

COLLEGE OF LIBERAL ARTS

College Diversity Initiatives

As a college, we are working on developing the Gender, Race, and Identity program, which will be supported by the hire of four new tenure-track faculty in GRI in the next several years and the addition of a full-time administrative assistant and continuing lecturer this year. We are also piloting a Dean's Diversity Advisory Committee which will be composed of faculty, staff, graduate, and undergraduate students, and will have the following mission as its charge:

To advise the Dean of CLA on diversity matters, including but not limited to recruitment, hiring, and retention of diverse faculty, staff, and students; the development of curricula, academic, and special programs or other projects that engage issues of U.S. and global diversity; the mentoring and professional development of faculty, staff, and students; the advancement of a working and learning environment that supports the flourishing of all faculty, staff, and students but pays special attention to improving the conditions for those who have been historically underrepresented at UNR and in our College; and the establishment of awards, grants, fellowships, and other incentives that support the scholarship, teaching, and program-building of those who work in areas of diversity.

Scholarships

Currently, we have very few scholarships to award at the college level. However, 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.

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 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 (G. Richard Scott and Marin Pilloud). 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 and Christopher Morgan examine place adaptation in desert and mountain environments of the American West.

Physical anthropologists G. Richard Scott and Marin Pilloud research human origins and variation focusing on the adaptability of humans, past and present, and how place and environment impact 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). Special emphasis is placed on using biological data to make inferences on the peopling of the Americas (G. Richard Scott).

Identity and Belonging

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. Our department's prehistorians focus on indigeneity in the Americas over the last 13,000 years, including Christopher Morgan's and Geoffrey Smith's work on the hunter-gatherer archaeology of the American West.

Finally, Marin Pilloud 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.

DEPARTMENT OF ART

The Department of Art faculty is comprised of 13 tenured and tenure-track professors (included in this count is Caitlin Early who will be joining us next year). Nine are women and four are men, and all hold the terminal degree(s) in their respective 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 his 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. 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 main stream modalities with important watershed. For example, this past year at University Galleries, Cherokee artist Emily Arthur exhibited multi-disciplinary work made in collaboration with zoologists from the Moore Zoological Lab at Occidental College. Her work visualized DNA research on an endangered bird species, introduced our viewers to new ways of thinking about scientific research from Indigenous positions, and also shared Indigenous spiritual perspectives and oral histories to our viewers. Ft. Sill Apache scholar and widely-respected curator of Indigenous contemporary art Nancy Mithlo, Ph.D. not only wrote an important catalogue essay about Prof. Arthur's work, but also visited campus to lecture on the current work museums are (or are not) doing to rethink how museums work with Indigenous artists.

Currently, we are exhibiting work by Sameer Farooq, a Queer Muslim of Pakistani and East African descent and Canadian citizenship, in one of our galleries alongside a video exhibition by blue-chip artist and feminist Janine Antoni and her collaborator Stephen Petronio, a Queer

choreographer and dancer. Both exhibitions advance our mission to support the production of new knowledge through arts practice while meeting our University's mandate to support a diversity of voices and perspectives. Farooq's exhibition has been particularly successful in encouraging our audiences to think about the role museums play in producing knowledge while highlighting the colonialist urge to collect and display that foregrounds the work of so many museums.

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.

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.

In the Spring of 2016, enrollment in the Art Department consisted of 38 White males, 95 White females, 12 Hispanic males, 19 Hispanic females, 1 African American males, 4 African American females, 2 Asian males, 5 Asian females, 1 Native-American female, 1 Pacific Islander male, 1 Pacific Islander female, 6 multiple ethnicities male, 8 multiple, and 5 non-resident females.

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 three full-time faculty members (two male, one female; one Basque, one Basque-American, one American) and two classified staff (one male, one female, both Basque Americans). Faculty members regularly explore diversity issues in 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), and War, Occupation and Memory in the Basque Country, 1914-1944 (BASQ477/ANTH 414). These classes attract an increasing number of Hispanic/Latino, Pacific Islander, Asian, and Native American students. Three of the Center's five Ph.D. students are of Basque origin, one is Indonesian and the other is American. Four of them are women and one is a man. Sandra Ott serves on UNR's Diversity Committee (CO10) for the Core Board. Xabier Irujo serves on a UNR diversity committee, the Multi-Ethnic Coalition. He is also actively involved in programs that bring together members of the UNR community and people indigenous to the state of Nevada. 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

Core Humanities is an interdisciplinary program that brings together faculty and graduate 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 that present diverse perspectives and include 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.

