous departments, we promote diversity across the curriculum. Our curricula, courses, public programming and outreach all focus on the study of the intersections of race, class and gender. This focus welcomes the voices of all students, including students of color and gay, lesbian, and transgender students, and invites students of diverse backgrounds and outlooks to see their interests represented in their college studies. This focus is reflected in the composition of our 50+ Associate Faculty as well.
Curricula and Courses

Our major and minors combined serve over 100 students, and a more robust number of students take our courses to fulfill introductory social science, diversity, and capstone requirements, and as electives. The GRI graduate seminar enrolls not only graduate students enrolled in our certificate program, but students from other departments interested in interdisciplinary scholarship and critical theory. A description of the courses may be found in the University Catalog, under Women’s Studies, Religious Studies, Holocaust Genocide and Peace Studies, Ethnic Studies, and GRI.

All of these programs continue to develop and teach curricula with diversity at their center. We actively seek out cross-listing opportunities with faculty across campus, as we understand the development and promotion of diversity to be a central part of our mission.

Starting in Fall of 2017 we have undertaken major curricular changes to develop and extend emerging research and teaching fields engaged with diversity and equity. Curricular proposals include:

- Restructuring of the major (currently Women's Studies) to a Gender, Race, and Identity major with different concentrations including Women's Studies and Ethnic Studies and to include in future Latinx Studies, Religious Studies, and a comparative Gender, Race, and Identity focus.
- Activating the approved GRI MA and restructuring it to more comprehensively address interdisciplinary approaches to GRI.

Public Programming

Between Fall 2016 and December 2017 GRI presented a range of programming funded through the generous support of donors and in partnership with community organizations.

With community partners The Holland Project, Sundance Books, and Nevada Humanities, GRI helped bring Gloria Steinem to Reno:
  - An Evening with Gloria Steinem (September 9, 2016)

The GRI Curators Program solicited and selected faculty applicants in Fall of 2016 for Spring 2017 programming, Meredith Oda (History) and Ragani Srinivasan (English) organized the series “Asia Definitions.” Events included:
  - Student/Faculty Reading Group
• Jessica Nakamura. "Becoming the Missing Comfort Women: Yoshiko Shimada’s Performances of History in Contemporary Japan" (February 8, 2017)
• Nadine Attewell, "Intimate Geographies, Transpacific Worldings, and the Pulse of the Archive" (April 11, 2017)
• Cathy Linh Che and Kanishk Tharoor, "Is There an Asian American Literature?" (April 18, 2017)

We continued the Lak & Li Lecture in Religious Studies with an extended visit by prominent scholar of Islam, Dr. Omid Safi:
• Dr. Omid Safi (May 1-3, 2017)
  “Rumi and the path of Love Supreme in Islam”
  “American Muslims in an age of ISIS and Islamophobia”
  “On Being a Public Scholar”

With a gift from the Rochlin Foundation, GRI continued the Peace & Conflict Film Series. Screenings included:
• Shake the Dust (December 5, 2016)
• Guardians of Eternity (January 25, 2017)
• Saving Dolma: Death, Diaspora, and Domestic Work (2/22/2017)
• States of Grace (April 4, 2017)
• Welcome to Leith (December 1, 2017)

We held a commencement event in May 2017.

On our own or partnered with different departments we sponsored, co-sponsored and promoted visits, talks, and programs on topics related to diversity. These included:

• Adrienne Edwards, African American Mothering and the Survival of Children (October 20, 2016)

• The Election and Our Campus Community: A Space for Reflection and Discussion (November 15, 2016)

• Dr. Joe Ponce: Filipino Diaspora Literature, Queer Theory, and Ethnic American Studies (November 21, 2016)

• Dr. Kim Potowski, "Spanish in the US: Myths & Realities" World Languages, Co-sponsor (February 2, 2016)

• Annabel Herzog, "Levinas and Evil" Philosophy, Co-sponsor (February 2, 2017)

• "Women’s History Now" (March 8, 2017)


• Katherine Fusco, "Images of Childhood in Black and White" Art, Co-sponsor (March 29, 2017)

• Bill Douglass Reading, Basque Studies Co-Sponsor, April 3, 2017

• Rigoberto Gonzalez, “Writing on the Border” Spanish Club, ASUN, WLL, Hilliard, English, Co-sponsor (April 26, 2017)


• Cinco de Mayo Celebration Co-sponsor, organized by Sigma Omega Nu (May 5, 2017)

• Charlottesville Panel: “Charlottesville: a Conversation with History Professors” (September 7, 2017)

• Achy Obejas, “Beyond Walls and Borders: Achy Obejas in Conversation with UNR Faculty” CH, GRI, English (Creative), WLL, CLA Co-Sponsor (September 14, 2017)

• Barbara Colio: “Mexican Dramas from Streets to Stages” WLL, Hilliard, Co-sponsor (September 28, 2017)

• Kate Hers-Rhee: Artist’s Lecture, GRI, ART, CH, Hilliard Co-sponsor (September 28, 2017)

• Silvina Montreal: “Language Learning and Forgetting in Childhood: Why It Matters” 3-day visit WLL Co-sponsor (November 28 – December 1, 2017)

Through our listserv and Facebook page, GRI also helped to promote a number of events organized by other entities on campus, including the Latino Research Center, The Student Center for Cultural Diversity, the Center for Student Engagement, the Departments of History, English, Political Science, and Theatre and Dance, the graduate student group CLAGS, and the student organizations Reno Justice Coalition and VOX: Planned Parenthood (now Generation Action).

