NSHE Diversity Report 2012-13

Prepared by the Office of Academic and Student Affairs

University of Nevada, Las Vegas
University of Nevada, Reno
Nevada State College
College of Southern Nevada
Great Basin College
Truckee Meadows Community College
Western Nevada College
Desert Research Institute

Board of Regents

Officers of the Nevada System of Higher Education

The Nevada System of Higher Education is committed to supporting campuses that are reflective of the state population to meet the current and future social, economic, and workforce needs of a highly diverse state.

Pursuant to Board of Regents' policy, the Nevada System of Higher Education (NSHE) prepares a diversity report intended to provide an overview of the current status of enrollment, graduation and employment of individuals from diverse ethnic groups across the System. Title 4, Chapter 8, Section 7 (in part) of the Board of Regents' *Handbook* provides that:

> The Chancellor's Office shall collect and maintain information on (1) the number of minorities, women, and members of other protected classes employed in professional and classified positions; (2) the number of minorities, women, and members of other protected classes enrolled as students; and (3) any additional information necessary to determine the impact of policy changes on the number of minorities, women, and members of other protected classes enrolled or employed in an NSHE institution. Annually this information shall be reported to the Board of Regents.

In addition, *Nevada Revised Statutes* (NRS) 396.532 mandates that NSHE provide to the Legislature and make available publicly a report that includes the number of students by ethnic category and the number of students by gender; the number of employees by ethnic category and occupational classification; the number of employees by gender and occupational classification; and any other information that may impact policy changes concerning enrollment or employment of protected classes at NSHE institutions   Further, the report must include efforts of each institution to increase enrollment and to retain and graduate students in underrepresented ethnic and racial categories.

As mandated by state law, the NSHE prepares a diversity report using the Integrated Postsecondary Education Data System (IPEDS) to access historical and current data for all institutions. IPEDS is a database of annual surveys conducted by the National Center for Education Statistics (NCES) that includes institution-level data on enrollment, student completions, graduation rates, and employees by assigned position.

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Population Demographics

NSHE institutions predominantly serve Nevada residents and their enrollments are greatly affected by the population in the geographic area in which they serve. Therefore, it is important to review NSHE diversity data in the context of the demographic profile of the state and its geographic regions.

Statewide 2012

Minority
41.2%

White
58.8%
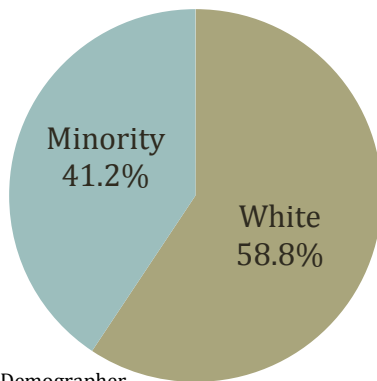
Statewide 2020
(Projected)

Minority
44.7%

White
55.3%
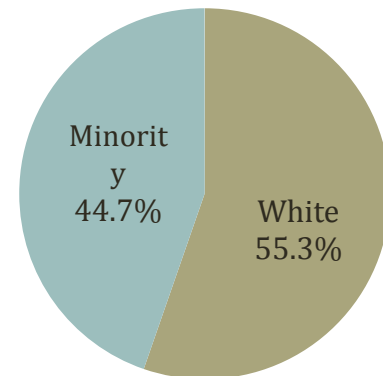
Source: Nevada State Demographer

From 2012 to 2020, Hispanics are projected by the Nevada State Demographer to grow at a rate faster than that of any other race or ethnic group in all service areas. These changes are reflected statewide as we see the White population decrease while the minority population increases. As Nevada's population continues to change, we would expect to see minority enrollment at NSHE institutions continue to rise, reflecting changes in the statewide population. See Appendix A for changes to the state population demographics by service area.

As we see the percent of the statewide minority population grow in respect to that of the White population, it is also important to note significant differences in the population and K-12 demographics between northern and southern Nevada.

Clark County 2012

Minority
46.3%

White
53.7%
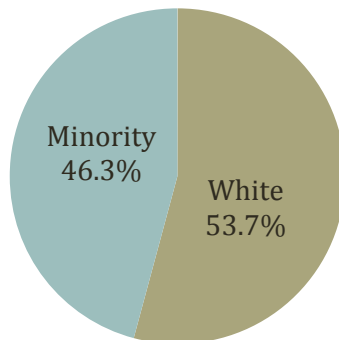
Washoe County 2012

Minority
33.6%

White
66.4%
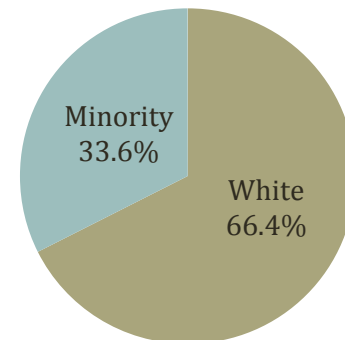
Proportionally, Clark County continues to drive the overall state distribution with members of under-represented groups making up 46.3 percent of its population. Therefore, where possible, the NSHE student demographic data is presented by institution with population and K-12 data specific to the geographic region or service area of the institutions.

Student Enrollment

The difference in the population demographics between the geographic locations and service areas of the institutions has an effect on the enrollment of minority students at each NSHE institution. In southern Nevada where the minority population is a more significant portion of the total population, we expect to see higher enrollments of minority students at the NSHE institutions as is reflected in the summary below.

Southern Institutions

Reviewing NSHE diversity data in the context of population demographics within their immediate geographic location or by service area reveals that Fall 2012 minority enrollments at the NSHE institutions located in the southern part of the state exceed the regional population distributions.

		White	Minority
UNLV	Enrollment Distribution	46.9%	**53.1%**
	Clark County Population	53.7%	46.3%
	Statewide Population	58.8%	41.2%
NSC	Enrollment Distribution	50.4%	**49.6%**
	Clark County Population	53.7%	46.3%
CSN	Enrollment Distribution	42.9%	**57.1%**
	Service Area Population	54.5%	45.5%

Source: Nevada State Demographer and IPEDS

Northern Institutions

Fall 2012 minority enrollments at some northern institutions are comparable to that of the population in the geographic region in which they are located. UNR's minority enrollment (30.5%) as an institution with a statewide service area falls short of the statewide population (41.2%). Minority enrollments at GBC and TMCC exceed the population distribution in their respective service areas.

		White	Minority
UNR	Enrollment Distribution	69.5%	30.5%
	Washoe County Population	66.4%	33.6%
	Statewide Population	58.8%	41.2%
GBC	Enrollment Distribution	74.4%	**25.6%**
	Service Area Population	77.3%	22.7%
TMCC	Enrollment Distribution	63.9%	**36.1%**
	Service Area Population	66.4%	33.6%
WNC	Enrollment Distribution	74.4%	**25.6%**
	Service Area Population	71.0%	29.0%

Source: Nevada State Demographer and IPEDS

UNLV ranked the sixth most diverse campus among the nation's universities for undergraduate students, according to the 2013 U.S. News & World Report best colleges rankings. This is the third consecutive year UNLV received this designation - - UNLV was ranked eighth and tenth most diverse in the previous years.

Changes in Minority Enrollment at NSHE Institutions

The percent of students who are of an under-represented race or ethnicity grew significantly across the NSHE from 2002 to 2012, evidenced by the narrowing gap between enrollment of minority and White students. While the gap between enrollment of minority students and White students is closing statewide, minority student enrollment meets or exceeds fifty percent at the three southern NSHE institutions (NSC, CSN, and UNLV). See Appendix B for a detailed breakdown of enrollment by race and ethnic groups at each NSHE institution for 2002, 2009, and 2012.

NSHE Minority v. White Enrollment
(2002 -2012)

	2002	2009	2012
Percent White	69.4%	57.9%	53.7%
Percent Minority	30.6%	42.1%	46.3%
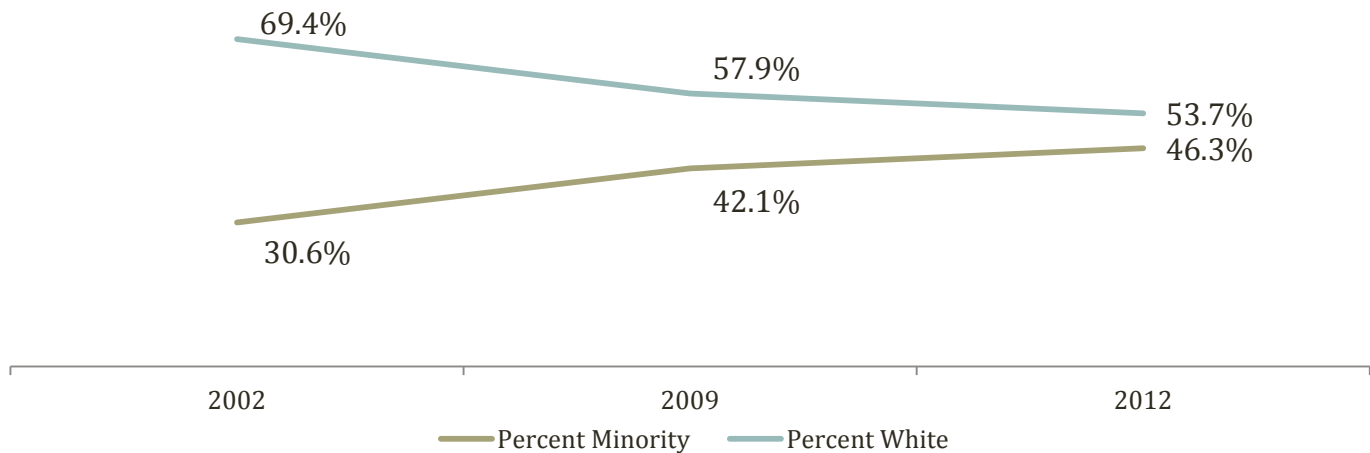
Hispanic and Minority Serving Institutions

Postsecondary institutions that received federal Title III or Title V program designations may also be designated as a Hispanic-serving institution (HSI) if they have a Hispanic student full-time equivalent (FTE) undergraduate enrollment of 25 percent or higher and evidence that the institution serves a significant needy student population. These federal designations are based on enrollment in specified prior fiscal years.

Six NSHE institutions are considered emerging Hispanic-serving institutions which are defined as colleges or universities that serve a Hispanic population between 15 and 24.9 percent: UNLV, UNR, NSC, CSN, TMCC, and WNC. In addition, UNLV, NSC, and CSN also received the designation of Minority Serving Institution (MSI).

Undergraduate FTE – Percent Hispanic (DOE Application for Eligibility Criteria)

	UNLV	UNR	NSC	CSN	GBC	TMCC	WNC
Fall 2013	22.8%	16.3%	22.2%	26.4%	15.7%	23.0%	17.0%
Fall 2012	21.1%	15.3%	19.9%	24.4%	14.7%	22.3%	16.5%
Fall 2011	18.8%	11.4%	20.0%	21.8%	14.3%	19.8%	15.5%

NSHE Student Pipeline

The percent of minority enrollments in the state's public K-12 system indicates a potential for increasing minority enrollments at NSHE institutions as these students work their way through the education pipeline. The converse is true for White students whose enrollment will decrease as a percent of the total if the students continue through the pipeline at the same rate as the minority students. Detailed data on the education pipeline by geographic region or service area of NSHE institutions can be found in Appendix C.

	White	Minority
NSHE Enrollment Distribution, Fall 2012	53.7%	46.3%
High School Demographics, 2011-12	40.4%	59.6%
K-12 Demographics, 2011-12 (including high school)	37.4%	62.6%

Given the current enrollment trend in the state's public K-12 system, as the students move through the K-12 pipeline to NSHE institutions we would expect the enrollment of White students to decrease while minority enrollments increase.

Since the minority enrollments in the K-12 system serve as a pipeline to NSHE institutions, the high school graduation rates and college continuation rates of the minority students affect the enrollment at NSHE institutions. In 2012-13, the high school graduation rate of Hispanic, Black, and American Indian/Alaska Native students was lower than that of white students.

High School Graduation Rates by Race/Ethnicity – Class of 2013

American Indian Alaska Native	Hispanic	Black	White	Asian	Pacific Islander	Two or More Races
58.7%	64.4%	56.7%	77.2%	82.0%	74.8%	80.1%

Source: Nevada Department of Education

In order to improve the enrollment of minorities at NSHE institutions, improvements must be made to the number of minorities graduating from high school and those continuing on to postsecondary education. This continues to be a challenge for NSHE institutions.

In addition, Nevada is ranked 46th in the number of students who continue from high school directly to postsecondary education (HigherEducationInfo.org). As the state grapples with increasing the number of students continuing to postsecondary education, NSHE and its institutions have embarked on a number of initiatives to increase the number of minority students who attend college (described in detail in the Institutional Diversity Efforts section of the report).

The Center for Student Cultural Diversity College Life 101 Program at UNR was recognized as a 2013 Example of Excelencia Finalist due to its effectiveness in helping students of color succeed. UNR's Excelencia program will be included in the 2013 edition of What Works for Latino Students in Higher Education.