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 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 412: Intercultural Communication; the undergraduate classes are undertaking a 5-week research project that researches diversity within the lives of our students. Students record their interactions, utilize intersectionality to analyze them, and present their research on diversity in a presentation, which includes a personalized plan to increase the diversity of their lives.
- COM 441: Rhetoric of Dissent (Spring 2016); this class was focused on Black Lives Matter movement and covered history of movements in relation (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; The Spring 2016 class partnered with The Path to Independence Program on the UNR campus. Students designed 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 4**/6**; Our department is in the process of creating a 400/600 level course on Latina/o Communication Studies to be cross listed with the GRI program, which will also address some Silver Core requirements, such as diversity.
- 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).

Instructor Kelly Tait also teaches judges in continuing education credits. Her work was included in a *New York Times* article on October 4, 2016: “How U.S. Immigration Judges Battle Their Own Prejudice” by Caitlin Dickerson -<http://www.nytimes.com/2016/10/05/us/us-immigration-judges-bias.html>. Richard Zorza’s respected Access to Justice blog commented on the article and on some of her other work related to access to justice in “[Immigration Judges Learn to Recognize and Protect Against Implicit Bias](https://accesstojustice.net/2016/10/04/immigration-judges-learn-to-recognze-and-protect-against-implicit-bias/)”
<https://accesstojustice.net/2016/10/04/immigration-judges-learn-to-recognze-and-protect-against-implicit-bias/>

Research

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. Dr. Gutierrez-Perez recently won the Dissertation of the Year award from the GLBTQ Division at the National Communication Association for his research on LGBTQ Chicanos of Colorado. Dr. Gutierrez-Perez recently published a performance and auto/ethnographic research report that interrogates the critical junctures of whiteness in higher education spaces through the lens of Trickster and Nagualismo performance. This work focuses on opening new lines of research within Critical (Communication/Performance) Pedagogy and addresses how (queer) people of color operate at the micro level to address macro issues of power and privilege.

Nevada Debate

- The team's membership included 10 (out of 29) students of color, 12 (out of 29) women, and several LGBTQ+ individuals. Also, we had one of the only blind debaters in the nation to compete in debate in the last 25 years.
- 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 student's first experiences

- Attempts to move the activity of competitive debate toward Universal Instructional Design
- Member of the ADA/Title IX Policy Revision team for National debate organization

Daily Operations

Faculty support and request to change our 3rd floor bathrooms into Gender-Neutral restrooms. This move will allow the university to move from 6 to 7 buildings with Gender-Neutral facilities. Our search committees are actively recruiting and currently interviewing a diverse group of applicants for our department and students.

DEPARTMENT OF CRIMINAL JUSTICE

Although the Criminal Justice Department does not actively recruit students, its programs and courses attract a diverse student population. For over a decade the department has attracted as many, if not more, female undergraduate students compared to male students. Most recently, there has been a higher ratio of female to male students, varying by 1-5% depending on the semester (in numbers, this is between 10-70 more female than male students). The percentage of female students is even greater if grad students are taken into account. While for Spring 2016, 51% of undergraduate students were female, for Fall 2016 the percentage was 55% and Spring 2015, it was 52%.

In recent years there has been significant growth in the department's undergraduate Hispanic students with the percentage of Criminal Justice Hispanic undergrads reaching 27% in 2016. The percentage of the White non-Hispanic students has decreased in the last decade (69% in Spring 2006) and is now below 60 percent. For 2016, the percentages are Spring 58% and Fall 57%. This is largely accounted for by the growth in Hispanic students. In spring 2016 data, the white non-Hispanic undergraduate student population was 58%, Hispanic 27%, Black/African American non-Hispanic just under 5%, Asian and Pacific Islander just under 4%, with almost 6% of undergrads reporting multiple ethnicities (which became an option in 2009/2010).

Race, ethnicity, class, and gender are broad themes across the Criminal Justice curriculum. A number of undergraduate 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 420, Jurisprudence; CRJ 427, Struggle for Justice; CRJ 475, Women and Criminal Justice; and CRJ 479, Feminist Jurisprudence.