Faculty Associates, Service, and Outreach

Faculty Associates in GRI are drawn primarily from the CLA, but we have representation in all of the colleges. Our associates are diverse in training, research focus, and background. GRI draws on their perspectives and knowledge for its programming, but also provides a space for cross-cultural exchange for our faculty in its regular issues-oriented meetings.

GRI Assistant Professor Emily Hobson continued as Chair of the GRI Programming Committee; participated on the CLA Committee on Scholarly and Creative Activities; and in Fall 2017 became a member of the UNR Cultural Diversity Committee. She also served as the faculty advisor to two undergraduate student groups, the Reno Justice Coalition and VOX: Planned Parenthood (now Generation Action). Dr. Hobson spoke on diversity issues on campus for the Center for Student Engagement and the Center for Student Cultural Diversity, and off campus for the ACLU of Northern Nevada. Her research and her classes explore the intersections of race, class, and sexuality.

GRI Associate Professor and Acting Director (2016-17) Deborah Boehm met with job candidates across the college and university to discuss diversity efforts on campus. Her research and teaching focus on migration, deportation and detention, transnationalism, and citizenship in global context, and she was nominated for an Andrew Carnegie Fellowship.

Dr. Jen Hill returned from USAC teaching and a sabbatical term in France to serve once again on the University Diversity Council. She has also taken an active role in faculty recruitment by meeting with candidates for positions in departments from throughout the College of Liberal Arts in Fall 2017.

GRI continued to increase its visibility as a tolerant and diverse gathering place on campus with its continued participation in the ALLY program, which makes trained faculty available to gay, lesbian, and transsexual students in need of conversation or advice. Our website, which we hope is accessed by students interested in our program at UNR, announces the increasing number of courses we have that focus on diversity – including Gendered Migration, Social Movements of
Gender, Race, and Identity, and Theories of Oppression – and documents our diversity programming.

DEPARTMENT OF HISTORY

Faculty in the Department of History continue to develop and to offer curricula specifically addressing themes of diversity. For example, courses on Race and Ethnicity, African and African Diasporic, African-American, Jewish, Latin American especially Mexican, Latino, and Asian and Asian American history help to recruit and to retain diverse student populations. We also collaborate with the Gender, Race, and Identity Program and offer several courses that are electives in GRI programs including Women’s Studies and Religious Studies. In the last six years we have welcomed several faculty whose research and teaching advance the study of diversity. Among our new faculty working in the history of the United States, Dr. Meredith Oda specializes in Asian American and transnational history; Dr. Emily Hobson, a joint appointment with GRI, specializes in LGBT/queer history and radical social movements; and Dr. Cameron Strang specializes in Native American history. Among faculty working outside the United States, Dr. Chris Church specializes in the history of colonialism and Caribbean history, Dr. Marwan Hanania specializes in Middle Eastern history, while Dr. Renata Keller focuses on contemporary Latin America. Currently the Department of History offers 21 undergraduate courses that satisfy Core Objective 10 (Diversity & Equity) and 18 courses satisfying Core Objective 11 (Global Contexts).

Department of History faculty continue actively to mentor students of color. These include graduate students, undergraduate history majors working on senior theses, undergraduate minors, and others with direct advising relationships with individual faculty, including the Honors and the McNair Program. There has also been a major effort to focus upon diversity in the graduate program. At the undergraduate level, history courses are witnessing an increase in the number of African-American, Asian, and especially Latina/o students. History faculty conduct extensive diversity-oriented outreach programs. Such programs include film events, festivals, guest speakers, and outreach and recruitment in local high schools. Faculty with expertise in race and ethnicity, gender, and sexuality studies are frequently called on to participate in forums, dialogues, presentations, and other community events that help to educate the public and raise UNR’s profile as an institution that cares about these issues.

The Department of History also mentors students in their extracurricular pursuits, ranging from the advising of diversity-oriented fraternities (such as Lambda Psi Rho), advising Asian-Pacific students in the Medical School (APAMSA), to sponsoring weekly language exchange events that nurture an environment respectful of diversity for students of diverse backgrounds to meet and exchange ideas. In particular, we encourage History students to avail themselves of overseas language and study opportunities such as in Taipei, Taiwan, and Nanchang, China, Costa Rica, and Chile.

We offer public lectures organized by History faculty and supported by the Hilliard Foundation on Chinese, Latin American, and African-American themes. These have included talks given by figures from government, NGOs, and academia. Finally, the department has recruited and
supported students of color (including Latina/o students) by offering diverse scholarships to its majors.

**JUDICIAL STUDIES/JUSTICE MANAGEMENT AND GRANT SAWYER CENTER FOR JUSTICE STUDIES**

The Judicial Studies/Justice Management Programs and the Grant Sawyer Center for Justice Studies work together closely, share a common focus on justice issues, and are co-located within the National Judicial College building. Both are part of the School of Social Research and Justice Studies, whose purpose is to facilitate and encourage interdisciplinary social research, especially in social justice related areas, and to expedite and promote interdisciplinary teaching and development of degree programs among the constituent organizational elements making up the school.

**The Judicial Studies and Justice Management Programs** together offer four graduate degrees (three Masters and one Ph.D.). The programs employ four part-time administrative/academic faculty (1 male, white; 3 females, white), one part-time classified staff shared with the Grant Sawyer Center (1 female, white), 14 LOAs (6 male and 8 females, 86% white and 14% Latino/a), one part-time graduate (doctoral) research assistant, and three part-time student workers shared with the Grant Sawyer Center (2 males, white; 1 female, white). There are approximately 100 graduate students enrolled in the two programs, the majority from outside of Nevada — including international student representation (e.g., Nigeria).