Completions

Minorities are earning an increasingly larger proportion of the awards conferred by NSHE institutions, growing significantly in the last decade at all NSHE institutions. Closing the attainment gap between minority and White students will result in continued improvement in the number of awards going to minority students getting NSHE closer to its completion goals.   See Appendix F for detailed data.

Percentage of Awards Conferred to Minority Students by NSHE Institution

Institution	2011-12		2001-02	
	# Awards to Minority Students	Percent of Total Awards to Minority Students	# Awards to Minority Students	Percent of Total Awards to Minority Students
UNLV				
Bachelor's	1,554	46.5%	702	29.9%
Graduate*	407	28.8%	141	17.4%
UNR				
Bachelor's	621	24.6%	203	15.9%
Graduate*	128	17.8%	49	12.6%
NSC				
Bachelor's	115	42.9%	N/A	N/A
CSN				
Certificate	108	49.5%	50	37.0%
Associate's	954	46.8%	327	33.3%
Bachelor's	2	14.3%	N/A	N/A
GBC				
Certificate	32	31.4%	2	13.3%
Associate's	49	19.4%	15	11.2%
Bachelor's	11	18.3%	3	12%
TMCC				
Certificate	52	40.0%	2	9.1%
Associate's	296	29.5%	66	18.5%
WNC				
Certificate	8	27.6%	16	26.7%
Associate's	97	22.5%	50	15.2%
Bachelor's	0	0.0%	N/A	N/A
NSHE Total	4,434	35.3%	1,626	23.6%

*Graduate-level includes Master's, Doctoral, and Professional Degrees; Source: IPEDS.

DRI awards the General Frederick Lander Scholarship for Native Americans annually in the amount of $3,000 to students at the University of Nevada, Las Vegas, and the University of Nevada, Reno.

GBC has designated a Native American Liaison who works with tribal administrators to help native students apply for financial aid and scholarships. In the words of the liaison, the most effective practice for attracting and retaining Native American students is for them "to simply be able to talk to someone from their own culture who has been through the educational process."

NSHE Graduation Rates

The purpose of Complete College America (CCA) is to significantly increase the number of Americans with a college degree or credential of value and to close attainment gaps for traditionally underrepresented populations. The goal is that by 2020 nationally, six out of 10 young adults will have a college degree or credential of value. Currently in Nevada, the percentage of adults 25-64 with an associate's degree or higher is 30% and of young adults 25-34 is 28.3% (Source: The American Community Survey, 2011). In order for Nevada to meet its CCA goals, it is crucial that NSHE institutions close the attainment gap between minority and White students.   Detailed graduation rate information can be found in Appendix E.

2012 Graduation Rates by Race/Ethnicity – Universities and State College
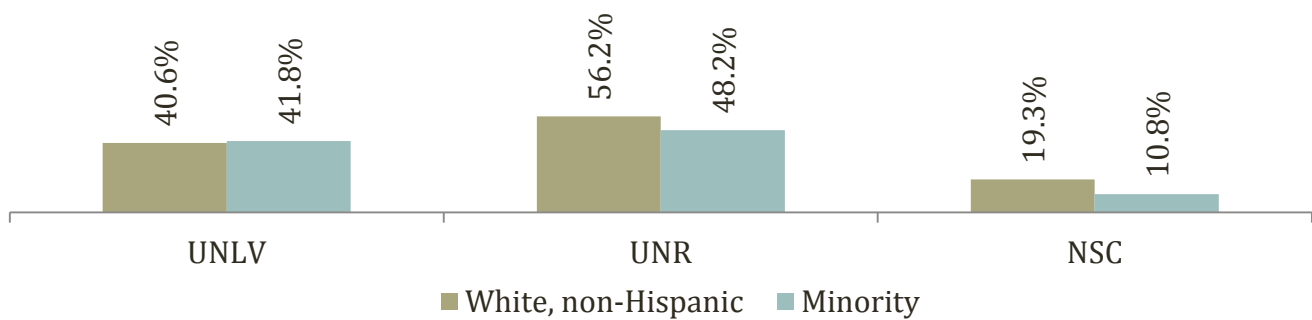
	White, non-Hispanic	Minority
UNLV	40.6%	41.8%
UNR	56.2%	48.2%
NSC	19.3%	10.8%

2012 Graduation/Transfer Rates by Race/Ethnicity – Community Colleges

	White, non-Hispanic	Minority
CSN	35.9%	29.1%
GBC	48.1%	52.1%
TMCC	35.3%	28.7%
WNC	48.7%	30.4%

Note: Graduation rate is defined as first-time, full-time, degree-seeking students graduating with a bachelor's degree within 150% time of normal completion: 6 years, an associate's degree in 3 years, or a certificate in 1 ½ years. The transfer rate includes students who transferred out within 150% time of normal completion.

The Latino Cohort Program at WNC is modeled on national best practices and is designed to increase the rate at which Latino students complete their classes, re-enroll in a subsequent semester, and complete their associate degrees. The graduation rate for the 2010 Latino Cohort was 52 percent compared to a college-wide rate of 20 percent.

Enrollment by Gender

More than half (55.8%) of the total number of students enrolled at NSHE institutions are female. Male students are enrolled full-time at a slightly higher rate systemwide than are female students. The number of students enrolled full-time continues to increase. Studies indicate that students enrolled full-time have a greater chance of success at postsecondary education.

	Institution	Total Students	% Female	% Full-time	
				Male	*Female*
Fall 2012	UNLV - Undergraduate	22,429	55.2%	70.5%	71.1%
	UNLV - Graduate	4,960	56.0%	--	--
	UNR- Undergraduate	15,082	52.6%	81.9%	82.6%
	UNR - Graduate	3,145	53.8%	--	--
	NSC	3,389	75.6%	36.2%	32.1%
	CSN	35,678	54.5%	28.2%	26.3%
	GBC	3,165	65.4%	34.0%	26.0%
	TMCC	11,603	55.8%	25.2%	24.1%
	WNC	4,168	59.8%	35.1%	28.9%
	Total	103,619	55.8%	47.6%	45.2%
Fall 2009	UNLV - Undergraduate	22,734	54.9%	72.0%	72.3%
	UNLV - Graduate	6,346	58.1%	--	--
	UNR- Undergraduate	13,340	53.4%	79.2%	80.6%
	UNR - Graduate	3,535	55.7%	--	--
	NSC	2,516	75.4%	40.4%	39.5%
	CSN	42,108	50.4%	21.6%	26.4%
	GBC	3,647	64.6%	32.1%	30.2%
	TMCC	12,942	56.1%	30.8%	28.7%
	WNC	5,229	60.0%	30.8%	28.1%
	Total	112,397	54.4%	42.3%	44.7%
Fall 2002	UNLV - Undergraduate	19,762	55.5%	67.7%	67.8%
	UNLV - Graduate	4,917	59.4%	--	--
	UNR- Undergraduate	11,752	55.3%	76.2%	77.4%
	UNR - Graduate	3,341	58.9%	--	--
	NSC	177	69.5%	42.6%	55.3%
	CSN	32,136	56.5%	22.4%	21.6%
	GBC	2,514	69.0%	29.9%	25.6%
	TMCC	10,284	55.4%	22.4%	21.8%
	WNC	4,841	59.5%	19.5%	16.5%
	Total	89,724	56.8%	41.7%	40.4%

TMCC co-sponsored the annual Building Women Career Exploration Fair along with the Western Apprenticeship Coordinators Association. The Fair introduces women to non-traditional career options, primarily in the building and manufacturing trades.

NSHE Faculty & Staff

Efforts being made by NSHE and its institutions to increase minority employees in general, and minority faculty specifically are described in the institutional initiatives section of this report. Detailed Staff Report Summaries by NSHE Institution are included at the end of this report.

NSHE Full-time *Employees* by Employment Type, 2012

	Percent Minority*	Percent Female
Instructional Staff	21.0%	40.6%
Research	23.1%	29.6%
Librarians, Curators, Archivists	29.8%	69.0%
Student & Academic Affairs & Other Education Svcs	33.3%	71.4%
Management	21.1%	48.2%
Business and Financial Operations	25.7%	72.0%
Computer Engineering and Science	22.4%	31.3%
Community Service Legal Arts and Media	31.1%	57.5%
Healthcare Practitioners and Technical	22.2%	46.3%
Service	51.4%	41.3%
Sales and Related	0.0%	66.7%
Office and Administrative Support	34.0%	86.0%
Natural Resources, Construction and Maintenance	25.9%	3.3%
Production, Transportation, and Material Moving	37.5%	12.5%

Source: IPEDS

NSHE Full-time *Instructional Staff* by Institution, 2012

	Percent Minority*	Percent Female
University of Nevada-Las Vegas	24.8%	36.3%
University of Nevada-Reno	20.6%	39.3%
Nevada State College	23.9%	56.5%
College of Southern Nevada	20.9%	45.5%
Great Basin College	12.7%	38.1%
Truckee Meadows Community College	11.4%	51.2%
Western Nevada College	8.3%	35.4%

*Excludes unknown race/ethnicity and non-resident alien. Source: IPEDS

The CSN Diversity Council will be launched in 2014 to provide support, guidance, and feedback to the Office of Diversity on the diversity strategic plan, initiatives, and programming. The Council is composed of 10 active rotating members, five council board members and five honorary members. The members represent administration, staff, faculty and students.

Institutional Diversity Efforts

The following summaries have been submitted by the NSHE institutions and include descriptions of their diversity initiatives.

The newly created Office of Community Engagement and Diversity at Nevada State College seeks to promote a campus culture that values diversity in all its forms through inclusive dialogues, experiences and appreciation and value of others to leverage people as a source of collective learning, campus unity, and institutional strength.

University of Nevada, Las Vegas (UNLV)

THE OFFICE OF DIVERSITY INITIATIVES
With a current vision aligned with the UNLV's mission to nurture equity, diversity, and inclusiveness that promotes respect, support, and empowerment ODI serves as a primary resource for the campus and local community in accessing available programs and services for continued support, development and success. Through collaborative partnerships and open communication with campus leaders ODI continues to foster diversity and inclusion initiatives strengthening our institution's goals for embracing excellence, innovation and unconventional spirit. The following is a sampling of recent and current initiatives.

Minority Serving Institution: In December 2012, UNLV applied for and was awarded Minority Serving Institution status under Title III. Title III designation is awarded to institutions serving a large population of Asian American, Native American and Pacific Islanders. UNLV was also designated as an emerging Title V, or Hispanic Serving Institution. In addition to meeting with the UNLV Dean's Council other efforts include:

1. A series of campus conversations, coordinated by ODI, were conducted to provide information and understanding regarding MSI and what the designation means for the University. Conversations provided information about the process of how UNLV achieved MSI status, current demographics, future trends and opportunities for MSI efforts. These conversations also provided opportunities for the campus community to share their concerns and to identify any issues related to MSI activities.
2. An MSI task force, to include faculty, staff, students, and community members, will begin working summer 2013 on development of a strategic plan to establish UNLV as a full service MSI.
3. UNLV now has institutional memberships with Hispanic Association of Colleges and Universities (HACU) and the Asian American and Pacific Islander Association of Colleges and Universities. Recently a delegation from UNLV, NSC and CSN attended the HACU Capital Forum to meet the federal delegation about HSI efforts in southern Nevada and Title III & V federal funding.

STEM Alliance: Understanding the national emphasis being placed on STEM disciplines and the importance of ensuring Nevada does not fall further behind, UNLV is engaging in a campus-wide effort to more efficiently focus on accessing greater financial assets to support current and needed infrastructure. ODI is working with the office of the Vice President for Research to ensure that diversity issues are woven into every grant application effort and collaborative initiative in which UNLV engages.

First Annual STEM Summit: Held in spring 2013, the UNLV STEM Summit brought together various colleges, departments, faculty, staff and students to discuss STEM related needs and provide a venue for discussing the status of Science, Technology, Engineering and Mathematic endeavors at UNLV. Attendees were exposed to poster presentations from students, panel discussions, and break-out sessions. The second annual summit, held January 2014, will serve as a follow-up to the 2013 summit.

STEM Taskforce–LSAMP Initiative: Understanding the national focus on strengthening the Science, Technology, Engineering and Mathematics (STEM) industry and bolstering the academic preparation of students pursuing STEM disciplines, UNLV is engaging in campus-wide efforts to more efficiently focus on accessing greater financial resources to support current and needed infrastructure.

ODI is in the early stages of developing a Louis Stokes Alliance for Minority Participation (LSAMP)

Program focused on recruiting, retaining, and graduating underrepresented populations in STEM disciplines. The LSAMP Program is affiliated with the National Science Foundation and strives to increase the number of underrepresented members in STEM academic disciplines, and STEM career pathways.

NSHE Diversity Summit: UNLV had the pleasure of hosting the Second Annual NSHE Southern Nevada Diversity Summit, October 3rd and 4th. The theme for this summit was 'Building Strong Minority Serving Institutions in Nevada to Enhance Student Success'. Over 200 participants were in attendance from all sectors of the Las Vegas local Community. Highlights included a President's Panel consisting of college and university presidents from Southern Nevada: Dr. Neal Smatresk (UNLV), Bart Patterson (NSC), Dr. Stephen Wells (DRI), Dr. Mike Richards (CSN) and Chancellor Dan Klaich. Each addressed the changes faced by the local areas, future goals, and how they anticipated the growth of diverse populations would impact their individual institutions and the region as a whole.