DEPARTMENT OF ENGLISH

The Department of English continues its efforts to expand the canon to include and encompass a diversity of literary voices. As the Silver Core implementation begins, English will be 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. Additionally, it is increasingly the case that many literature courses in English, including those without a “Diversity” designation, feature works from diverse populations.

Continued hiring ensures that the department continues to offer courses that represent diverse perspectives. Recent hire Angela Bennett brings experience with queer theory, and new assistant professor Ragini Srinivasan offers courses in postcolonial literature and theory. Additionally, with the hire of postdoc Nathan Ragain, the English Department has gained a scholar with interests in post-WWII multiethnic literature who has been able to strengthen the diversity of our offerings in American literature.

In addition to offering courses in literature that reflect the diversity of human experience, The Department of English has begun new work focused 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 they will work to increase the presence of prospective graduate students in English at the event, targeting regional HSIs (Hispanic-Serving-Institutions) in particular. Part of The Department of English’s commitment to diversity has also been expressed in Professor Christopher Coake’s work with diversity advocates on campus as he grows the new M.F.A. program in creative writing.

Finally, English Department faculty contribute to campus-wide diversity initiatives. Many of our faculty are active in the GRI program, with new assistant professor Dan Morse co-curating the interdisciplinary GRI reading and speaker series “Sounding Identity” in AY 2015-2016. This fall, Core Writing Director Melissa Nicolas will host a “Safe Zone” training for interested faculty. Katherine Fusco is currently serving on the newly-formed Faculty Diversity Committee, which reports to the Provost and Faculty Senate. Finally, in response to recent news events including Ferguson and the Black Lives Matter movement, Justin Gifford has participated in a series of public conversations with Journalism professor Paul Mitchell.

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.

Public Programming

During calendar year 2015 and Spring 2016, GRI hosted the following events, many funded through the generous support of donors.

We revived the GRI Curators Program, soliciting and selecting applicants in Spring 2015 and launching the program in 2015-16 through the series "Sounding Identity," organized by GRI Curators Louis Niebur (Music) and Dan Morse (English). Events included:

- Student/Faculty Reading Group (six meetings throughout the 2015-16 year)
- Stephen Pennington, Tufts University, "Billy Tipton's 'My Wubba Dolly': Transgender Negative Disidentification and Racialized Femininity" (February 5, 2016)
- Tsitsi Jaji, Duke University, "Notebooks for the Return of Native Lands" (April 13, 2016)

In early 2015 we organized a unique event that drew a large audience:

- Terry Marshall, artist and activist, "AfroFutures: Creative Media and Black Voices of Liberation" (February 17, 2015; organized by Professor Emily Hobson and supported by a grant from the Hilliard Endowment along with other entities)

We continued the Lak & Li Lecture in Religious Studies with two events:

- Wendy Doniger, University of Chicago, "Life as a Banned Academic: Blasphemy, Materialism and Censorship in Ancient and Contemporary India" (April 20, 2015)
- Shaul Magid, Indiana University, "What Would A Jewish Renaissance Look Like in Postethnic America?" (April 19, 2016)
 - Along with: Concert and Talk by Basya Schechter (Pharaoh's Daughter – contemporary music of the Middle East), April 20, 2016

With a gift from the Rochlin Foundation, GRI continued the Peace & Conflict Film Series, showing two films in spring 2015 and four during the 2015-16 year. These included:

- *Fruitvale Station* (February 19, 2015)
- *The Black Power Mixtape* (April 7, 2015)

2015-16 Peace and Conflict Film Series – theme of "Solidarities"

- *The Hand That Feeds* (September 23, 2015)

- *Pride* (November 10, 2015) *This event was also linked to the “Sounding Identity” series
- *This Changes Everything* (February 10, 2016)
- *Chisolm ’72: Unbought and Unbossed* (April 18, 2016)

We held a commencement event on May 16, 2015.