Current efforts to promote diversity and inclusion center on developing a larger and more diverse pool of LOA faculty, expanding student outreach and engagement via a redesigned website and increased conference outreach, and exploring the feasibility of a “tribal court” concentration for judges seeking the Master of Judicial Studies. Further, students are exposed to diversity issues via coursework in implicit bias and decision-making as well as an elective course in comparative law. Lastly, discussions have been held with colleagues at both the National Judicial College and the National Council of Juvenile and Family Court Judges to expand recruitment and improve accessibility for international judge students.

**The Grant Sawyer Center for Justice Studies** was established at the University of Nevada, Reno, in the fall of 1992. The Center was named after Nevada Governor Grant Sawyer (Governor of Nevada, 1959-1966). The Center was established out of a recognition that one of the timeless areas of citizen concern is justice at all levels of society. While in office Governor Sawyer advanced desegregation and civil rights, a human rights commission was created, the state government was restructured, and a gambling commission was established.

With respect to diversity, in the past five years, the Sawyer Center has employed one full-time academic faculty member (male), one part-time administrative faculty member (female), one (1) part-time Classified staff (female), one (1) part-time Letter of Appointment (female), twenty-seven (27) Graduate Research Assistants (15 female, 12 male), and two (2) Student employees (males). These employees represent the following racial and ethnic groups: two (2) Asians, six (6) Hispanic/Latino, one Pacific Islander, three (3) Multi-Ethnic, and twenty (20) white which include four (4) International and two (2) Permanent Residents. All members of the department are primarily engaged in efforts toward justice related research.
The Grant Sawyer Center for Justice Studies has engaged in research pertaining to diversity from a variety of approaches and disciplines. Research on minority religious groups in Europe and the US, their portrayal in the media, and their treatment in high courts in Europe and in the European Court of Human Rights has been undertaken multiple times, as well as work that examined potential bias of Article 9 (freedom of religion) violation cases in the European Court of Human Rights depending upon the country of origin of the complainant. A Religious Freedom Restoration Acts study involved evaluating existing state-level legislation on religious freedom (the state Religious Freedom Restoration Acts, or RFRAs). Research evaluated whether these laws were passed to protect the rights of religious minorities, or if these laws were passed as a way for lawmakers to demonstrate a pro-religion position. Research efforts have also been undertaken to examine the experiences of Muslims in the US. Additionally, research efforts on addressing recidivism reduction within various prisons has been conducted multiple times, with inmate populations being disproportionately comprised of minority groups and having disproportionately higher frequencies of mental health needs and substance abuse problems. Research has also been conducted on LGBTQIA rights and experiences on more than one occasion. Other research has examined individual cognitive processing, attributions, and political orientation relate to prejudice toward immigrants. Also, Latino individuals from mixed-status families were interviewed about stress related to their experiences in the US. Mixed-status families are those in which one or more family members were (or are) undocumented immigrants and others are here in the US legally. These individuals were interviewed to learn more about their stress-related experiences and well-being. Research in which a meta-analysis analysis of 25,742 students examined changes in independent and interdependent cultural orientation among U.S. ethnic-racial groups between 1996 and 2013 to determine the degree to which self-construals may converge as a result of acculturation and increased interaction between diverse groups. Also, research examining Latinos in Law School involved multiple research grants to evaluate Latino undergraduate students’ career interests due to Latinos underrepresentation in the legal profession (more so than African Americans). An immigrant defendants in court project also evaluated how juries make decisions about the guilt or innocence of a defendant who is US-born, a documented immigrant, or an undocumented immigrant. Work has also been conducted on the use of language translators in courts for those that do not speak English as their native language, as well as research involving bias in skin-tone perception with regard to President Obama.

LATINO RESEARCH CENTER

During the last year, the LRC, students and staff have taken on a variety of diverse projects that address the needs, diversity, and culture of the Latino community in Nevada. The Director was on approved leave for much of 2016-17, so in Fall 2017, a steering committee was appointed to organize and oversee the Center’s activities. This committee consists of Mario Alpuche (Associate Professor, Chemistry), Lorraine Benuto (Assistant Professor, Psychology), Robert Gutierrez-Perez (Assistant Professor, Communication Studies), and Jafeth Sanchez (Assistant Professor, Education). Below is a list of some of the projects and programs that were undertaken by the LRC in 2017-18.

Research Journal
• In Spring 2017, the Latino Research Center continued to publish its interdisciplinary academic journal, *Border-Lines*. The journal was first published in the fall of 2006 to provide a forum for research and education about the Latino population and culture in the state. *Border-Lines* is dedicated to the dissemination of research on Chicana/o-Latina/o cultural, political, and social issues. It is a refereed journal that seeks to publish scholarly articles drawn from a variety of disciplines such as anthropology, education, geography, human health, literary and cultural studies, political science, social work, and sociology. The journal was on hiatus in Fall 2017, but is expected to resume publishing in 2018-19.

**Student Leadership**

• The Center supported the travel of Latino/-a students from the University of Nevada, Reno to Chicago, Illinois to the 35th U.S. Hispanic Leadership Institute (USHLI) National Leadership Conference. USHLI is a Chicago-based national, nonprofit, nonpartisan organization that provides voter registration and leadership-training opportunities. The students spent time with nationally prominent Latino leaders such as Lily Eskelsen García, president of the National Education Association; Nina Vaca, Pinnacle Group chairman and CEO; Maria Elena Hincapié, executive director for the National Immigration Law Center; Dr. Antonia Novello, 14th U.S. Surgeon General; Federico Peña, former secretary of transportation and secretary of energy; among many others. Workshops and forums focused on this year’s theme: “¡La Lucha Sigue! Core Values Never Lose.” [https://www.unr.edu/nevada-today/news/2017/ushli-conference](https://www.unr.edu/nevada-today/news/2017/ushli-conference)

**Campus Activities**

• The LRC participated in organizing the Latino graduation in Spring of 2017.
• The LRC held an open house on December 1 that was attended by the Steering Committee, university faculty and staff, and a job candidate who was here for her on-campus visit.