Title IX Compliance: An all-encompassing federal mandate, Title IX prohibits discrimination based on the gender of students and employees of educational institutions receiving federal financial assistance. In compliance with Title IX mandates, the following were implemented and/or established:

1. Dr. Harriet Barlow, Assistant Vice President for Diversity Initiatives, was designated as the UNLV Title IX Coordinator.
2. Five additional members of the UNLV staff were designated as Deputy Title IX Coordinators representing EEO, Student Conduct, Human Resources, and Athletics.
3. In addition to the development of specific Title IX complaint and investigation procedures, a website, print materials, and awareness campaign were initiated during this reporting period.

Diversity Leadership Forums: Now in its third year, the 2013-14 leadership forum series focuses on the status of youth in Southern Nevada. October addressed issues in the educational pipeline as faced by Hispanic and Latino youth. November focused on abuse and violence in the Native American community and how youth in that population were making great strides to improve opportunities for education and advocacy. Check the ODI web page for future dates and topics for spring 2014.

Diversity Leadership Forum Community Follow-Up: ODI invited community leaders, forum panelists, moderators, VP Council for Diversity and Inclusion, and members of the President's Advisory Council to an interactive-information sharing session. The session, designed to recap the 2011-12 forum series, offered recommendations for future series and identified collective solutions that will benefit our campus and community.

ODI Campus Diversity Grant Program: ODI developed processes and procedures to formalize the administration of the Campus Diversity Grant Program. ODI competitive funding, up to $500.00, was made available to UNLV faculty, staff, students and organizations for programs and activities that support the diversity mission of the university. To date, ODI has awarded funds for a myriad of campus-based diversity related teaching, research, and/or service projects; attendance and presentation at local, regional, and national conferences; and diversity related scholarly endeavors and collaborations.

Implementation of Faculty Senate Recommendations: ODI continues to be engaged in the implementation of Faculty Senate recommendations resulting from the 2011 university climate survey. These activities include, but are not limited to membership on the university-wide Presidential and Vice Presidential committee charged with the plan of action that provides structure, accountability and stability for achieving the university goals related to diversity and inclusion; assisting in the development of a system to evaluate deans and department chairs in the promotion of diversity, inclusion, and full participation; continuing to engage the Vice President's Council on Diversity Initiatives as a means to

identify and/or resolve issues and concerns experienced by members of the faculty and staff based upon race, gender, and/or sexual orientation.

Diversity Supplier Updates: The Diversity Supplier program is an initiative in the early stages of discussion that would allow for educational institutions within NSHE to access minority suppliers for contracting jobs across institutions. This potential endeavor would bolster current diversity supplier initiatives.

ODI Cultural Competence Academy: ODI sponsors a series of workshops, seminars and training sessions designed to provide opportunities for members of the UNLV collegiate community to develop the knowledge, skills and awareness related to cultural issues and working with diverse populations.

Community Engagement: ODI continues active engagement with the Clark County School District, minority based chambers including the Asian, American Indian, Latino and Urban. ODI maintain regular contact and outreach efforts with community based organization and agencies that include nonprofits, city, state and national organizations in support of serving students, staff and faculty under MSI efforts.

THE DIVISION OF STUDENT AFFAIRS
Within the Division of Student Affairs we acknowledge that our activities, programs, service, and everyday interactions are enriched by our acceptance of one another, and we further acknowledge that each individual enriches the environment and the overall experience of its members. Learning from community members is best achieved in an atmosphere of mutual respect and understanding. The divisional commitment to value diversity must be embodied by all members of Student Life in order to achieve the desired civil, just and inclusive community.

STUDENT-FOCUSED INITIATIVES
UNLV strives to recruit students who will further enrich diversity and to support their academic and personal success while they are a part of our campus community. The university actively encourages applicants whose racial and ethnic backgrounds are underrepresented in higher education in Nevada, who are first-generation college students, and who have demonstrated financial need.

UNLV was ranked the sixth most diverse campus among the nation's universities for undergraduate students, according to the 2013 U.S. News & World Report best colleges rankings. This is the third consecutive year UNLV has received this designation. Last year UNLV was ranked eighth most diverse and tenth most diverse the previous year. As of Fall 2013, at UNLV, 52 percent of all undergraduate students reported being part of a racial or ethnic minority.

ENROLLMENT AND STUDENT SERVICES
Admissions and Financial Aid Offices: Both offices provide bilingual web advising using the on-line "Virtual Advisor," employ bilingual staff, provide Spanish language translators at admissions and financial aid workshops, partner with school districts to reach diverse populations, and distribute printed viewbooks to diverse communities in the immediate region, in addition to the on-line version available to all students. More recently, financial aid and scholarships have been highlighted on various Hispanic networking streams.

Outreach and Prospective Student Events: The enrollment offices conduct a number of recruitment events throughout the year both on and off campus, with a focus upon promoting university attendance to underserved populations. The offices also partner with the Clark County School District to host an annual Family Enrichment Day at which hundreds of families from empowerment zones with school aged

children are encouraged to remain active with their children in education and to plan on pursuing higher education.

Registrar's Office: The office employs bilingual staff, provides staff with diversity customer service Training. Priority registration is provided for students with disabilities.

The Office of Veteran Services*:* The United States military consists of a rich and diverse population of volunteers that reflects the diversity of America. In 2012, UNLV established the Office of Veteran Services and the Student Veterans & Military Family Services Committee to better serve our growing student veteran and military family community by developing a welcoming, veteran-friendly campus environment that fosters academic and personal success.

We understand the many challenges associated with pursuing a degree while serving on active duty, as well as the challenges associated with making the leap from the military to the civilian world. To meet these needs, the office is staffed with veterans and GI Bill experienced staff to assist more than 1,000 veterans, dependents, active duty service members, National Guard members and reservists with answers to questions concerning admissions, GI Bill enrollment certification, financial aid resources, campus and community support services, local veteran discounted-housing programs and various networks for veteran employment opportunities.

Office of International Students and Scholars: The Office of International Students and Scholars provides appropriate and personalized services and supports international students, scholars and various University departments and offices. OISS' efforts enhance and enrich the diversity of the campus community and foster the academic, cultural, and social pursuits of students and scholars from abroad through knowledge and expertise in recruitment, admissions, immigration, and advising.

Career Services Office: The mission of Career Services is to provide effective services that meet the needs of the diverse population it serves: prospective students, current students and alumni. Career Services employs minority students and staff and provides on-going diversity training in the form of workshops, seminars, webinars, and research efforts to ensure this mission.

CAMPUS LIFE
Campus Recreational Services
- Provide student staff with monthly diversity customer service training. Campus Recreational Services employs bilingual staff to assist with customer needs.
- Professional and student staff diversity training includes presentations from the Office of Veteran Services, Disability Resource Center, Title IX Compliance Office, and the Office of Civic Engagement and Diversity.
- National Recreation and Sports Day is a half day event that provides the University community with information on health wellness and recreation inclusive of all ability types.
- Professional Staff and Graduate Assistants participate in community service through Opportunity Village and Street Teens.

Residential Life
- **Department Wide:**
  Spring 2013
  - o 38 Social Justice Floor Dialogues (these are RA-lead floor conversations focused on social justice/diversity topics relevant to individual floors)

Fall 2013
- o 47 Social Justice Floor Dialogues
- o Day long diversity training for Resident Assistants, focused on understanding issues of privilege as well as micro-   aggressions

- **Hall Specific Programs:**
  - o Gender Talk (3/11/13) - Faiman 3rd residents discussed gender issues
  - o Fierce Drag Show (5/1/13) - student drag show for all residents
  - o Movie Week (10/13-20/13) - social program to introduce residents to different movie genres, including international movies, in B Building
  - o Diversity Cookie Decorating (11/20/13) - residents of C 2nd Floor decorated cookies using colors and pictures to represent their cultural identities
  - o Black History Month Documentary Series (4 Films, Chisholm '72, Hip Hop Legends, A Small Act, Good Hair) February/Black History/Tonopah Complex Council

The Office of Civic Engagement and Diversity: The Office of Civic Engagement and Diversity provide educational endeavors, resources, and involvement opportunities guided by our commitment to social justice, community building, diversity, civic engagement, leadership, and a global perspective enacted through a holistic learning environment that engages students, faculty, staff and community members. In 2012-13 the Office of Civic Engagement and Diversity sponsored 89 multicultural, international, and social justice programs reaching 3,752 attendees in addition to the 8,000 plus students, faculty, staff, and community members that attended the annual Festival of Communities.

- **Student Organization Registrations**
  Of UNLV's 241 Registered Student Organizations, 22% serve ethnic groups by mission and an additional 3% serve underrepresented populations (LGBT, gender, age) by mission. The Office of Civic Engagement and Diversity oversees the student organization registration process and provides resources for student organization development and operations through the Student Organization Resource Center.

- **Multicultural Fraternities and Sororities:** UNLV is host to 8 historically African American fraternities and sororities that comprise the National Pan-Hellenic Council (NPHC). Each year the council hosts the Black Greek 101 program as well as an annual Yardshow during the Homecoming Week festivities as well as a Step Show each spring, in addition to educational forums and service programs that directly benefit the African American community within Las Vegas. Additionally, UNLV currently has 11 other culturally based Greek letter organizations that collectively   make up the multicultural Greek Council (MGC) The breakdown of these groups is: 2 Asian interest fraternities, 1 Asian interest sorority, 3 Latina interest sororities, 2 Latino interest fraternities, 2 Multicultural based sororities and 1 Multicultural based fraternity. The chapters of MGC work collectively on a multitude of projects including MGC Council mixers, awards ceremonies, service programs and philanthropic endeavors.

- **Center for Social Justice (CSJ):** The CSJ serves as a resource for students, staff, faculty, and community members to unite around, educate about, and advocate against social injustices that affect the campus, local, national, and global communities. The CSJ promotes the empowerment and collaboration of all individuals through creating awareness, safe space, and providing support

in order to initiate action and foster social justice. In addition, the center serves as a safe-space for all students identifying within the various communities on the campus of UNLV. The CSJ also is the home for the Leadership & Civic Engagement minor classes, and is starting to be a place of learning for other diversity related classes.

- **Rebel Advocates - Social Justice Peer Education Program:** Rebel Advocates is a peer-to-peer education program out of the Center for Social Justice (CSJ) at UNLV. Rebel Advocates are trained to facilitate presentations, discussions, workshops, and programs that raise awareness to social justice issues and diversity. These students will also serve as the front desk staff and student workers to the Center for Social Justice. Currently, the Rebel Advocates are planning programs around social justice themes to further bringing awareness to social justice issues.

- **Hunger & Homelessness Awareness Week:** HHAW is a week of events held in November that brings awareness to social injustices surrounding hunger, homelessness, and food security. Some of the signature programs during that week are the Oxfam Food Banquet, Shanty Town, and guest speakers from the UNLV and Las Vegas community.

- **Community Dialogue Discussion:** The Community Dialogues Discussion Series is hosted by the Center for Social Justice to provide a meeting and dialogue space for various communities on UNLV's campus. In efforts to build community, promote awareness, and educate the campus about these communities, the discussion series will serve as a safe space for communities to come together, share ideas, and discuss challenges and issues within their respective communities.

- **Monthly Safe Zone Training:** The Center for Social Justice is providing monthly Safe-Zone training for the UNLV community. The Safe Zone training program at UNLV aims toward creating a safer, more civil community for all individuals, particularly our lesbian, gay, bisexual, and transgender (LGBT) members. The message of the Safe Zone program is one of understanding, non- judgment, and knowledge of LGBT persons' needs and concerns. During this interactive training session, each participant will receive resource material relevant to coming out, ally development, and inclusive language. Following the training session, participants will be provided with an opportunity to receive a Safe Zone sticker if they so desire. This sticker indicates the participants' willingness to create a safe and inclusive space or be an ally for LGBT individuals.

- **Cultural Leadership Retreat:** The Cultural Leadership Retreat is designed to facilitate students' understanding of multiculturalism within the context of leadership. In this three day, overnight weekend retreat, participants will attend interactive workshops designed to create an environment for individuals to explore cultural identity, share experiences and discuss the meaning of leadership in the context of a diverse society. The workshops create a safe climate for sharing activities. Lastly, the retreat content is based on the Social Change Model of Leadership Development and the Principles of a Just Community. This year the retreat will be held at Summit Mountain Lodge in Brian Head, Utah where we are looking to provide UNLV students with this amazing experience.

- **4 Programmatic Social Justice Themes:** This year the CSJ will be providing programming around four (4) themes: LGBTQ Rights; Food Insecurity; Religious Freedom; and Reproductive Rights. These themes allow students opportunities to examine these social injustices from various lenses so they can deepen their understanding and awareness of these issues. In addition, it ignites students to find ways they can get involved in challenging these injustices.

- **Who am I?:** Through fun activities and thoughtful questions, this event provides participants a safe space to explore there multiple identities. The aim of this program is to allow students to examine their social identities in order to raise your consciousness of self around their beliefs, values and attitudes.