GRI partnered with different departments, and co-sponsored and promoted visits, talks, and programs on topics related to diversity, including:

- Screening of *The New Black*, including Professor Emily Hobson as panelist (February 24, 2015; event sponsored by the Center for Student Engagement)
- Lon Kurashige, University of Southern California, “Perfect Storm of Exclusion: The Rise and Fall of Anti-Asian Laws in the United States” (March 10, 2015)
- Cinco de Mayo Celebration (May 5, 2015, organized by Sigma Omega Nu)
- Laverne Cox, actor and transgender rights advocate (April 9, 2015 – ASUN Unity Week)
- “Sound Art: New Only in Name,” panel discussion and reception involving faculty and students across the School of the Arts (September 10, 2015)
- Keith Knight, cartoonist, “They Shoot Black People, Don’t They?” (October 24, 2015 – Department of Art visiting series)
- Arissa Oh, Boston College, “To Save the Children of Korea: the Cold War Origins of International Adoption” (November 9, 2015 – History Department)
- Rob Podesva, Stanford University, “Embodied Phonetics: the Connection Between Body Movement and Phonetic Variation” (November 10, 2015 – Linguistics Department)
- Donna Jean Murch, Rutgers, “The Color of War: Race, Neoliberalism and Punishment in Late Twentieth Century Los Angeles” (April 11, 2016 – History Department, Hilliard Endowment, organized by Professor Emily Hobson)

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; joined the CLA Committee on Scholarly and Creative Activities; and in Spring 2015 concluded her service as chair of UNR’s Core Diversity Committee and as 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). The Reno Justice Coalition was awarded UNR’s Thornton Peace Prize in 2015. 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 Deborah Boehm published a new book, *Returned: Going and Coming in an Age of Deportation* (University of California Press, 2016). In Spring 2016, she was a residential scholar at the University of Arizona School of Anthropology. She was recently appointed to serve on the University Diversity Council and the College of Liberal Arts Diversity Committee. Her research and teaching focus on migration, deportation and detention, transnationalism, and citizenship in global context.

GRI Director and Women's Studies Chair Dr. Jen Hill served on the University Diversity Council and took an active role in faculty recruitment by meeting with candidates for positions in departments from throughout the College of Liberal Arts.

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, while Dr. Marwan Hanania specializes in Middle Eastern history. 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. Given the extent of common ground between these entities, the Director of the Grant Sawyer Center (Veronica Dahir) and the Director of Judicial Studies/Justice Management (Shawn Marsh) opted to submit a single diversity report for Fall 2016.

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), and two part-time student workers shared with the Grant Sawyer Center (2 males, white). Although there are substantially more students on record, with leaves of absence, the current program census shows 73 students *enrolled* in at least one course for Fall of 2016 spanning the Masters in Judicial Studies (two concentrations), Ph.D. in Judicial Studies, and Masters in Justice Management. These 73 graduate students are comprised of: 62% male and 38% female; 67% white, 11% unreported race, 10% African American, 7% Latino/a, 4% multi-ethnic, and 1% American Indian; and 22% Nevada residents and 75% non-Nevada residents.

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 social media, 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, several students have completed a dissertation or thesis on diversity related matters [e.g., Mitrovich, P. (2009). *Justice delayed: Federalization of the United States government from 1930 to 1954 was a highly significant cause of the Civil Rights Movement for Blacks in the 1950’s and 1960’s*; a dissertation later published in 2012 as a book entitled “Justice Delayed: The Road to *Brown v. Board of Education of Topeka* and the Civil Rights Movement”.]

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, Dr. Sepúlveda and 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. Below is an extensive list of projects and programs that have been accomplished by the LRC:

Research Journal

- The Latino Research Center continues 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. Volume six was published in fall 2012. *Border-Lines* is dedicated to the dissemination of research on Chicana/o-Latina/o cultural, political, and social issues. It is a referred 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.

Student Leadership

- The Center supported the travel of eleven Latino/-a students from the University of Nevada, Reno to Chicago, Illinois to the 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 former Secretary of Labor Hilda Solis, and civil rights activist Dolores Huerta, who worked closely with César Chávez. Workshops and forums focused on this year's theme: Empowering the E-generation.
- The Latino Research Center also hosted the Student Leadership series on March 14 in collaboration with the USHLI to benefit local high school students. The Institute provided the **Leadership Development Program**, which is an interactive program for high school students. High school students at Spanish Springs High School and Galena

High School were able to participate. The one-day event was attended by more than 4,200 students and 450 teachers.

- The Latino Research Center has continued to advise and mentor students through the Latino Student Advisory Board and the Latino Graduate Association at UNR. Both groups are being advised by the director Dr. Emma Sepulveda and supported in their activities and outreach programs.