**Collaborations and Community Outreach**

• The LRC has worked with the University of Nevada, Reno College of Science to promote the “Reception for College Bound Students” program to Latino high school students and their families. LRC staff reached out to high school counselors, ESL and ELL instructors, and club advisors to help increase Latino students’ interest in the sciences and to encourage their enrollment at the University.
• College Bound: As part of the UNR College of Science outreach program, the Latino Research Center helps bring Latino high school students and families to participate in the College Bound reception. At the event, presentations are given about the possibilities and opportunities available to them in the area of science and the College of Science at UNR.

**DEPARTMENT OF MILITARY SCIENCE**
The Military Science Department at the University of Nevada, Reno has a long-standing history that dates to the beginnings of the university when the program was established in 1888. The Congressional establishment of the Reserve Officers’ Training Corps (ROTC) in 1916 solidified the United States Army’s commitment to creating an enduring officer commissioning program on many universities across the Nation. ROTC’s alignment with the Army ensures that the Military Science Department here at the University of Nevada, Reno has clearly defined core values that shape the way this department approaches education.

The Army defines diversity as the different attributes, experiences, and backgrounds of our Soldiers, Civilians, and Family Members that further enhance our global capabilities and contribute to an adaptive, culturally astute Army. The Army’s diversity mission is to develop and implement a strategy that contributes to mission readiness while transforming and sustaining the Army as a national leader in diversity. This Military Science Department is nested within the Army’s mission on diversity.

The Military Science Department embraces diversity and inclusion of all students regardless of race, color, religion, gender, national origin, or sexual orientation. It is Army’s policy that we cannot specifically base recruiting decisions based on any specific diversity components. This does not prevent ROTC students or faculty from participating in recruiting opportunities during the various ethnic celebrations and events on campus.

One of the main benefits to prospective students who are interested in military service through the ROTC program is the comprehensive scholarships that are available to Cadets in the program. These scholarships are resourced by the Army and solely based upon student merit (i.e., GPA, physical fitness, and leadership potential). Cadets who are selected for a scholarship are therefore selected for future service and an obligation to serve in the Army. Additionally, students who are currently serving in the Nevada Army National Guard receive additional financial benefits if they are simultaneously enrolled as a Cadet in the ROTC program. We believe that all students and any prospective Cadets are afforded the best information and opportunities possible to make their future career choices, regardless of race, color, religion, gender, national origin, and sexual orientation.

As of Fall 2017, the Military Science Department’s ethnic statistics are as follows: 65% Caucasian, 15% Asian and/or Pacific Islander, 13% Latino, 5% African-American, 1% Native American, and 1% who identify as “Other.” Our gender composition is 27% female and 73% male.

The Army’s Equal Opportunity Program states that the Army will provide equal opportunity and fair treatment for military personnel, family members, and Department of the Army civilians without regard to race, color, religion, gender, national origin, sexual orientation, and provide an environment free from sexual harassment. This guidance applies to any enrolled student and faculty member within the Department of Military Science. Within the Military Science curriculum, education and formal instruction on diversity takes place at the beginning of each school year. The content of this instruction is directly aligned with the Army’s Equal Opportunity Program as all enrolled Military Science students are introduced to the Army’s Equal Opportunity Program in a group setting during both a lecture and a laboratory session. The
principles of the Equal Opportunity Program are then re-enforced throughout the curriculum at each Military Science Level (Freshman, Military Science 101 and 102 through Senior, Military Science 401 and 402). These values are intertwined into the fabric of ROTC’s Army-based training and education.

As updates or revisions to Army policy regarding diversity are released, the faculty assigned to the Military Science Department must complete mandatory annual training that incorporates the most current information, statistics, and trends based on the Army’s Equal Opportunity Program. This information is then transferred to all enrolled students as necessary on an annual basis. At this time, the entire Military Science Department faculty is in full compliance with Department of the Army mandated training requirements regarding diversity as well as awareness of university directed policies and guidance.

DEPARTMENT OF MUSIC

The Department of Music focuses considerable energy on recruiting and maintaining a diverse student population. Our current enrollment includes 69 of 176 undergraduate and 14 of 26 graduate students whose ethnicity is other than Caucasian (figure 1); 75 of 176 undergraduate and 11 of 26 graduate students are women (figure 2). Our current continuing faculty includes 5 of 27 instructors whose ethnicity is other than white; 8 of 27 instructors are women.

Louis Niebur, Catharine Pollard, DeAunn Davis, and Albert Lee have all undergone training to serve as diversity coordinator on departmental searches; sixteen of our faculty members have received implicit bias training; and Louis Niebur, Juliane Lindberg, Ruthie Meadows, and Albert Lee are GRI faculty associates. Our current faculty searches (six this year) each require a diversity statement as part of the application.

The majority of our academic courses teach that musicking is a cultural activity that is common to all humanity. This is directly addressed in courses such as Gender and Ethnicity in American Music and Exploring World Music but is also of importance in other academic courses such as Music History, Music Appreciation, Film Music, Television Music, and American Popular Song.

Diversity is also reflected in many of the department’s performance-based courses. The department recently hired Cody Remaklus as a specialist in ethnic drumming. Cody teaches lessons and ensembles that focus on Afro-Cuban and Brazilian music and dance. A required course for jazz majors, Jazz Rhythm Theory, includes modules on the rhythmic aspects (drumming and dancing) of several non-Western musical cultures including Ghanaian, Afro-Cuban, Balkan, and South Indian Carnatic.