- **No Stupid Questions**: Panelists identifying with a specific group (LGBTQ, Asian, Black, Native American, ability or woman) briefly share their identities and experiences then allow to attendees to anonymously ask any questions they may have in a safe environment. The purpose of this program is to allow panelists an opportunity to reflect upon their identities and express themselves. In addition it allows attendees an opportunity to learn about an identity group outside of their own while reflecting upon their own unique identities.

- **Uncensored:** Uncensored is a spoken word series which allows students to learn from national and local slam/spoken word poets on how to express themselves and their identities utilizing the art of slam poetry.

- **Identity Celebrations**: In collaboration with various academic departments and student organizations, OCED plans various celebrations in-line with national recognitions (Black History Month, Women's History Month, Asian/Pacific Islander Month, Latino Heritage Month, LGBTQ Pride Month, Disability Awareness and Native American Heritage Month).

- **New Beginnings & New Horizons:** New Beginnings and New Horizons provide underrepresented student resources for success and opportunity to connect with other students, student groups and resources. UNLV offices, faculty and local community groups are also represented at these events to inform students about their programs and services. New Beginnings is geared toward all underrepresented students (race, gender, ability, etc) while New Horizons is focus toward LGBTQ students.

- **International/Domestic Student Relations Initiative:** As a follow up from results from the International Student Survey a series of programs were developed to build relationships among domestic and International students. It was identified in the survey that International Students struggled to connect with their domestic peers. These programs aim to develop friendships and provide social development. Programs included karaoke nights, Halloween pumpkin carving nights, and game nights.

- **International Student Excursions:** In an effort to provide international students an outlet to the many sites around Las Vegas, OCED has provided social excursions throughout Las Vegas and its

neighboring areas. Trips have included Fiesta Rancho for ice skating, Springs Preserve for nature walks, and to the local hockey team exhibitions to show support and educate students about a sport many do not have much experience trying in their home country. Upcoming excursions include Disney Land, Zion National Park, and the Grand Canyon.

- **International Education Week:** International Education Week showcases the talents of international students through various brown bag discussions and global nights which include cultural dances, food, and language fairs. In addition, opportunities are provided for International graduate students to share their research with the UNLV community. Many of the programs held were produced by the ideas of the students in the International Council, an organization created by OCED to give international students a voice during their time in UNLV.

- **Gender Neutral Bathrooms:** As a next step to the Gender Neutral Bathroom Initiative started last year a logo has been designed to denote Gender Neutral Bathrooms across campus. These signs already appeared on these specific spaces in the Student Union and as the year progresses the signs are planned to be placed elsewhere on campus according to last year's listing on the online campus map.

- **Undocumented Students Workshop:** This year the Student Affairs Diversity Training Committee offered a workshop on Undocumented Students. The workshop was facilitated by presenters from Arizona State's "Dream Zone" program. Participants learned about Nevada policies and ways to support undocumented UNLV students. From this conversation several administrators at surrounding institutions have come together to begin discussions on creating unified support across the Las Vegas Valley for all college students. Plans are in the work for a UNLV specific committee to be formed as well.

STUDENT WELLNESS
Counseling and Psychological Services
- **CAPS Group Program:**
  The utilization rates for group counseling by ethnic groups shows that there was an increase in group participation for Latino/a Americans (17% vs. 2.5%) and a slight increase for Asian Pacific Americans as compared to the figures from previous years. Utilization rates for EuroAmericans remained stable. CAPS offers a variety of group counseling that are specifically programmed for the needs of underrepresented student groups including:

  ALANA Support Group
  This group invites ALANA (African American, Latino/a, Asian American, and Native Americans) men and women who are seeking consult around issues of race, identity, biculturalism, and/or discrimination. Group discussions may involve issues such as stress due to racism, interracial dating conflicts, acculturation, and immigration stress. This group will focus on providing support, developing new insights, and building skills to help address the issues that are unique to these populations.

  Balance: First Generation College Student Support Group
  This group invites ALANA (African American, Latino/a, Asian American, and Native Americans) men and women who are seeking consult around issues of race, identity, biculturalism, and/or

discrimination. Group discussions may involve issues such as stress due to racism, interracial dating conflicts, acculturation, and immigration stress. This group will focus on providing support, developing new insights, and building skills to help address the issues that are unique to these populations.

- **Graduate Student Diversity Training:** CAPS staff present clinical seminar presentations focused on increasing the multicultural/diversity competence of practicum students. The following are a sample of seminars that have been presented:
Multicultural Competence in Counseling
Feminist Psychoanalytical Treatment Model
Feminist Therapy

  Data from 2012-2013 Annual Report:
  Assessment results indicate that graduate trainees perceived a 21% gain in their skills on "Awareness/Sensitivity to Diversity." This is one of the highest percent gains among the 6 core counseling competency areas. Their respective clinical supervisors assessed students to have an average of 28% gain in this area.

Disability Resource Center
The Disability Resource Center (DRC) of UNLV is committed to serving all persons who choose to self-disclose a documented disability regardless of ethnicity, age or gender. As the office designated to ensure full access and inclusion of persons experiencing disability, we provide services to assist in leveling the academic playing field while upholding the same standard met by all students.

- **Deaf and hard of hearing communication access services:** This year (FY13) the DRC provided 1,596 hours of sign language interpreting services for classes and out of class events such as instructor meetings, academic advising appointments and class related activities.

  Communication Access Real-time Translation (CART) captionists provide "word-for-word" speech-to-text services to allow visual access to spoken language. This year the DRC provided 608 hours of CART services. This represents a 347% increase in cost and hours of service provided compared with last year.

- **Testing services:** Students with disabilities may require a variety of services in order to facilitate taking exams. The DRC proctored 1,266 exams for 264 students this year. At times, this required close collaboration with both student and faculty member to insure that appropriate adjustments were made without altering the purpose of the assessment. These adjustments could be a combination of the following common requests: extended time by 50% or by 100%, use of assistive technology devices such as screen magnification or other specialized software to read the exams out loud, alternative to scantron, quiet environment (one individual per room), use of specialized seating or adjustable table, and ability to type essays using basic word processing software.

- **Notetaking Services:** In order to achieve full access to course lectures, the DRC trained, supervised and paid 284 students to provide copies of their notes to their classmates who are registered with the Center. A collective 11,595 hours were spent on taking notes for a total of 272 classes. These quality notes made it possible for 172 students with disabilities to bridge the gaps of information that may have been missed during crucial points of learning.

- **Assistive technology services:** The DRC is fortunate to house auxiliary aids and devices that create opportunities for students with disabilities. Both high tech and low tech solutions are used to assess a student's particular need. Some technologies that we have on hand to demonstrate include: software that magnifies or reads information off a computer to a person with little to no sight, Assistive Listening Devices (ALDs), various digital recorders, apps to assist with organizing and studying notes more effectively and text-to-speech software that displays, tracks and reads textbooks out loud.   Students are able to borrow devices for a trial period during the semester.

- **Alternative media services**: Students with disabilities purchase their text then request a digital version to be loaded onto their personal device. Kurzweil 3000, a robust literacy software, is downloaded onto the device to give students with disabilities better access to the printed word. In the past year, 70 students registered with the DRC have requested to have their text books converted into this format. While Kurzweil is our most popular type of alternative media, it is not the only way students can request to receive text books. Other forms of conversion that the DRC can produce include: accessible file types for use with magnification software, Braille, raised graphs or tactile images.

Jean Nidetch Women's Center
- **Lactation Services:** The Jean Nidetch Women's Center and collaborative partners have five lactation rooms for faculty, staff, and students to pump or breast feed in a private, clean, and quiet space. We provide a rocking chair and a refrigerator for daily storage. In the JNWC Lactation Room, we also have a Medela Lactina Electric Plus Pump for you to use with your own attachments.

- **Advocacy:** The Jean Nidetch Women's Center (JNWC) is committed to addressing the needs of the diverse UNLV community as it relates to sexual assault, domestic/dating violence and stalking. The JNWC hosts a 35 hour peer education and advocacy training once a semester As such, we ensure that our advocacy and programming are inclusive of racial diversity, gender diversity including transgender students, and sexual orientation. We specifically incorporate diversity modules into our CARE Line training (i.e. working with victims who are undocumented, transgender or non-conforming). Along with advocacy services to victims/survivors, the JNWC coordinates events that bring awareness of these issues among diverse communities. Examples from this year include rape in the African American community, interpersonal violence in the disability community and 1 Billion Rising (global event to awareness of violence against women and girls).

- *CARE (Campus Advocacy Resource Empowerment) Line: 702-895-0602*: This 24/7 hotline provides advocacy for student, staff and faculty victims of sexual assault, domestic violence and stalking. Volunteers have been extensively trained to provide service to respond to victims/survivors in need of assistance .

- *Advocacy Support Response Team Against Violence (ASERTAV)*: This group is dedicated to raising awareness about interpersonal violence, including, but not limited to, sexual assault, rape, domestic violence, dating violence, and stalking, throughout the UNLV community. ASERTAV strives to coordinate a collaborative response to student, staff, and faculty members of our community who may have been affected by violence. The goal is to communicate to survivors that they are not alone during their recovery by providing resources, support, advocacy, and education. Group membership from UNLV includes representatives from the JNWC, SHC, CAPS, Student

Conduct, Residential Life, Civic Engagement and Diversity, Office of Diversity Initiatives, Campus Police, Academic Success Center and the Graduate College.

Office of Student Conduct

- **Inclusive practices in University policy creation and review**: OSC underwent Task Force review of the campus-wide policies it oversees – The UNLV Student Conduct Code, the Student Academic Misconduct Policy, and the Alcohol Response & Controlled Response Policies. Each respective task force was very intentionally created to ensure appropriate representation in terms of gender, racial/ethnic, and additional areas of diversity.

- **Student Conduct Hearing Board**: The Office of Student Conduct conducts both a campus-wide and targeted recruitment and training process for our Student Conduct Hearing Board (SCHB). Besides striving for equitable representation between Undergraduate and Graduate Students, Academic Faculty, Administrative Faculty, and Classified Staff we also conduct intentional recruiting to obtain as representative a SCHB membership as possible in terms of gender, racial/ethnic, disability, sexual orientation, and other definitions of diversity. We send recruitment information and conduct in-person outreach to both University Departments and Student Organizations with a focus for diverse membership. Our most recent SCHB recruitment efforts have resulted in our SCHB including representation from the following populations and communities: Black/African-American, Hispanic, Asian/Pacific Islander, Disability, and GLBTQA. SCHB is composed of 140 Board members: 65 of them are women, and 45 of them are of non-Caucasian.

- **Representation on Q:UNLV Faculty/Staff Organization**: OSC supports active staff membership and participation in Q:UNLV, the faculty/staff organization for UNLV GLBTQA individuals. In addition to regular policy review, issue advocacy, and personal interaction; Q:UNLV took a strong role of responsibility in planning the Diversity Leadership Forum focusing on GLBTQA issues surround Health Care in Southern Nevada.

- **Representation on the Advocacy Support Response Team Against Violence (ASERTAV)**: OSC supports active staff membership and participation in ASERTAV , dedicated to raising awareness about interpersonal violence with specific foci on sexual assault, rape, domestic violence, dating violence, and stalking.

- **Representation on the Student Affairs Diversity Committee**: OSC supports active staff membership and participation in the SA Diversity Committee, which activities include: training faculty & staff around issues of diversity, planning and hosting two book clubs a year, with a focus of the book being an under-represented population topic, planning/hosting a cultural identity mini-conference, and planning/hosting two speakers per year.

- **Title IX Compliance and Outreach**:
  The Director of OSC serves as an active member of the Title IX Coordination Team in the creation and implementation of both policy and outreach surrounding this federal mandate focusing on all areas of gender discrimination, including harassment and assault. This Director also serves as the Deputy Title IX Coordinator for student-related issues.

Student Health Center

- The Student Health Center has continued to offer "Hepatitis B Free", a culturally targeted program funded by a community benefactor, aimed at preventing, diagnosing and treating Hepatitis B

infection in high risk groups, including Asian Pacific Islanders. According to the Centers for Disease Control and Prevention, there are 2 million people living with Hepatitis B in the United States, and more than half are Asian Americans. The "Hepatitis B Free" program offers Hepatitis B lab testing and vaccination at no cost to UNLV students, faculty and staff. Additionally, the SHC offers treatment and referrals to specialists when needed.

- Student Wellness staff participated in Safe Zone training to increase knowledge and understanding of the needs and concerns of the LGBT community on campus and to foster a safe community for all individuals. As a result of the Safe Zone training, Student Wellness is now recognized as an ally, and a Safe Zone sticker is now displayed on the Student Wellness front window, symbolizing that Student Wellness is a place of acceptance and assistance for all.

- Members of Student Wellness attended a clinical training program called "Center for Deployment Psychology UC4 (University Counseling Center Core Competency)" which was designed to increase the competency of Student Wellness clinicians in the culture, challenges, concerns, and experience of military service members and veterans who attend college.