Campus Activities

- The Center also hosted the annual Latino Student Welcoming Ceremony at the beginning of the fall semester and the Latino Graduation Ceremony, both held on the University campus. Nearly 150 Latino/-a students attended the Graduation Ceremony, along with another 100 friends and family members. University administration is also invited to this annual celebration which is held at the end of the spring semester in the Joe Crowley Student Union Ballroom.
- In partnership with the National Association of Hispanic Real Estate Professionals a scholarship was created for graduating students who want to become real estate agents. The scholarship covers the upfront cost of becoming a REALTOR® in Northern Nevada.
- In collaboration with Catholic Charities of Northern Nevada, the Latino Research Center organized three workshops for Deferred Action for Childhood Arrivals (DACA) eligible applicants. The workshops provided with legal assistance and individual consultations for each attendee.
- Each fall semester, the LRC hosts annual Hispanic Heritage Month activities on the University campus. From September 15 through October 15, the Latino Research Center provides speakers, artwork, theater productions, and panel discussions to celebrate Latino heritage in our community. This year the Latino Research Center prepared a movie series to commemorate the 40th anniversary of the coup d'etat in Chile. At each movie a presentation was provided by faculty members from UNR.

Collaborations and Community Outreach

- For the last two years, 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.
- With the generous support and sponsorship of the City of Reno Arts and Culture Commission, the Latino Research Center has prepared the Annual Day of the Dead celebration at UNR with an altar exhibition, traditional dances, music and food from Mexico. The event is open to the community and the admission is free. Last year more than 400 people attended the event.

- The Latino Research Center continued to promote the campaign *No a los Medicos Falsos!* to prevent the community against the threat of unlicensed medical practices. As a result the program has become an example to other states that base their campaigns on our experience and materials.
- Mi Familia Vota: In another collaborative effort with the organization Mi Familia Vota, we helped with the organization of a citizenship workshop for the month of July to assist residents with information and guidance on how to fill out forms and comply with the necessary regulations to become U.S. citizens. Student volunteers at the Center provided bilingual help.
- College Bound: As part of the UNR College of Science outreach program, the Latino Research Center helped bring Latino high school students and families to participate in the College Bound reception. At the event they were given a presentation about the possibilities and opportunities available to them in the area of science and the College of Science at UNR.
- Grant writing. In collaboration with the Department of Computer Sciences at UNR, the Latino Research Center worked on a grant for the National Science Foundation to increase the number of underrepresented minorities in the field of computer sciences, mainly focusing on developing curriculum for students of 5th and 6th grade.
- NCLab workshop. The LRC hosted a group of students from Sparks Middle School on February to participate in a workshop with Dr. Pavel Solin on mathematics through computer programming and 3D modeling. This initiative is part of the outreach effort to engage underrepresented populations in STEM education.
- Latino Graduation Ceremony: In May the Latino Research Center in collaboration with the Center for Cultural Diversity worked to prepare the annual Latino Graduation Ceremony at the University of Nevada, Reno. This year Assemblywoman Lucy Flores was the keynote speaker.
- Statfest. The Latino Research Center worked with Dr. Javier Rojo, chair of the department of Mathematics and Statistics, helping promote the Statfest at UNR among Latino students. Statfest is a full day event supported by the National Science Foundation to showcase the fields of Mathematics and Statistics among college and high school students.

DEPARTMENT OF MILITARY SCIENCE

The Military Science Department at the University of Nevada, Reno has a long standing history that dates back 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 on this campus has clearly defined core values that shape the way that we conduct ourselves.

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. The Military Science Department is nested within the Army's mission on diversity.

The Military Science Department embraces diversity and desires to reach out to all students regardless of ethnicity. It is Army's policy that we cannot specifically base recruiting decisions based on ethnicity. This does not prevent us 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 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 ethnicity.

Currently, the Military Science Department's ethnic breakdown is as follows: 64.5% White, 15.9% Hispanic, 7% Asian/Pacific Islander, 4% Black, and 6% who identify as "Other." Our gender breakdown is 40% female and 60% 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, or National origin, and provide an environment free from sexual harassment. Within the Military Science curriculum, instruction on diversity takes place at the beginning of each school year. The content of this instruction is directly in line with the Army's Equal Opportunity Program. The tenants of the Equal Opportunity Program are then re-enforced throughout the curriculum and intertwined into the fabric of ROTC's Army-based training.