The Orchestral Career Studies Program attracts students from all over the world, because of its uniqueness to aspiring string musicians. The Nightingale String Quartet has included students from China, Korea, Taiwan, Russia, France, and Puerto Rico.

The department presents many concerts and workshops that bring to campus a diverse array of musical cultures. Our percussion area hosts an annual Day of Percussion, bringing in students from many local middle and high schools to experience a wide variety of ethnic music.
The Program in Jazz and Improvisational Music brings to campus each year musician/clinicians from a range of ethnicities to perform and talk at the Reno Jazz Festival. The presence of these musicians serves to draw visiting high school students from diverse backgrounds, some of whom end up studying at the University of Nevada, Reno.

**DEPARTMENT OF PHILOSOPHY**

The Department of Philosophy seeks to be a welcoming place for students who have traditionally not been drawn to philosophy, or who have had the opportunity to study it; and we try to make our program attractive for all.

Although the discipline of philosophy has a reputation for having a hugely disproportionate number of white males, the demographics of our students encouragingly oppose this stereotype. The statistics for our majors and minors at the present time (Fall 2017) are as follows. We have 72 majors, of whom 18 are Latinx (6 female), 4 are African-American (3 female), 5 are Asian (2 female), and 3 multiracial. Taken together, these historically under-represented groups represent 41.6% of our majors, and female students (of all ethnicities) constitute 38.8% of our majors. We have 104 minors, of whom 20 are Latinx (12 female), 6 are African-American (5 female), 5 are Asian (2 female), and 10 are multiracial. The historically under-represented groups are 39.4% of our minors, and the females overall are 47.1%. (The numbers also indicate progress: in Fall 2015, for instance, the under-represented groups were at 33% for both majors and minors.)

Five of our students received scholarships from the department for the 2017-18 academic year, and diversity is an important factor in our awards. Of the five, three were female and one was Latina. We make efforts to acknowledge, and encourage, academic achievement among women and the other groups mentioned above. Meetings of the undergraduate philosophy typically have several female participants, as well as students of color.

One member of the department is a Faculty Associate in the Gender, Race, and Identity (GRI) program. Another has been professionally active on general issues of diversity, and has now been appointed to the advisory board of the Philosophy Institute in an Inclusive Key Summer Institute, a program that aims (as its website states) “to show under-represented undergraduate students that they have a place in philosophy.” (This department member is herself the first alumna of the Institute to have secured a tenure-track job in the field.) Another member is a Latino philosopher of science (who was a first-generation college student in his family). The departmental administrative assistant is also Latino, and he is the face of the department for students who come to the department.

We have an active colloquium series, and we make an effort to include speakers who are not white males (for instance, this fall one of our speakers was Carolyn Dicey Jennings). Our main event for a speaker, however, is the Leonard Ethics & Politics Lecture, which is meant to be accessible to the general educated public. Our inaugural Lecturer was noted public intellectual Kwame Anthony Appiah, and our speaker this Fall was Elizabeth Anderson (Michigan), a prominent political philosopher who is the author of *The Imperative of Integration* and whose current research is on the history of egalitarianism, with a focus on the social epistemology of moral learning in the abolition of slavery. We also make regular contributions to the annual Lak
and Li Lecture in Religious Studies, which in Spring 2017 was delivered by Omid Safi (Duke), who spoke on “American Muslims: American Dream and Empire’s Nightmare.”

In our curriculum, we continue to offer courses that deal with topics that are focused on, or relevant to, diversity issues. These courses include: Global Ethics and Justice; Philosophy of the Body (cross-listed with Women’s Studies); World Religions; and Contemporary Moral Issues. In the Silver Core Curriculum, two of our courses—World Religions and Contemporary Moral Issues—have been approved for Core Objective 10 (Diversity and Equity), and two—World Religions and Global Ethics and Justice—for Core Objective 11 (Global Contexts). Last year one of our faculty gave a course on Jewish identity for GRI. In the Spring, the department also worked collectively on a proposal for a new faculty position to be shared between Philosophy and GRI, with a focus on Philosophy of Race and either Non-Western Philosophy or Latin American Philosophy.

DEPARTMENT OF POLITICAL SCIENCE

The Department of Political Science does not have specific diversity recruiting efforts or scholarships at the undergraduate level. The department informally recruits a diverse population of students through its curriculum, which includes courses addressing an array of topics that expose all majors to a range of contemporary political debates. However, at the graduate level we have made connections to the American Political Science Association directory of minority students to augment the reach of our recruiting with minority students.

Specific curricular efforts include cross listing courses with Women’s Studies (WMST) and other programs linked to the Gender, Race and Identity Program (GRI). Both the regular Political Science and International Affairs majors offer a series of courses that satisfy University diversity requirements largely through area studies on the political systems of Africa, Asia, Latin America and the Middle East, as well as through our offerings relating to women’s issues and minority politics. Faculty advisors have participated with the McNair Scholars program, most recently Professors Ostergard and Eubank. We have also expanded student opportunities with development of strong Model United Nations and Model Arab League programs which expose students to diverse world issues.

DEPARTMENT OF PSYCHOLOGY

The Department of Psychology continues to create a safe and supportive learning environment that is respectful of diversity, avoids prejudice of all kinds, maintains an attitude of open and free inquiry, and builds a sense of intellectual community and mutual respect.

Our psychology graduate programs continue to have strong records in recruiting and graduating students of color. All three programs—Cognitive Brain Science, Clinical, and Behavior Analysis—have students representing various diverse and underrepresented groups.