- Dr. Salvatore Biazzo, Student Wellness Senior Staff Physician, presented a lecture to the campus community, in conjunction with Brandon Hildreth at the Institute for Social Justice in May 2013, on forming a cohesive Black/African American Community on the UNLV campus. This lecture was a part of a series of lectures provided through the Student Affairs Diversity Training Committee.

Wellness Promotion
- Programming is designed to address broad ethnic and cultural identities.

- In our marketing efforts, we choose visual images that are culturally and ethnical diverse when we are not using UNLV Stock Images. This is not always possible depending on the requestor. In that situation, we attempt to educate the requestor/s, and the concern is documented for future reference.

- Staff have completed Safe Zone and Dream Zone training to serve as advocates for the GLBTQ and undocumented student populations.

- Free HIV Testing clinics are offered each Fall & Spring semester to UNLV students. Testing is provided to students regardless of gender, ethnic, and/or cultural identity. Students complete pre-and-post-test counseling with a trained HIV Counselor. We regularly refer students to CAPS, SHC and other resources on campus. In the 4 + years of these clinics, we have noticed an increase in the number of students not receiving sexual health information at home; most report due to the culture and ethnic traditions/beliefs of their household. During this time, questions are commonly asked about how to discuss testing with a partner of another culture, how to get tested, how to get birth control if you "aren't allowed" and basic anatomy and physiology. These clinics serve as a referral point for many other campus services related to diversity and inclusive education on campus.

CENTER FOR ACADEMIC ENRICHMENT AND OUTREACH (CAEO)
CAEO's mission is to provide traditional and innovative educational opportunities to a diverse community through targeted services and research that promote personal success. With that in mind, all activities conducted by CAEO promote diversity in education and professional workforce.

TRIO Student Support Services (SSS): This is a federally funded program that helps low-income, first-generation-college, and disabled undergraduates persist through post-secondary education and earn degrees. Furthermore, SSS assists college students with overcoming personal concerns, academic deficiencies and financial difficulties that could impair their chances of succeeding in college. SSS also provides students with the necessary tools to adjust to the demands of a college environment, while helping them develop good study habits and decision-making skills that increase retention and graduation rates.

TRIO Ronald E. McNair Scholars Institute: Grounded in the inspiration and vision of Challenger astronaut Ronald E. McNair, this program began at CAEO in 1999. Its goal is to help diversify the ranks of American faculty and research institutions by providing assistance for under-represented groups. Through research opportunities, faculty mentoring and graduate college exploration, the program encourages and prepares minority undergraduates for careers in college teaching as well as doctoral study.

POLICE SERVICES
Police Services' Elementary School Mentoring Program: Police Services has established a partnership with Diaz Elementary School, and Neal Elementary School in which several of our police officers have volunteered to become mentors to "at risk" students. Entering its third year, this program has been a huge success with many officers donating their personal time to students in order to teach them how to avoid dangers and crime in the community, while showing them the benefits of good citizenship.

University of Nevada, Reno (UNR)

The University maintains a strong belief in access. The number of underrepresented students is at its highest point in the University's history. In fall 2013, 31% of total enrollment identified as students of color (5,849 of 18,776). In addition, 38% of new freshmen identified as students of color (1,172/3,086). With this in mind, the University community will continue its commitment to students coming from underrepresented backgrounds by including them in targeted outreach and support services that assist in enrollment, persistence and graduation from the University.

Initiatives to create an inclusive campus for students:

• The Center for Student Cultural Diversity College Life 101 (CL 101) Program was recognized as a 2013 Example of Excelencia Finalist due to its effectiveness in helping students of color succeed. UNR's Excelencia program will be included in the 2013 edition of What Works for Latino Students in Higher Education. Each component of the program is designed to meet the unique challenges of these students, which include a number of first generation college-going challenges. College Life 101 offers services to address these issues to help students persist in their course work, graduate with a four-year degree, and achieve a future of prosperity and stability.

• A campus-wide Diversity Conference sponsored by The Associated Students of the University of Nevada was held on March 2, 2013. The purpose of the conference was to inspire students to lead by creating an environment that values diversity, encourages dialogue, and exhibits an appreciation of life experiences. The featured keynote speaker was Coach Herman Boone, who inspired the film Remember the Titans. He discussed leadership and team building using the experiences of his football team. More than 150 students, faculty and staff attended workshops on such subjects as breaking stereotypes; the culture of leadership in our society; the impact of the socialization process; and the impact of the economic crisis on people of color, religious diversity, and queer theory.

• ACCEPT-National Black HIV Awareness Day was held on February 7, 2013 at UNR. Jamar Rogers of The Voice educated and entertained 120 students on Black health issues.

• Asian and Pacific Islander Heritage Week was held April 22-26, 2013 at UNR. It was organized by the Asian and Pacific Islander clubs and organizations on campus. Events were planned throughout the week to highlight specific aspects of Asian culture in interactive and fun ways. More than 250 students attended events.

• National Hispanic Heritage Month was celebrated in September 2013, as well as LGBTQ Heritage Month in October 2013 and Native American Heritage Month in November 2013. Student organizations and academic departments collaborated on cultural, educational and social events each month across campus. Events included movie nights, food demonstrations, student presentations, panel discussions and musical performances.

• In May 2013, the following celebrations were held; Latino Graduate Celebration, Asian and Pacific Islander Graduate Celebration, Black Graduate Celebration, Native American Graduate Celebration, and LGBTQ Graduate Celebration.

• ADAVEN is a club for highly-talented Latino and/or income-qualified students. The 23 UNR student members focus on providing activities and events to help current and future Nevada students persist and

achieve college graduation. Activities include middle and elementary school events, high school visits, student panels, and college fairs to promote UNR. The club provides annual workshops to assist with filling out FAFSA applications or making corrections. A separate scholarship workshop is held early in fall, to help students "not eligible" for FAFSA to find alternative scholarship options. Active members are required to provide a mid-semester progress report to monitor their academic standing and to receive academic assistance if needed.

• Intertribal Higher Education Outreach Program events were held in spring 2013: one on February 6 at the Education and Career Center in Shurz, Nevada; and another on February 7, at the Yerington Intermediate School in Yerington, Nevada. These programs were held to build and maintain a good relationship with our tribal communities. Assistance with admissions, scholarships, and continuing education are offered along with help filling out the FAFSA.

• UNR's GEAR UP Mentor Program for undergraduate students helps new students persist and graduate with the advice and support of ongoing UNR students. The program currently serves 209 UNR freshmen that attended high schools served by the state GEAR UP program and who are not currently served by other UNR programs such as TRiO Scholars and the College Life 101 programs.

• In the summer of 2013, UNR's College of Science and the College of Arts and Sciences at North Carolina Central University (a historically Black institution) partnered to host NCCU undergraduate science majors in a fellowship program in Reno. Each year, NCCU students spend the month of June working with UNR College of Science faculty in Biology, Chemistry, Physics, Geography, or the Seismological Laboratory on research projects that include laboratory and field work. The purpose of the summer fellowship is to: 1) identify talented undergraduate students of color to recruit into graduate programs in the College of Science, and 2) to provide teaching and research exchange opportunities for UNR's PhD and post-doctoral students and NCCU faculty.

• The University of Nevada School of Medicine has developed a Council on Diversity Initiatives to support and enhance a climate of diversity and inclusion across campuses. The Council has defined Added Value groups and surveyed faculty, staff, residents and students to better understand representation and support of these groups. The Council also reviews and revises policy to support diversity in recruitment of faculty and students.

• The Reynolds School of Journalism strives to bring media professionals from underrepresented groups to campus to share their experiences with students. Standout examples from 2013 included Adela Navarro Bello, a Mexican editor who spoke to students of her reporting on drug cartels in the face of grave personal danger, and Mandalit del Barco, an award-winning NPR reporter born in Peru. In addition to their visits with journalism students, the Reynolds School invited local Hispanic media professionals and students from the university's Spanish Club and Latino Research Center to meet with del Barco.

• The Department of Art continues to provide a diverse representation of both gender and race through programming at the UNR Sheppard Contemporary Gallery and the Visiting Artists Lecture Series. Exhibits include work of artists of diverse backgrounds, cultural practices, and identities. The curatorial and outreach programming emphasizes a variety of strategies for reflecting a broad spectrum of diversity issues. Artists who have spoken include Tom Jones, who makes work about indigenous American identity; and Ken Gonzales-Day, who has done ground-breaking work on the history of lynching in the West.

• Yellow Power vs. the Model Minority: The Movement's Redefinition of Asian America was an event held at UNR on April 22, 2013. A UNR professor of Asian studies was invited to speak about Asian stereotypes

and how they've been challenged in the recent decades. The event covered Asian movements in the U.S. and how inequities are being addressed. It offered an educational and empowering opportunity for both Asian and Pacific Islander (API) students and non-API students.

• The Latino Research Center supported the travel of ten Latino students from the University of Nevada, Reno to Chicago, Illinois to the U.S. Hispanic Leadership Institute (USHLI) National Leadership Conference on February 14-17, 2013. The students spent time with nationally prominent Latino leaders such as former Secretary of Labor Hilda Solis and civil rights activist Dolores Huerta.

Faculty and Staff Diversity:

• Currently, there are 2,723 staff working at the University. Of that number, 585 or 21.5% are from underrepresented groups. The breakdown of the underrepresented group is 194 academic faculty, 160 administrative faculty and 231 classified. (Source: UNR Human Resources)

• The University strives to build strong diverse applicant pools. When a search is opened, Human Resources requires that the position be advertised in diversity publications, in addition to the other recruitment efforts. All search committees must be diverse to include underrepresented groups. Under UNR's affirmative action plan, certain positions are identified with a goal to hire more women or underrepresented groups. When a search is opened for a position with that goal, additional efforts are made in order to increase the diversity of the pool.

Initiatives in Community Partnerships:

• The UNR College of Education Dean's Future Scholars (DFS) program celebrated its 13th year helping more than 650 low-income, first-generation students graduate from high school and gain access to higher education. The heart of the DFS program is fostering long-term relationships with underrepresented students through consistent mentoring and academic support. The program starts in the 6th grade and continues through college. The program model has proven to be extremely effective in building a sense of family, creating a college-going culture, and increasing the high school graduation rates in the Washoe County School District (WCSD). In 2013, the WCSD had an overall high school graduation rate of 72%. Only 58% of students receiving free and reduced lunch graduated from high school. DFS program participants had a high school graduation rate of 82% and achieved a higher percentage of students earning honors diplomas (37%) and advanced diplomas (17%).

• The new UNR GEAR UP (Gaining Early Awareness and Readiness for Undergraduate Programs) cohort began fall 2013 with 1,293 middle school students in Washoe County School District (Vaughn with 637, Traner with 596, and DFS with 60). The UNR program provides academic and financial support for low-income students starting in the seventh grade. The program classes and mentorship will put these students on track to be the first in their family to go to college.

• The Hispanic Youth Leadership Summit (HYLS) was held on November 1, 2013 at UNR. It was attended by 365 Latino juniors and seniors from WCSD.

• The Black Youth Leadership Summit (BYLS) was held on November 12, 2013 at UNR. It was attended by 145 black students from WCSD. The focus of the summits was to address high school graduation requirements and admission to higher education. UNR administrators, faculty and students participated in this event through presentations and mentorships.

• Two American Indian/Alaska Native Youth Leadership Summits were held on campus in 2013. American Indian/Alaska Native youth, grades 9-12, from both inside and outside the Washoe County School District attended. The first summit was held on March 19, 2013 for freshman and sophomore high school students. The second was held on November 19, 2013 for junior and senior high school students.

• The Future Farmers of America (FFA) offers high school and collegiate programs that promote agriculture and rural economic development. Students participating in these programs are primarily from rural communities and as such are underrepresented in Nevada's mainly urban population. The College of Agriculture, Biotechnology and Natural Resources (CABNR) is the administrative home of State of Nevada High School FFA and the sponsor of the UNR Collegiate FFA.

• The Start Thinking About College (STAC) Program, a series of five days designed to motivate and inform underrepresented Washoe County students, brought 893 seventh graders to campus in fall 2013. Sessions on academic preparation, career pathways, and financial planning were led by staff and current students. Students and their families were invited to follow-up sessions in the schools on financial aid, ACT/SAT preparation classes, and preparing for the admissions process.

• Washoe County School District (WCSD) Family Access Day was held November 23, 2013 at the University. UNR collaborated with WCSD Family-School Partnerships and the Diversity and Equity departments. This day-long event provided K-12 appropriate workshops with information about how to support their children's success at home. Kindergarten through high school students and their parents attended.

• The sixth annual American Indian/Alaska Native Educators Summit was held at the University March 11-12, 2013. Educators from Nevada and the west attended this two-day conference. The focus was on successful methods, policies, and procedures in working with this indigenous student population.

• The Cesar Chavez: Food, Culture and Celebration was held at the University on March 28, 2013. More than 130 campus and community participants attended. Healthy versions and substitutions of Latino cuisine were served to demonstrate that Latino food does not have to be associated with unhealthy eating. Focus was placed on educating the family on healthy cultural recipes.

• April, 2013, Kappa Delta Chi Sorority Inc. sponsored the Hispanic Youth Soccer Initiative (HYSI) for a seventh year. It was attended by 700-800 students ranging in ages from 6-14 years old from Washoe County School District Schools. The University supplied financial aid and admissions information to interested parents at the event.