As updates or revisions to Army policy regarding diversity is released, the cadre and faculty assigned to the Military Science Department must complete mandatory annual training that incorporates the most current information, statistics, and trends in the Army's Equal Opportunity Program. At this time, the entire Military Science Department faculty is in full compliance with Department of the Army mandated training requirements regarding diversity.

DEPARTMENT OF MUSIC

The Department of Music focuses considerable energy on recruiting and maintaining a diverse student population. Our current enrollment includes 72 of 175 undergraduate and 14 of 32 graduate students whose ethnicity is other than Caucasian (figure 1); 69 of 175 undergraduate and 9 of 32 graduate students are women (figure 2). Our current continuing faculty includes 5 of 27 instructors whose ethnicity is other than white; 7 of 27 instructors are women.

Louis Niebur, Catharine Pollard, DeAunn Davis, Albert Lee, and Meredyth Lewis have all undergone training to serve as diversity coordinator on departmental searches, and Louis Niebur

and Albert Lee are both GRI faculty associates. In our current search for an Ethnomusicologist, required application components include a diversity statement.

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. We are currently searching for an Assistant Professor of Ethnomusicology. While candidates are not required to have the background and ability to offer non-Western ensemble possibilities, such skills would be viewed favorably.

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. Last Spring, the Music Department hosted a one-week residency by Master Balinese Music and Dance practitioners I Nyoman Wenten and Nanik Wenten. They spent the week visiting an array of music courses and preparing students and faculty from the Music and Dance departments for a Saturday concert of Balinese and Javanese music and dance in Nightingale Concert Hall. Participants played on traditional Balinese gamelan instruments and wore traditional costumes, shipped to UNR for the residency. Last week the department presented a one-day workshop on Afro-Cuban music and dance taught by Cuban dancer and percussionist, Roberto Borrell.

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 not traditionally been drawn to philosophy, or who have had the opportunity to study it; and we try to make our program attractive for all.

Statistics for our majors and minors for the 2015-16 academic year are as follows:

In Fall 2015, we had a total 69 undergraduate majors, of whom 23 were from under-represented groups—nine Hispanic, three African-American, four Asian, one Pacific Islander, and six of

multiple ethnicities. In Spring 2016, we had 67 majors, of whom 24 were from the underrepresented—seven Hispanic, three African-American, four Asian, one Pacific Islander, and six of multiple ethnicities. Members of these groups thus constituted, respectively, 33% and 31% of our total number of majors. These numbers represent a slight decline from 2014-15, which was an especially good year, the Fall/Spring percentages being, respectively, 39% and 37.5%.

As for our minors, 33% (or 19 of 57) were from under-represented groups in Fall 2015 (or 19 of 57), and 38% (or 16 of 55) in Spring 2016. These numbers are particularly gratifying because they represent a significant increase from 2011-12 (the earliest year for which data are currently available), when the Fall/Spring percentages were 18% and 21%.

Six of our students received scholarships in 2015-16. Three of the six recipients were female, and we make an effort to acknowledge, and encourage, academic achievement among women (who historically have been poorly represented in our discipline). This past year also saw the graduation of six students in our MA program, of whom two were female (and one was Native American) and one was a Latino male.

One member of the department is a Faculty Associate in the Gender, Race, Identity 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.) Prior to his retirement, another member participated in the annual celebration and outreach effort of the Spanish Club and Spanish section of World Languages and Literature (by playing Argentine tangos on the piano).

It is also worth noting that as a result of our faculty search last year we succeeded in hiring a Latino philosopher of science (who was a first-generation college student in his family). In the previous year, we hired a Latino male to be the department’s administrative assistant.

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).

DEPARTMENT OF POLITICAL SCIENCE

The Department of Political Science does not have specific recruiting or scholarships for students of color at the undergraduate level. The department informally recruits students of color through its curriculum, which includes courses in a diverse array of topics. However, at the graduate level we have made connections to the American Political Science Association directory of minority graduate 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. 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 UN and Model Arab League programs which expose students to diverse world issues.