It is also reflected in our faculty. In the Clinical Psychology program, three out of ten of the currently faculty in residence are from ethnically diverse backgrounds. In addition, our faculty is 70% female as opposed to 56% seen nationally in Clinical PhD programs Dr. Lorraine Benuto’s
work lies in the dissemination and implementation of evidence-based psychological services to cultural minorities. This has involved publishing books and peer-reviewed journal articles in the area of cultural sensitivity with regard to the delivery of psychological services to minorities, opening a clinic at UNR that is focused on delivering culturally sensitive psychological services to Latina victims of domestic violence and sexual assault, and providing free psychological services to Spanish-speaking victims of sexual abuse or sexual assault as part of my work at the Victims of Crime Treatment Center. Dr. Melanie Duckworth is now serving as Assistant Dean for Diversity and inclusion for the College of Liberal Arts. Prior to this appointment, Dr. Duckworth served as Chair of the Faculty Diversity Committee (beginning Fall 2016). This committee reports to the Faculty Senate and the Office of the Provost and is responsible for the fulfillment of multiple charges related to recruiting and retaining a diverse faculty, increasing faculty engagement with/participation in diversity-related events and activities, and increasing faculty knowledge/awareness and sensitivity to issues of diversity as they occur across different domains of function as a member of the university community. She also serves on the Presidential Diversity Committee, CLA Dean's Diversity Committee, and the Mikawa Ethnic Minority Fund Award Committee. She participated in the Becoming Cultural Responsible Professionals workshop held September 30, 2016, and has served as the Diversity Advocate in four recent faculty search efforts within the program. Finally, Dr. Shernaaz Webster’s work focuses on stress and wellness, with a strong interest in working with international students. She has served on the Faculty Diversity Committee.

Additionally, in the Clinical Psychology program, the James Mikawa Ethnic Minority Fund allows us to recruit a graduate student with scholarly interest in the need to account for diversity in the practice, science and education of clinical psychology. This support has allowed the program to recruit and maintain a fairly diverse student body with about 25% of the current student body coming from ethnically diverse backgrounds. Dr. Mikawa and his partner also funded an endowment for a Distinguished Professorship in Clinical Psychology for a person whose work is dedicated to diversity and diversification in our field. The endowment has resulted in new Associate Professor-level, clinical position with an emphasis on research and mentoring in the area of diversity. The search to fill this position is ongoing with several promising applicants.

Clinical faculty have also been active in other ways. Dr. Papa have recently concluded a HRSA Graduate Education Grant to train students in delivering behavioral health care in the community working with underserved groups, including those who are Spanish speaking, those that from low income families, and homeless individuals. Dr. O'Donohue is editing a book on cultural competence and has written articles on this topic. In addition, the Clinical Psychology training clinic, the Psychological Services Center, is the only sliding scale treatment center in Washoe County and serves a number of diverse clients from the community.

The current roster of graduate students in Behavior Analysis program includes a number of international students as well as underrepresented groups from the US. The Behavior Analysis program also has satellite MA programs in Saudi Arabia and Los Angeles with a large percentage of ethnically diverse students.
At the University of Nevada, Reno School of Medicine (UNRMed), Ramona Houmanfar’s research team has developed and implemented a variation of the Implicit Relational Assessment Procedure (IRAP) over the last 6 years to determine areas of implicit bias associated with obesity, sexual orientation, socioeconomic status, cooperation, and burnout in the student population; with the goal of shaping the curriculum to address these biases. This interdisciplinary collaboration informed by previous research on communication in organizations has resulted in a number of conference presentations and publications in refereed journals. The partnership with UNRMed has led to further collaboration with the Office of President in the area of implicit bias training for all search committees at UNR. These interdisciplinary relationships may have implications for leadership design and communication in educational systems and beyond as implicit bias is a major factor in disparity of health-care treatment, particularly when health professionals are dealing with Nevada’s increasingly multicultural population.

The Cognitive and Brain Sciences program is comprised of a diverse group of faculty, post-docs and graduate students. Over 30% of the members of CBS are female and include members from a range of national and international cultural backgrounds. 30% of our faculty are female, one from Asia and out of 26 students in our CBS labs (split between CBS and Neuroscience), we have four Hispanics, two Asians, one Indian national. Countries of origin for the group include China, Canada, Great Britain, Belgium, India, and Chile. CBS labs offer comprehensive hands-on research training opportunities for undergraduate students and work closely with the University McNair Scholars and NSF EPSCoR Programs to promote these opportunities among first generation college students and students from underrepresented backgrounds. Members of the CBS program perform extensive K-12 community outreach activities through the national Brain Awareness Week program. These outreach activities are focuses on promoting a diverse STEM workforce specifically in the area of Neuroscience.

We address diversity in our teaching in a variety of ways. We have an undergraduate course on ethnic diversity that is taught on a regular basis. We also have a capstone course on gender that incorporates diversity in a number of ways. The clinical program has a required coursework on diversity. Moreover, our community mental health clinic (Psychological Services Center; Dr. Papa Director) serves a diverse group of clients.

Furthermore to support our mission in this area Department of Psychology recently constituted the Excellence and Diversity in Psychology Committee which is charged with (1) increasing cultural diversity among Psychology Department undergraduate and graduate students, staff, and faculty, (2) increasing graduation rates among students and retention and promotion rates among faculty who are members of diverse cultural groups, and (3) identifying and facilitating faculty participation in professional development and leaderships programs that will support goals 1 & 2.