• The College of Engineering MESA program is currently active in Dilworth STEM Academy, Hug High School and Sparks High School serving 49 students in the fall 2013 semester. All three MESA schools have an ethnic minority enrollment of 80% or higher, and at least 60% of the students at these schools qualify for Free or Reduced Lunches. 100% of the students participating in the MESA program at Hug High School this semester are Latino.

• The University of Nevada School of Medicine has developed outreach programs for middle school, high school, undergraduate and Post-Baccalaureate students that support a diverse pipeline of applicants into medical school.

• The Reynolds School of Journalism launched a partnership with NPR in May 2013 that resulted in the first-ever Next Generation Radio Boot Camp to be held at a journalism school. Reynolds School students from underrepresented groups were chosen to work one-on-one with public radio professionals to

produce stories that were later broadcast on air and published online. Student projects included African American high school students in WCSD, the story of a transgendered individual, and an interview with a rural Nevada female rancher.

• On May 6, 2013, the University held the second annual Washoe County School District Multicultural Senior Day to celebrate seniors who are on track to graduate from high school. The event was held at the Joe Crowley Student Union and was attended by 175 participants.

Nevada State College (NSC)

Nevada State College (NSC) recognizes that by realizing diversity, NSC gains value and brings richness to the lives of each campus member. As an institution founded on the ideal of broad access to baccalaureate degrees, NSC has championed a commitment to diversity from the beginning. We honor this commitment as the only means of properly addressing the needs and interests or our largely first-generation, under-represented student population.

We see this commitment in our unique mission and core "iTeach" values, which promote heritage and "embrace the unique qualities and characteristics that make us who we are as individuals and as a community." We realize this commitment through the teaching philosophies and scholarly pursuits of our faculty, and through the design of our curriculum, which establishes cultural diversity as a cornerstone of our general education. We bolster this commitment for years to come through our hiring practices, which have yielded a talented and diverse team of faculty and staff. Ultimately, this commitment to diversity means valuing the full spectrum of social, cultural, and intellectual identities of our population. It also means the fulfillment of a singular ideal –all students deserve an opportunity to succeed in higher education.

A result of this commitment is the increasing growth of our diverse student population. The percentage of students who belong to an ethnic or racial minority group has grown every year since in our inception, from 26% in 2002 to nearly 50% in fall 2012.

Nevada State College has initiated, sustained and supported minority student organizations. In the last three years, the Asian & Pacific Islander Coalition, the Black Student Organization, and the Nevada State Latino Scorpions Club were established. Faculty and staff work closely with the student groups in an advising and mentoring capacity. Students have also begun to organize themselves around other diversity related interests such as lesbian and gay issues, the hearing impaired, veteran's status, and the African diaspora.

As a commitment to not only recruiting but also graduating students NSC has emphasized the importance of welcoming families to campus. Open House and New Student Orientation events include family sessions. The family session allows faculty to dialogue specifically with first generation family members on the college experience and how family members can support their college students.

Nevada State College is classified as a Minority Serving Institution. Currently, NSC's Hispanic student population is 22% and is classified as an Emerging Hispanic Serving Institution. It is projected that the campus community will achieve Hispanic Serving Institution status within 5 years. Nevada State College is also an Associate Member Institution of the Hispanic Association of Colleges and Universities and received "Designation as an Eligible Institution under Title III and Title V Programs" by the U.S. Department of Education, Office of Postsecondary Education, for two consecutive years. NSC was the only institution in Nevada to be designated a Title III/V school during fiscal year 2012. Title III/V designation opens doors for funding opportunities. Thus NSC has provided faculty with grant development seminars and assistance to increase our competitiveness for funding.

Outreach efforts to the community include TRIO and Upward Bound Programs that serve Basic, Eldorado, Sunrise Mountain and Chaparral High Schools in preparing low income and first generation students for postsecondary educational success. NSC's Gear UP program partners with four high-poverty middle schools, Harney, Mack, Clarke, and Woodbury to create a college-going culture. Activities in the middle

schools span from career readiness to financial literacy and college visits to tutoring assistance. Efforts to mentor and retain GearUP students that are current NSC students further strengthens NSC's commitment to serving and graduating underrepresented students.

Nevada State College is actively involved with the Urban, Latin and Asian Chambers of Commerce. New partnerships and scholarships are being formed with local businesses and individuals to support our diverse students. Partnerships have been formed with the Latin Chamber of Commerce, Southern Nevada Hispanic Employment Council, the Guadalupe Medical Center, the Libre Initiative, and Roberto's Taco to provide scholarship funds and employment opportunities to students at NSC. Additionally, partnerships are being formed with the Women's and Indian Chambers of Commerce.   NSC continues to reach out to grass root community groups such as Nevadans for the Common Good and Dream Big Vegas to forge new partnerships.

The President's Diversity Council is led by the President and consists of a group of top business and government leaders in Southern Nevada who provide advice in connection with matters of importance to both internal and external communities. The Council plays a key role in assisting with community outreach.

The newly created Office of Community Engagement and Diversity seeks to promote a campus culture that values diversity in all its forms through inclusive dialogues, experiences and appreciation and value of others to leverage people as a source of collective learning, campus unity, and institutional strength. Nevada State College aspires to be a leader in promoting diversity to reach the highest levels of excellence by:

- Developing and communicating a collective and inclusive understanding of diversity and its benefits across campus.
- Enriching the campus climate for diversity and inclusion.
- Supporting diversity of faculty, staff and administrative and executive leadership across campus.
- Strengthening recruitment, retention, achievement and graduation of diverse students.
- Creating diversity education for professional development for college employees related to diversity.
- Strengthening and promoting curricular and co-curricular programs related to diversity.
- Deepening campus engagement with larger community through outreach, service and partnerships with diverse communities.

NSC has made significant strides in obtaining and maintaining a diverse faculty. For example, 24% of NSC's tenured and tenure-track academic faculty members represent ethnically/racially diverse populations and 56% of NSC's tenured and tenure-track academic faculty members are female. In addition to recruiting a diverse faculty, NSC has had success promoting a diverse faculty.

Furthermore, nearly 39% of NSC's professional staff members represent ethnically/racially diverse populations and 66% of the professional staff members are women. These numbers closely approximate the demographics of our student population.   On the whole, the data indicate that NSC is doing a commendable job of recruiting and retaining a diverse faculty and staff, and we are striving to enhance this diversity in all areas.

Heritage is one of the institution's iTeach core values and is summarized with the following statement: *"We embrace the unique qualities and characteristics that make us who we are as individuals and as a community."* The Heritage Award has been presented annually to the faculty or staff member who best

embodies this core value. Examples of excellence include aligning curricula to include multiculturalism; attracting a diverse student population; retaining a diverse student population; emphasizing the importance of multiculturalism; attracting a diverse vendor pool; implementing programs which raise the level of awareness of multiculturalism; reaching out to the community; and bringing NSC programs to the community.

The Nepantla Program is a new faculty led initiative that provided services to high school graduates from underrepresented, first generation, low-income backgrounds. The program initiated in the summer 2013, boasts a 100% retention rate. The entire cohort also successfully completed the First Year Experience (English 102, Ethnic Studies 101). The program met four distinct goals:

- Cultivate a cohesive college-going environment in Clark County high schools
- Teacher Pedagogical Exchange
- Summer Bridge Program
- First Year Experience

Nepantla piloted the college's first ever pedagogical exchange between high school teachers and NSC faculty in the areas of history, math, and physics. The aim was to enable NSC faculty to work together with high school educators in connecting pedagogical practices while building relationships between NSC faculty and high school educators in the valley's most ethnically diverse schools.

The Summer Bridge Program allowed 22 incoming freshman to get a jump-start on their college career upon graduation. These students worked to fulfill their college major(s) requirements, better understand faculty expectations and college culture, establish relationships with academic counselors and advisors, become familiar with the NSC campus, and learn to optimize campus resources. The incoming freshmen were exposed to workshops, activities, guest speakers, and participated in experiential field trips.

NSC's Family Leadership Institute provided Nepantla parents with workshops on college-readiness. These workshops were conducted in English and Spanish to familiarize them with the financial aid system and academic programs. Individualized follow-up sessions resulted in the creation of a college plan for the entire family. The Family Leadership Institute is also developing a college-readiness curriculum for underserved families.

The Family Engagement Institute is a relatively new effort aimed at creating resources for faculty and students at NSC and elsewhere for materials to promote school-family collaboration, to become a 'sharing-house' among organizations in Southern Nevada who work with educators and families, and to provide families with resource materials and experiences to assist them in supporting their children's educational success. Families are critical partners with schools in the education of their children and the relationship between the schools and families has had less attention than it needs in the preparation of teachers and speech and language pathologists. This effort will aim to bridge the gap.

The School of Education (SOE) faculty is extremely active in inclusion and diversity initiatives, both in the curriculum and in the community. Each methods course in the school includes objectives and key performance indicators that involve differentiating instruction for students with language and learning disabilities or difference. Many partnerships have been developed with schools in the Clark County School District. Nevada State College courses are offered on the campuses giving out student first-hand experience with students of diverse backgrounds. Also, all SOE degree programs require students to complete 50 hours of school visits for observation and instruction. These experiences, along with student teaching, prepare our students to meet the needs of the diverse student population in Clark County.

Several faculty members of the SOE are involved in Nevada Partners in Inclusion. This advisory group helps to ensure that inclusive education is being practiced in K-12 schools across the state and that teachers are being prepared in ways to adapt and accommodate diverse learners across a continuum of services and with the use of co-teaching and assistive technology.

The Ethnic Studies (ETS) program at NSC is grounded in the social justice struggles and activist roots from which Ethnic Studies programs nationwide historically emerged. The interdisciplinary courses offered through ETS focus on a variety of themes in United States history relevant to understanding the historical and contemporary experiences of culturally and ethnically diverse groups (e.g. Asian-Americans, African-Americans, Native Americans, and U.S. Latinas/os- Chicanas/os). ETS provides students with the methodological tools to critically examine the political, cultural, social and historical structures that have shaped the identity of underrepresented racial and ethnic communities in the United States. ETS courses emphasize comparative analysis and encourage students to engage in critical thinking by questioning established disciplinary frameworks and canons. The Ethnic Studies program requires a sequence of two courses ETS 101 and ETS 302 that introduces students to the major theories, debates, and issues concerning the study of social structures and cultures of American ethnic groups. The mission of ETS is to provide students a space in which they engage in community based learning where they incorporate the knowledge they have acquired in ETS and elsewhere and apply it to service/internships with organizations in the surrounding communities of Henderson and Las Vegas.

The Office of Institutional Research was reconstituted in 2012 after having been previously eliminated due to budget cuts. The IR Office is in the process of building a comprehensive campus-wide database that disaggregates *all* institutional data by key demographics to ensure the success of our diverse student population. This database includes information from multiple constituents, including academic affairs, student affairs, advising, tutoring, support services, and our accreditation teams. To ensure data accuracy, we established a data collection procedure that requires all data on campus to be reported directly to a central database within the IR office. This office is then responsible for extracting and generating data for all internal and external reports. The use of disaggregated data has impacted a number of new initiatives on campus. For example, our data analysis revealed that our Latino and Latina students are far more likely to attend college part-time than the student population as a whole. As a result, they are making less timely progress towards degree completion. In response, we initiated a number of new interventions to increase the credit load of our students, including enhanced support in the advising and financial aid offices. Furthermore, upon examining student performance in crucial gateway courses (e.g., math and English) that experience high enrollment and high failure rates, we discovered differences in student performance based on key demographics. By tailoring the intervention services to these demographics, we are providing our at-risk students with early, targeted support that enables them to make timely progress toward degrees. Included in these efforts is the complete redesign of our remedial mathematics program, the overhaul of our centralized advising center, the implementation of our eAlert office, and the expansion of our tutoring services.

College of Southern Nevada (CSN)

The College of Southern Nevada (CSN) continues to place diversity as an overarching principle and accreditation "theme" that impacts all areas. Moreover, the College has made it a priority in planning and establishing its institutional identity. CSN's student body, faculty and staff continue to strengthen diversity and to reflect the population they serve.

Under the leadership of President Michael D. Richards, the Office of Diversity, Outreach and Multicultural Affairs works closely with all levels of the administration, staff and faculty to achieve its mission, vision and goals.

Office of Diversity Mission

The CSN Office of Diversity fosters a college culture that values diversity and enhances the experience and lives of students, faculty, staff and the community by promoting understanding, appreciation, and respect for individual and group social, historical, cultural, capability, identity, linguistic and intellectual differences and similarities.

Office of Diversity Vision

CSN's Office of Diversity strives for quality in all endeavors. It works to create a college community that embraces diversity and its power to positively transform and expand opportunities for all, to empower our communities and to prepare the future workforce for the global economy. It views a supportive and open community predicated on trust, understanding and collaboration.