In the last version of this report (circa 2014) the department's faculty was 50% female and 20% under-represented groups. Unfortunately, half of our female faculty and all but one of our diversity faculty have left the University after receiving external job offers that were not adequately matched by various parts of UNR's administration. We have continued efforts to expand diversity in hiring, but with a recovering job market our salary and especially support benefits (start-ups, travel) are becoming less competitive.

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, two out of six of the currently faculty in residence are from diverse backgrounds. Dr. Lorraine Benito'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. Duckworth is currently serving 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.

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.

Clinical faculty have also been active in other ways. Drs. Follette and 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 a satellite MA programs in Saudi Arabia and Los Angeles have large percentage of ethnically diverse students. The Cognitive Brain Science program also works to attract a diverse group of students. 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.

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.

DEPARTMENT OF SOCIOLOGY

Sociology, at its very core, is concerned with promoting equality and social justice in society. In order to promote these values, it focuses on studying how diverse populations can be empowered to achieve both equality and justice. 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 many 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 the plight of under-represented groups 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 include four men and four women. Three of us are originally from other parts of the world including Turkey,

Germany and Uganda and some of us were first-generation college students. Our graduate students are similarly diverse with 50 percent female and 83 percent identifying with minority ethnic groups. Many of our undergraduate students majoring and minoring in sociology are attracted to the discipline because it validates and illuminates their own life experiences as members of a variety of marginalized groups. 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 the inclusion of diversity advocates in departmental searches, we continue to broaden and diversify applicant pools, and subsequently, Departmental faculty. Two searches were conducted in AY 2015-16, both of which had a diverse pool of qualified applicants, and the committees demonstrated increased attention and sensitivity to matters of diversity and inclusion. This work continues in the Department's current search for a tenure-track Assistant Professor of Directing.

Production work also 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. This began with *The Comedy of Errors*, which utilized a cast that was largely African-American and saw those students of color in lead roles, breaking with an established casting trend. This production was followed up by *Superior Donuts*, which saw an African-American student in a lead role in a play that pointedly dealt with race. In the Fall of 2015 a production of *To Kill a Mockingbird* juxtaposed contemporary ideas and concepts of race were with Harper Lee's now nostalgic (and recently reframed) portrayal of Atticus Finch and his problematic tutelage of his children on matters of race. The production took a modern look at this classic story, problematizing and querying the relatively positive place it holds in the collective memory of readers and playgoers. In the Spring 2016 semester, the Department successfully mounted Lorraine Hansberry's *A Raisin in the Sun*, again capitalizing on the diversity of our current set of theatre majors and minors. This inclusivity is important to the Department and we will continue to program in 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. In the 2013-14 academic year the department hosted a significant residency by "Casebolt and Smith" a dance company with LGBTQ-themed creative work. "Casebolt and Smith" offered a master class that accommodated disabled students and the student dance piece they choreographed utilized a highly diverse group of students. The Dance division was represented at the American College Dance Festival Association by an African American student's choreography.

Latinx and African-American plays are 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 LGBTQA+, female, African-American, non-Western, and other playwrights representing diverse backgrounds. Dance History II (DAN 266) offered 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 likely 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 2015, 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. The M.A. program description has been translated into Spanish and will soon be posted online, to attract Hispanics from across the U.S. as well as Spanish-speaking students from other countries. 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.

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.” 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. 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.

Three of our professors (one in French, two 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. The engagement role of one of our Spanish professors is particularly noteworthy, as it entails many activities, including authoring columns on Hispanic issues in local newspapers, co-anchoring a Spanish radio podcast, working with Catholic Charities on immigration rights, acting as liaison with the Fulbright Commission to bring graduate students from South America to our College and to the College of Science, giving local and national media interviews on Hispanic issues, and hosting the Hispanic political affairs website, *Contémonos Ya*. This same professor serves as director of the Latino Research Center, which conducts numerous Hispanic outreach activities locally, nationally, and internationally, and which publishes the peer-reviewed journal *Border-Lines*, dedicated to Chicano/a and Latino/a studies. From among our

¹ College of Liberal Arts SharePoint spreadsheet.

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. The Club is thriving because every week it features a speaker from our department, from the university, or from around the world, including recent Fulbright fellows from Argentina and luminaries like renowned Mexican author Elena Poniatowska and Mexican-American astronaut José Hernández.

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.