DEPARTMENT OF SOCIOLOGY

In keeping with the official diversity statement of the American Sociological Association, the Department of Sociology is committed to including a diversity of populations, such as people of color, women, gay, lesbian, bisexual and transgendered persons, and more. From social groups affected by ableism to ageism, classism, homophobia, racism, sexism, and the intersectionality
thereof, sociologists are experts in social inequities and the members of the Department of Sociology at the University of Nevada, Reno are no exception. A commitment to understanding diversity and social inequality is reflected in our curriculum, research and scholarship as well as outreach activities and service at local, state, national and international levels. Diversity is also reflected in the composition of the faculty and students of sociology. Our faculty includes five men and four women. Four of us are originally from other parts of the world including Singapore, Turkey, Germany and Uganda and four self-identify as first-generation college students. Our graduate students are similarly diverse with the majority identifying with minority ethnic groups. Undergraduate students majoring and minoring in sociology are sometimes attracted to the discipline because it illuminates their own life experiences as members of a variety of societal groups. Moreover, our students are motivated to apply their sociological knowledge in careers and service work that are often geared towards improving the lives and opportunities of others. In sum, the Department of Sociology at the University of Nevada, Reno reflects a deep commitment to diversity in faculty hiring and student recruitment as well as excellence in teaching, research and outreach activities.

DEPARTMENT OF THEATRE AND DANCE

The Department of Theatre and Dance continues to engage in increasingly successful efforts to diversify our department, productions, and curriculum.

Through renewed attention to diversity in departmental searches, we continue to broaden applicant pools, and subsequently, Departmental faculty. Two searches are in process in fall 2017, both of which have fairly diverse pool of qualified applicants, and the committees continue to demonstrate increased sensitivity to matters of diversity and inclusion within discussions. This work will continue as the Department begins a search for an administrative faculty costume designer and plans the search for the theatre historian in AY 18-19. Although unsuccessful at the time, the department also submitted a request for a new position, which would have a focus on black acting methods/African-American performance studies. This position remains of interest to the department.

Production work continues to capitalize on an informal diversity initiative begun by former Chair Rob Gander, who spearheaded work to increase the onstage presence of African-American, Latinx, and other groups of students through careful production season planning, play selection, and blended casting. Building on the success of The Comedy of Errors, Superior Donuts, To Kill a Mockingbird, and Lorraine Hansberry’s A Raisin in the Sun, each of which prioritized casting students of color in lead roles, the department’s work continues into the current theatre and dance production season. In theatre productions, we chose a play for the fall semester, The Flick, which had an African-American role as one of the leads. Additionally, the script deals with issues of race, profiling, and implicit bias. In the spring, we will produce a gender-bending production of Shakespeare’s Twelfth Night, emphasizing LGBTQIA+ themes and with a decided focus on diverse populations. This inclusivity remains important to the Department, and we will continue to program these sorts of opportunities for our increasingly diverse group of majors and minors.

The Dance Division has had similar success in informal diversity initiatives and with careful selection of guest artists. Building upon previous diverse offerings with regard to guest artists, Dance brought hip-hop B-girl Teena Custer to campus last spring and is planning to bring the largely African-American dance group Robert Moses’ Kin to campus in spring 2018. Robert
Moses writes, “My work expresses my concern with the honor, dignity, truth and potential of real people. Human lives and beliefs are the material, the choreographic elements, of my work.” Both of these groups offered (or will offer) master classes that accommodate, among other diverse groups, disabled students.

Latinx and African-American plays continue to be routinely used across the Theatre curriculum. In Acting IV: Movement and the Body Professor Adriano Cabral has incorporated non-Western training and warm-up techniques. The reading lists for the Theatre History sequence and Introduction to Theatre now include readings from a variety of diverse perspectives. Scenic and Costume Design courses regularly include plays by LGBTQAI+, female, African-American, non-Western, and other playwrights representing diverse backgrounds. Dance History II (DAN 266) offers master classes by guest lecturers with expertise in non-Western dance; as DAN 101 (the replacement of 266 in the new Dance Major) develops, it will continue this exposure to non-Western dance.

These activities provide opportunities for students, faculty, staff, and Reno/Truckee Meadow Valley audiences to engage with professional and student artists from diverse backgrounds with unique perspectives and varied points of view.

DEPARTMENT OF WORLD LANGUAGES AND LITERATURES

The Department of World Languages and Literatures is by its very nature a focal point of diversity on campus. This is not only because it welcomes and brings together students from a wide range of cultural backgrounds, but also because its mission is to deepen cultural understanding, both in students with multicultural experience and in students who have never been exposed to another culture. Our multilingual faculty, itself extremely diverse in gender, gender identity, ethnic background, and national origin, is highly adept at fostering inclusion, equity, and cross-cultural understanding in the inclusive learning environments we create. While we have in place intra- and extramural initiatives that reach out to an increasingly diversified community on campus and beyond, it bears mentioning that the daily work of our faculty entails educating our students in cultures from around the world and cultivating their appreciation of and sensitivity to diverse perspectives. In other words, at its core, the department, fosters diversity, equity, and inclusion.