Office of Diversity Goals

- Create, enhance and promote relationships with diverse internal and external constituencies that directly impact student success and institutional goals;
- Support initiatives that aim to create excellence by maximizing the benefits of engaging and supporting diverse communities;
- Establish channels for open, interactive, internal and external communication that provide representation to diverse communities and enhance understanding, respect and collaboration;
- Assist in the creation and implementation of strategies, policies and procedures that relate to the fulfillment of institutional goals;
- Establish processes of inclusion to represent the interests and needs of diverse populations in institutional plans, goals, programs, initiatives and structure;
- Support efforts to recruit, retain, advance and develop diverse faculty, staff and students;
- Design and implement programming that promotes diversity, inclusion and cultural awareness;
- Promote and monitor progress in meeting CSN's affirmative action goals;
- Conduct regular and on-going training and evaluation in cultural and diversity competencies; and
- Provide guidance on diversity-related issues to internal constituencies.

The Office of Diversity, Outreach and Multicultural Affairs oversees community outreach efforts, establishes and manages national and local partnerships, implements diversity core programs and

collaborates with CSNs schools and departments in a variety of initiatives and events that help meet the institution's diversity-related objectives.

Some of the diversity-related programs, initiatives and activities at the College of Southern Nevada include:

Community Outreach and National Partnerships

CSN continues to build partnerships with local and national business, government, non-profit and community organizations representing diverse populations. The Office of Diversity works to identify and develop scholarship programs and collaborates with the Hispanic Association of Universities and Colleges (HACU), the Congressional Hispanic Caucus Institute (CHCI) and other national institutes to bring internship opportunities to CSN students. In 2013, CSN presented at HACU's annual conference and established two internships opportunities with CHCI for the summer of 2014.

CSN has countless community programs and several advisory boards that connect our diverse communities to the College. The Office of Diversity, the Division of Workforce and Economic Development, the academic divisions and many college departments forge community partnerships at different levels to accomplish the college's mission and its diversity objectives.

Hispanic Serving Institution (HSI) and Minority Serving Institution (MSI) Designations

CSN continues its efforts to become a Hispanic Serving and Minority Serving Institution and access Title III and Title V grant opportunities through the U.S. Department of Education and other organizations that support HSI/MSI institutions. In 2012, President Michael D. Richards appointed the HSI Task Force, made up by faculty, administrative staff and community leaders, to coordinate HSI status attainment, provide guidance in the implementation of HSI-oriented communication and outreach efforts, and guide the HSI application process and issue programming recommendations.

The college expects to file an application for Title III and Title V with the DoE in the fall of 2014. It continues its efforts to identify grant projects that will be presented for funding consideration as soon as eligibility is provided.

Institutional Projects

CSN's Strategic Plan, the Climate Survey Committee, the Strategic Enrollment Plan, Achieving the Dream (ATD) other college-wide initiatives include diversity as a key component. Diversity is one of the college's core strategic plan themes and is embedded in the institutional fabric through these and other institutional efforts.

Through collaboration with ATD, CSN continues to pursue its goal to provide not just equal, but also equitable educational opportunities for all learners across racial, ethnic and income groups by: (1) Determining what barriers they face to their educational success and (2) Systematically change the way we operate to remove those barriers. CSN's ultimate goal is that of success for all enrolled learners. In response to ATD directions, CSN submitted an implementation plan for the 2013-14 academic year that addresses three priorities: persistence, course completion, and developmental math completion.

NSHE Collaborations

Dr. Michael D. Richards was appointed co-chair of the Equity, Diversity and Inclusion Council (EDIC). In this capacity, the President will continue the council's efforts to further diversity goals and oversee joint projects with the system office and sister institutions, such as the Southern Nevada Diversity Summit, the Retention and Recruitment Consortium and other NSHE initiatives.

In 2013, CSN collaborated with UNLV, DRI and NSC to implement a successful diversity summit with attendees from the four institutions, as well as community leaders. The 2014 Southern Nevada Diversity Summit has been scheduled to take place the first Friday of October at CSN.

Human Resources/Affirmative Action/EOE/Recruitment and Training

The Office of Affirmative Action/Equal Employment Opportunity staff prepare an annual, detailed, data-rich Affirmative Action plan that, when approved, is posted on the CSN website for public access and transparency. As stated in the college's Annual Affirmative Action Plan, "The College of Southern Nevada is committed to affirmative action and equal opportunity in employment and access to its programs and activities. It is the policy of CSN through responsible managers to provide equal opportunities to all qualified applicants in employment, hiring, training, recruitment, development, promotion, salaries, benefits, and other terms and conditions of employment for all persons without regard to race, color, religion, national origin, sex, age, disability, sexual orientation or gender identity or expression, genetic information, marital status or pregnancy."

The College continues its efforts to promote equality and access, to create recruiting strategies that promote diverse pools of qualified candidates and to be representative of the ideals and equality goals of the people who work and study in its college community.

The Office of Diversity works with the EEO/AA/ADAAA Director and other Human Resources Department professionals to fulfill Affirmative Action Plan goals, enhance recruitment practices to increase diversity in candidate pools, and establish impactful training opportunities related to inclusion, diversity and cultural awareness.

Currently, the Human Resources Division, through its Center for Academic & Professional Excellence (CAPE), offers a variety of courses that cover themes of diversity, equal opportunity and access, sexual harassment prevention, sensitivity and employment law training, and race discrimination.

In conjunction with CSN's CAPE office, the Office of Diversity hosts a series of quarterly one-day forums that provide diversity awareness and cultural sensitivity training for faculty and staff focusing on student interaction and providing practical tools to enhance student success. The Office of Diversity conducts ongoing benchmarking to establish training and development opportunities in these areas.

Recruitment, Retention and Student Services

The College of Southern Nevada is undergoing a Strategic Enrollment Planning Effort to provide a systematic data-driven approach to achieving ongoing student success. Guided by Noel-Levitz, administrators, staff and faculty are analyzing data and developing strategies to include in the institutional plan. In addition, the Office of Diversity works closely with Recruitment and Retention to

create strategies focusing on diverse populations and is creating specifically targeted tactics to recruit and retain minority students.

The Trio Services program served close to 600 students in the last two cycles. It offered personal counseling and addressed college adjustment issues; provided academic advising, transfer counseling, study and college survival skills development, tutoring in math and biology; assisted with class scheduling/registration, career counseling, financial aid and supplemental instruction. It also offered a computer lab for the use of its participants.

The ReEntry Program assists students in career and technical programs facing significant barriers to education and/or employment including individuals pursuing non-traditional occupations, single parents, displaced homemakers, educationally or economically disadvantaged individuals, students with disabilities, and unemployed and dislocated workers. Participants were 71% female for the 2011-2012 cycle and 67% were minorities.

Disability Resource Center, Veterans Education Center and Multicultural Centers

CSN makes every effort to make its campuses fully accessible to students with disabilities. The College's Disability Resource Center offers accommodations to help students with documented disabilities with their academic pursuits, answers questions, and provides assistance to solve any problems related to a documented disability. It also offers adaptive equipment to those who qualify to ensure equal access to all CSN sponsored activities.

VA Educational Center certifies enrollment of veterans and their dependents using veteran's educational benefits and provides timely and accurate information on various VA-related issues to CSN veteran students. The CSN Veterans Educational Center works as a liaison between the Department of Veterans Affairs (VA) and students enrolled at CSN. The Office of Diversity works closely with the VA Educational Center and actively participates in veteran-related programming.

CSN is currently exploring opportunities to create multicultural centers at CSN campuses where students can create connections, celebrate culture and exchange ideas.

Academics

The College of Southern Nevada has a broad spectrum of academic offerings that further the College's diversity goals. CSN Academic Affairs has internal initiatives, coursework and programming that focuses on diverse student populations and the community at large. Efforts to continue including culturally relevant classes for the different minority populations in the college are ongoing.

The Office of Diversity works closely with Academic Affairs administrators, academic deans and chairs to support specific academic programs and community-driven initiatives. It identifies opportunities to promote CSN's academic offerings and provides recommendations on diversity-related topics.

In line with CSN's strategic plan, the International Center strives to provide assistance to enhance internationalization of student life and campus culture. The IC serves close to 500 students each semester from the global community that interact with local students providing opportunities for cultural and linguistic exchange.

Supplier Diversity

CSN is committed to supplier inclusion. The Purchasing Department and the Office of Diversity collaborate to create networking and training opportunities for local businesses through CSN's supplier inclusion events and workshops. As part of its ongoing efforts to provide partnership opportunities for local, minority and disadvantage businesses, CSN hosted its inaugural Supplier Inclusion Networking and Workshop Event at the Cheyenne Campus on Friday, Nov. 1, 2013. This half-day program introduced local and emerging businesses to CSN's procurement process and to key purchasing decision makers at the College. CSN partnered with the minority chambers, Akers and Associates, the Governor's Office of Economic Development, and several other business and community organizations. The College hosted 44 business representatives and community members from 38 different businesses or organizations and generated positive responses from those in attendance. CSN will be hosting its Second Supplier Inclusion Networking and Workshop Event in February 2014.

In addition to the networking and workshop events, CSN Purchasing provides one-on-one mentoring for local emerging businesses. These mentoring sessions cover many aspects of the procurement process and are often times followed up by additional in-person meetings with the business owner. Mentoring session consist of: discussions regarding a vendor's product and service offerings; a review of CSN's upcoming bidding and quoting opportunities; the sharing of contact information for CSN internal stakeholders who may have an interest in receiving more information about the vendor's products and services; pre-bid instruction on how to prepare a bid or RFP proposal; and post bid debriefing sessions aimed at helping the company understand opportunities for improvement.

 The CSN Purchasing Department also attends business opportunity fairs in the Las Vegas area, which allow local businesses to meet a CSN representative and to begin the process of learning more about the College's procurement practices and its supplier inclusion initiative. The most recent supplier events attended were the Institute for Supply Management (ISM) Supplier Opportunity Fair and the Regional Business Development Advisory Council's Committed to our Community event. CSN Purchasing is also a charter member of the Regional Business Development Advisory Council and is active in this organization.

 CSN Diversity Council

In 2014, the Office of Diversity will be launching the CSN Diversity Council to provide support, guidance, and feedback to the Office on the diversity strategic plan, initiatives and programming. The Council is composed of 10 active rotating members, five council board members and five honorary members.

The members represent administration, staff, faculty and students. Council members will meet quarterly and conduct a yearly council event to brief the larger community on activities and programs, recognize committed individuals, recruit interested members and volunteers, and provide training opportunities on relevant diversity topics.

Multicultural Programming and Heritage Months

CSN embraces and celebrates cultural and heritage diversity through its heritage committees, comprised of staff, faculty and administration. The college organizes a variety of events to recognize Asian/Pacific

Islander History Month, Black History Month, Hispanic Heritage Month, National Native American History Month, Pride Month and Women's History Month. Moreover, the Office of Diversity is working with seven diversity-related committees, composed of faculty, staff, students and community members, to create yearlong programming that focuses on diverse populations and student needs.

As part of the college's multicultural efforts, President Richards hosts a series of presentations, titled President's Forums, to highlight topics of interest for diverse groups. These presentations are held during the six heritage/history months celebrated at the college. The forums inform staff and faculty about CSN's diverse student population and staff composition, inform about specific populations' current access and completion statistics, highlight programs that serve the different population needs, provide education and discussion on topics of interest for diverse groups, engage audiences and establish connections among groups to address needs of diverse groups.

Marketing, Communications and Government Affairs Support.

The Office of Diversity collaborates with the Office of Communications and Government Affairs and the Marketing Department to create comprehensive campaigns with targeted messages for diverse audiences. CSN has targeted outreach to Spanish-dominant families and has established collaborations with Hispanic media to promote important information about higher education. As part of these efforts, CSN President Michael D. Richards writes a weekly column for *El Tiempo Newspaper* on topics of interest for its readers.

CSN's diversity program is as comprehensive and varied as the institution itself. The diversity staff advances goals and objectives for greater diversity awareness, programming, and training, along with public accountability and engagement.

For more information on diversity and outreach efforts at CSN, please contact Maria Marinch, Director of Diversity, Outreach and Multicultural Affairs at (702) 651-7546 or maria.marinch@csn.edu.

Great Basin College (GBC)

Great Basin College serves a vast geographical area of our state covering 63,000 square miles of rural Nevada. GBC values diversity in its curriculum, activities, and people. Its commitment to diversity is demonstrated throughout campus classrooms, student services, and community events. The following report highlights GBC Diversity Initiatives in 2012-13.

Great Basin College Child & Family Center uses a curriculum rich with literacy units designed to promote interaction among all cultures. Books are provided in a variety of languages to aid in this goal. Literacy activities are also sent home in children's home language to promote interaction within families. Students are given the opportunity to share their completed activity in their own language. Teachers also promote parent involvement celebrating the ethnicity of each student through food tasting, storytelling, clothing, and music.

Five of the twenty-six staff members of the Child & Family Center are bilingual in either Spanish or Arabic. The Child and Family Center has also elected to be the first preschool in Elko to take part in the Silver State Stars Quality Rating and Improvement System (QRIS) to enhance overall childcare quality. A major focus of QRIS is on promoting diversity and acceptance of all cultures in childcare programs.

