

## College of Science

The College of Science believes that a diverse student body and faculty are fundamental to the success of the college. The methods by which the college promotes diversity are a) to intentionally recruit as broadly as possible, and b) to actively support the success of all students and faculty members in the college.

### Faculty

Faculty members serve as role models for our students, as well as respected instructors and trusted advisors. Thus, a diverse faculty is critical not only to the overall success of the research endeavor in the college, but also to the success of our students. The following table shows the total faculty in the college, percent faculty of color, and percent women faculty over a five-year period (data provided by Human Resources and dependent on self-identification).

Year	Total Faculty	Faculty of Color	Female Faculty
2012	171	10%	24%
2013	175	12%	27%
2014	189	15%	28%
2015	195	16%	27%
2016	203	15%	29%

a) Recruiting a diverse pool of applicants for science faculty positions can be challenging, due to a limited pipeline of PhD recipients within underrepresented populations. Nevertheless, the Dean, Department Chairs, and search committees have made broad recruitment a priority, resulting in a growing percentage of persons identifying as underrepresented within the faculty. Clearly, recent hires have had a disproportionate impact on the diversity of the faculty.

b) Supporting the success of new faculty members in the college begins with providing an equitable and competitive salary, and a start-up package and laboratory space appropriate to the research needs of the incumbent. In addition:

- Beginning in 2012, the College holds an afternoon workshop in August to introduce new faculty to each other, and to the people and support services housed in the college office. Time is devoted to discussing the unique demographics of Nevada students, and, beginning in 2016, to discussing what it means to be a culturally sensitive professional.
- Every department has a formal or informal mentoring process for faculty on the tenure track.

The Dean and Chairs share the belief that junior faculty are the future of the college, and the college's most valuable asset.

## Students

Student headcount and retention of students in the College of Science have grown steadily. As the economic and social health of our state depends on contributions from diverse citizens educated in science and mathematics, the College continues to pursue multiple avenues to recruit, retain, and support students as broadly as possible. The following table shows the College student headcount, percent students of color, percent female students, and percent degrees granted to students of color (data provided by Institutional Analysis and dependent on self-identification).

Year	Student Headcount	Students of Color (SOC)	Female Students	Degrees Granted to SOC
2012	2190	31%	45%	22%
2013	2348	34%	47%	23%
2014	2519	37%	47%	27%
2015	2700	38%	50%	31%
2016	2817	40%	52%	

a) The College participates in University-sponsored recruitment events, and further benefits from partnerships with the Southern Nevada Recruitment Office, the Center for Cultural Diversity, and the Latino Research Center. Students who apply and are accepted benefit from immediate assignment to an academic advisor with a name and e-mail for individual consultation.

b) Support of student success begins with early advising, as early as eight months before student matriculation. Advising is mandatory for enrollment in the first 3 semesters of a student's career. In addition, the College provides the following programs:

- ScienceFIT: A five-day intensive introduction to college life that is required (beginning in 2016) of all students entering the College of Science as first-semester freshmen. Based on responses to the advanced registration questionnaire, nearly half of incoming College of Science students are first-generation college students.
- First-Year Experience Course: All College of Science majors are enrolled in a first-year experience class with other students in the same major. These courses introduce students to department faculty, university expectations, support services, and the various work and research opportunities available to students and degree recipients in their major.
- Golden Scholars program (begun in 2016): College of Science students who identify as first-generation college students are invited to take part in a program that provides a peer mentor, student support, and opportunities for personal growth. In 2016, 43 students chose to participate; of these, 74% identify as students of color, and 47% are Pell Grant eligible.

- Women in Science and Engineering Living Learning Community (begun in 2007): A first-year community of women majoring in science, mathematics, and engineering. Students share living space, take classes together, including a first-year seminar class, and are mentored by a successful female academic in a STEM field. Of the most recent class, 34% identify as students of color. The 4-year graduation rate of WISE students is 80%.
- College of Science Living Learning Community (begun in 2013): A first-year community of men and women majoring in science, mathematics, and engineering. Students share a living space, take classes together, including a first-year seminar class, and are mentored by a successful academic in a STEM field. Of the most recent class, 42% identify as students of color.
- NevadaTeach (begun in 2015): A joint program with the College of Education through which students receive 2 degrees in four years: one in a STEM field and one in secondary education. Of the 130 students currently participating, 42% identify as students of color. As secondary school teachers, these students will have a strong positive impact on the future pipeline of diverse, well-prepared STEM students.