With courses in Arabic, Chinese, French, German, Italian, Japanese, Portuguese, and Spanish, the department attracts students whose heritages mirror those world cultures, as well as monocultural students seeking to broaden their cultural horizons. Since our minor and major programs lend themselves particularly well to being combined with other majors—including in agriculture, business, engineering, humanities, medicine, and science—the department strives to build bridges with other disciplines. To that end, we have established programmatic relationships with sister disciplines (International Business, Secondary Education, Gender, Race, and Identity Studies, and International Affairs) and are fully committed to supporting dual majors and dual degrees of every kind. Students who graduate from our university with curricular experience in the subject areas we teach are not only better prepared to meet the challenges of globalization, but also better equipped to respect, support, and value diversity.
A large-scale initiative underway is the effort spearheaded by the President’s Diversity Office to meet the requirements set by the U.S. Department of Education for designating the university as a Hispanic-Serving Institution (HSI). Together with the College of Liberal Arts, the Graduate School, the Latino Research Center, and other stakeholders, our department is fully committed to helping our university achieve that designation. To that end, two members of our Spanish faculty serve on the university’s newly created HSI Task Force. The percentage of Hispanic students on campus has been steadily rising in recent years, as has the number of them enrolled in our Spanish programs, which consist of two minors, a major—soon expanding to three majors—and a Master of Arts. At end-of-semester Fall 2017, over half of our Spanish Bachelor of Arts students were listed as Hispanic.1 The department has seen the number of Hispanic students rise over the years, due in part to their growing numbers in our community and our State, but also due to our efforts to recruit them. While we intend to intensify those efforts, formalizing a Hispanics Gateway Program with institutional support will go a long way toward expediting the day we reach HSI designation. Our undergraduate Spanish curriculum, which includes courses specifically designed for Hispanic heritage speakers, offers a direct pathway for Hispanic high school students from our district, our State, and even from neighboring states to access our university. For many of these students, our programs dovetail with their knowledge bases and provide a safe harbor where they can begin to adapt to the rigors of university studies and from where they subsequently develop deeper interests not only in our programs, but also in other disciplines, often completing a dual major or dual degree that includes Spanish, or another major together with one of our Spanish minors. Our graduate program also includes a large contingent of Hispanics. As an auspicious gateway for incoming Hispanics, our programs are materially contributing to increases in the Hispanic population on campus and are poised to hasten the day—especially given institutional support for a formalized Hispanics Gateway Program—when the U.S. Department of Education designates our university as a Hispanic-Serving Institution. Additionally, during students can now receive a dual degree in Spanish and Education and two new tracks have been proposed (Language and Society; Spanish for the Professions).

Even if the Asian population in our community is not as numerous as the Hispanic population, a similar dynamic holds for our Chinese and Japanese programs, in which a good percentage of students are of Asian heritage, and which feature courses like “China and Its Culture” and “Japan and Its Culture.” Additionally, a faculty member in Chinese (along with the chair) were awarded a $60,000 STARTALK federal grant for offering Chinese to high school Chinese heritage speakers and second language learners of Chinese. The program not only brought language instruction but also the further enrichment of cultural diversity to the local community and secondary educational settings. Our faculty in French are no less committed to promoting diversity and inclusion, offering a CO10 Diversity and Equity course on Francophone literature and film in translation, cross-listed with Women’s Studies. France and Its Culture course (FREN 221), satisfies the CO11 Global Contexts requirement. Here, students learn about France as well as the impact it has had, and still has, on the world regarding colonization, and read texts from France, Haiti, Senegal, and Algeria. In FREN 315, Introduction to Translation, students translate a wide-range of texts from both male and female authors and from diverse French-language backgrounds including Algeria, France, Guadeloupe, Haiti, Martinique, Senegal and Quebec. One of our faculty members is currently translating a work of poetry by the Guyanese poet L.G.

1 College of Liberal Arts SharePoint spreadsheet.
Damas, whose works have not been translated into English, in order to further diversify the availability of French-language literature in English translation from underrepresented writers. Students can also meet the Diversity and Equity requirement by completing either of two Spanish courses on Chicano/U.S. Latino culture and literature. The CO13 Integration requirement can now be met by completing a World Languages and Literatures course on multiculturalism or a course on Hispanic women’s literature in translation, while the CO14 Application requirement is met by a practicum in Spanish in the community that places students in direct contact with Hispanic clients in local businesses, hospitals, and organizations.

Additionally, there is a growing interest in Middle Eastern Civilizations and the Arabic language. WLL has supported the inception of a Minor in Middle Eastern Language & Civilization in order to support an expansion on the proper understanding of the keys factors that shape this region. The new minor will help the university community develop an appreciation and better understanding of the region through Middle Eastern Culture course (ARA 221), which satisfies CO11, that introduces the diversity and richness of the Middle East as reflected in languages, religions, history, ethnicities in addition to the role of women in the different societies of the region.

Already a natural focal point of diversity on campus, the Department of World Languages and Literatures aims to intensify its efforts to foster diversity, equity, and inclusion in our students, staff, faculty, and curricula, and to be a key player in the drive to make the University of Nevada, Reno a Hispanic-Serving Institution.

Two of our professors (one in French, one in Spanish) are faculty associates in the Gender, Race, and Identity Studies program. Our faculty members serve not only on the HSI Task Force, but also on the College of Liberal Arts Diversity Committee, the University Faculty Diversity Committee, and the LGBT Faculty and Staff Committee. From among our clubs, the Spanish Club, mentored by one of our lecturers, is especially active, organizing well-attended weekly events that attract not only our own students, but students, staff, and faculty campus-wide and from nearby educational institutions and WCSD. The Club is thriving because every week it features a speaker from our department, from the university, from the nation, like Dr. Kim Potowski, Dr. Julio Torres, and Dr. Silvina Montrul, who are scholarly experts in Heritage Language Learning and Teaching, or from the world, like Barbara Colio, who became the first Mexican playwright to win the María Teresa León International Prize for female playwrights 2004 in Spain, for her play “Pequeñas certezas” (Little Certainties) which was published in three countries and premiered in México, England, United States and Perú. The Sinai club presented topics such as “Monotheistic Religions in the Middle East,” Understanding Islam and cultural diversity among Muslims “, Understanding the Islamic law or Shariaa”, “Arab Spring”, “Ethnic Diversity in Middle East,” “Demography of the Middle East “, and “Conflicts in the Middle East”.

36