Adult Basic Education/English as a Second Language (ABE/ESL) programs were offered at eight different sites within the GBC service area: Wendover, Montello, Wells Conservation Camp, Elko, Carlin Conservation Camp, Winnemucca, Owyhee and Pahrump. Students attending ESL, ABE and High School Equivalency (HSE) classes are from multiple countries and represent multiple language groups. Countries/languages represented are: Mexico, Peru, Dominican Republic, Chile, Venezuela and Colombia (Spanish); Brazil (Portuguese); China (Mandarin, Cantonese, tribal languages); Ukraine (Ukrainian); Russia (Russian, Uzbek); India (Pashto); Indonesia (various tribal languages); Thailand (Thai, tribal languages); Philippines (Tagalog, tribal languages) and Africa (Ghana, English, tribal languages). Many GBC students speak several languages from their home countries, so they are bilingual before they come to us to learn English.

In 2012-2013 the ABE/ESL Department served 327 ABE/ESL students. One hundred percent of the ABE/ESL students with a goal to matriculate to college have done so. Last spring (2013) the Department began its scholarship program where two $500.00 scholarships are awarded each semester. Thus far, all four recipients have attended college level classes with the award and gone on to enroll for classes the following semester, so retention is high.

During Fall 2013, the department started a High School Equivalency (HSE) class for advanced ESL students. Twelve students are enrolled and plan to take their HSE test in April or May of 2014. Receiving an HSE credential will allow these students to attend college, pursue a degree, and seek better employment opportunities.

The department also arranged for ABE/ESL students to tour the GBC Career and Technical Education (CTE) and Health Sciences Departments involving direct contact with instructors in the programs. As a result, many students are now interested in pursuing degrees in these areas. Having direct contact with GBC professionals is invaluable for the success of ABE and ESL students.

In addition to the collaboration between departments at GBC, the ABE/ESL program also collaborates with a great number of community and state agencies for referrals and support. These include: Job Opportunities in Nevada (JOIN), Department of Child and Family Services (DCFS), Head Start of Nevada

(Elko), Family Resource Center, Shoshone Paiute Tribes (Owyhee), Elko County School District and 21st Century Grant, Lander County School District (Battle Mountain), Winnemucca Farms (Winnemucca), and Department of Corrections (Carlin and Wells).

GBC Recruitment and Tech Prep coordinators have developed a strong presence throughout the college's service area by traveling to all 19 high schools. They present financial literacy tips and explain how to apply to college to high school students as well as provide opportunities for them to take placement tests on-site at their high schools.

The Career Technical Education (CTE) Retention/ GBC Recruitment office presented GBC information to 60 people at the Native American Wellness Fair on the American Indian reservation in Lee, Nevada. Topics included: how to overcome obstacles in pursuing your dreams, and how to apply for financial aid for college.

The GBC Student Financial Services Program Officer **Melinda Caskey was designated as the Native American Liaison at GBC**. Melinda is a Native American who graduated from Great Basin College and enjoys helping students. Melinda works with tribal administrators to help native students apply for financial aid and scholarships and is also available to answer questions and lend support. In Melinda's words, the most effective practice for attracting and retaining Native American students is for them "to simply be able to talk to someone from their own culture who has been through the educational process."

Through the GEAR-UP program, GBC now recruits students at an earlier age than in the past. GEAR-UP is active in middle and junior high schools bringing students from rural, low-income, and predominantly first-generation college-bound backgrounds to campus for tours and college experiences. In 2013, GEAR-UP presented goal setting and career exploration workshops, and financial aid information nights to minority students and their parents in Jackpot, Wells, Pahrump, Amargosa Valley, and McDermitt, Nevada.

GEAR-UP also provides teacher training to create a "college-going culture" in schools and communities. In fall 2013, GEAR-UP presented their "Best Practices of Engaging Rural Students and Faculty" at the conference in Portland, Oregon so that GEAR-UP Ambassadors throughout the west could benefit from GBC's "rural" expertise.

The GBC Student Government Association (SGA) is diverse in membership and supports diversity in student organizations. The SGA executive board is comprised of 75% minority students. Latinos Uniting Nations Association (LUNA) is another student organization that promotes a welcoming environment for students of all cultures at GBC. The mission of LUNA is to mentor its members in an effort to help them graduate from college. LUNA president, Alfredo Jaimes, and his brother, Juan Jaimes, a transfer student to UNR led the 2013 NSHE Diversity Summit discussion at TMCC on student success. These dynamic students were great advocates for higher education and its power to transform lives.

The GBC Arts and Cultural Enrichment (ACE) Committee brings a wide variety of speakers, performers, and films to our campuses that reflect cultural diversity. These often originate in Elko and are sent to Battle Mountain, Ely, Pahrump, or Winnemucca via interactive video or live when possible. Recent events include TED Talks on Diversity, the Annual Film Festival featuring independent and foreign films, and National Cowboy Poetry Speakers funded with support from the Western Folklife Center and Nevada Humanities.

GBC continues development of the **Great Basin Indian Archives**. So far, over 1000 Western Shoshone songs, documents, an interviews have been recorded and archived to preserve the culture and bring together indigenous people of the Great Basin.

Great Basin College Diversity Data shows that at the present time, the total of minorities in the GBC service area is 26.5% of the total population. Great Basin College is pleased to report that minority student enrollment has grown from 25% of the total student population (Fall 2011) to 34% of the total student population (Fall 2013).

Great Basin College also experienced growth in the percentage of minority employees from 15% in 2011-12, to 16% in 2013. GBC has partnered with other NSHE institutions on many committees and task forces to improve our minority application pool for all available positions. In January and February, TMCC will be sharing GBC job openings at community college career fairs in California. GBC continues to reach out to approximately 50 colleges and universities known for their minority faculty populations. During FY 2013, GBC had 33 applicants from these institutions apply for 12 positions along with four international candidates.

GBC recently completed its Affirmative Action Plan and has made improvements in all critical areas. Positions will now be categorized in the same manner as the IPEDS report, and the college will no longer be using Equal Employment Opportunity (EEO) codes allowing a more aligned way to analyze recruiting and hiring efforts.

In summary, Great Basin College strives to achieve diversity in its recruiting efforts, its curriculum, student organizations, student services, employees and students as we work to create the best possible workforce of the future.

Truckee Meadows Community College (TMCC)

Truckee Meadows Community College (TMCC) represents a diverse community of administrators, faculty, staff and students and provides a welcoming, respectful place for those who want to learn, work, prosper and make a contribution to society. This contribution is manifested through a variety of initiatives throughout the college constituent groups. This report is presented from a systems oriented approach by providing a sampling of initiatives from various units of the college focused on four main areas Institutional Commitment, Programs and Services, Special Events, and Community Engagement. The vision of TMCC is creating the future by changing lives. All the initiatives undertaken during the 2012-2013 academic year support that vision.

The Equity and Inclusion office has taken the leading role in creating a comprehensive and well-coordinated set of systematic actions that focus specifically on fostering greater diversity, equity, inclusion and accountability at every level of the college.

The following represent a small sampling of the diversity initiatives throughout the college during the 2012-2013 academic year.

Institutional Commitment

- The accessible electronic information policy was put into place that requires any electronic information or technology resources that are created or purchased are accessible.

- The College's Americans with Disabilities (ADA) accommodation policy was updated.

- Several scholarships geared towards diversity, including but not limited to the Bertha Miranda Scholarship, the Wells Fargo Diversity Scholarship, and several Re-Entry scholarships have been created.

- A commitment to the recruitment of International students has been renewed and increased.

- A full scale compliance review from the Office of Civil Rights, Department of Education was successfully completed.

- An ADA Committee was instituted to address institutional ADA needs to ensure equitable access for all.

- A statement of inclusion appears on all recruitment documents.

Programs and Services

Faculty and Staff –
Professional Development Opportunities:

- Staff from across the college (Re-Entry/Job Prep Center, Disability Resource Center, Student Activities and Leadership, Counseling, and the Equity and Inclusion Office) participated in the Bridges Out of Poverty training. The Re-Entry / Job Prep Center

Manager, Sidney Sullivan, and the Dean of Equity and Inclusion, Dr. Barbara Wright-Sanders, also became certified as <u>Bridges Out of Poverty</u> trainers and facilitators for the *"Getting Ahead"* curriculum. They have used this new expertise to bring <u>Bridges Out of Poverty</u> professional development workshops to the campus community.

- The Disability Resource Center (DRC) made presentations, conducted workshops, and hosted a University of Hawaii faculty training project on Universal Design for Learning (UDL) to faculty. UDL is a set of principles and tools that can be used in designing and implementing curriculum that takes into consideration the varying talents and challenges of all students. While UDL principles are particularly useful in assuring equal access for students with disabilities, their implementation has been shown to benefit students with differing learning styles and students for whom English is not their first language.

- The human Resources and Counseling and Career Services Offices continued to conduct *Ally* and *Safe Zone* trainings to help faculty and staff better understand and meet the needs of the Lesbian, Gay, Bi-Sexual, Transgender, and Queer (LGBTQ) community. The number of identified LGBTQ allies at TMCC increased to 36.

- Counseling and Career Services provided diversity training/cultural awareness training for academic departments and student workers.

- The Office of Equity and Inclusion participated in the *Working in Indian Country* workshop, which focused on methods to develop and conduct effective working relationships with American Indian Tribes and organizations.

- TMCC, Western Nevada College (WNC), Great Basin College (GBC), and the University of Nevada, Reno (UNR), collaborated to plan, fund and participate in the first annual *NSHE Northern Nevada Diversity Summit* hosted at UNR.

- Webinars were made available to the college community at large on a variety of topics geared towards creating a more diverse and inclusive environment.

Outreach and Recruitment:

- The Office of Equity and Inclusion, in partnership with Human Resources, conducted outreach and recruitment efforts for job opportunities at the College through participation in the Minority Faculty Applicant Database (MFAD). The MFAD circulates job opportunities to over 12,100 faculty, staff and administrators in higher education, and distributions announcement to 1,320 minority academic and professional organizations.

- Human Resources expanded the presence of the College's job opportunities in Historically Black Colleges and University (HBCU) publications.

- The Office of Equity and Inclusion conducted outreach and recruitment efforts with *The Academic Network* to expand outreach opportunities to underrepresented populations..

Students –
Access and Outreach to Students:

- Newly redesigned Student Guidebooks were printed in 2013 in English and Spanish in order to better communicate our programs to prospective students and their families, regardless of which language is spoken in their homes.

- TMCC co-sponsored the annual Building Women career exploration fair along with the Western Apprenticeship Coordinators Association. The fair introduces women to non-traditional career options, primarily in the building and manufacturing trades, and provides them with opportunities to try basic hands-on skills related to each trade.

- The DRC hosted the *College 4 a Day* event in participation with Washoe County School District (WCSD), where high school juniors and seniors with disabilities came to TMCC to learn about the process of receiving an accommodation in college, the resources and support services available and the difference between high school and college. TMCC's DRC also hosted *Parent Night*, which was an information session for Parents of Students with disabilities transitioning from WCSD to TMCC.

- The *Success First Program* entered its fifth year. The goal of the program is aimed at increasing the college readiness, persistence, retention and graduation rates of first-time, first-generation students at TMCC. The program utilizes a summer bridge program to give students a jump start to college, share information about science, technology, math and engineering fields and provide academic/motivational support from a Success Coach during their first year at TMCC. Success First participants sign a contract agreeing to complete a five-week Summer Bridge program, maintain a 2.0 GPA, attend full time during the academic year and meet with a Success Coach twice a semester. Benefits include paid tuition, books, lunch, bus passes and grant and/or $800 scholarship upon successful completion of the bridge program. During the academic year the benefits include an assigned Success Coach to support academic progress and priority registration for spring and fall semester.

- Office and meeting space is provided for **Dean's Future Scholars (DFS) Program,** an academic outreach program with the goal of increasing the numbers of low-income, first generation students graduating from high-school, gaining access to higher education, and entering a career in the field of education. Currently 13 DFS are attending TMCC.

- TMCC developed a foster youth support and mentoring program in partnership with Children's Cabinet and Washoe County Social Services, to increase the recruitment, retention and graduation rates of foster youth at college. Recruitment efforts include application/ACCUPLACER workshops held on site at Children's Cabinet and a Youth Guardian Scholar Day at TMCC that focuses on admission and financial aid/literacy information to assist in the matriculation process. Retention efforts include additional financial aid assistance and support from a foster youth faculty member who mentors a small cohort of foster youth students while attending TMCC.

- The *Herb and Maxine S. Jacobs Foundation* program is designed to increase the job readiness skills of unemployed or underemployed Nevadans so they can immediately seek

and gain employment. Participants choose a pathway of study that will lead to a certificate of achievement. The program is funded by the Herb and Maxine S. Jacobs Foundation and provides a scholarship to a small cohort of students to assist with tuition and books. Participants sign a contract and agree to meet with a Presidential Scholar Success Coach once a semester to review progress and inform the college when they secure employment.

- The *Life Skills College Program* was piloted in the summer 2013 as a first year experience program for graduating high school seniors who are not eligible (math/English placement) for the Success First program and are interested in career and technical fields (CTE). Cost of tuition, books, food, and bus passes are covered. Participants underwent a five-week Summer Bridge program where they gained hands-on experience in five CTE areas (transportation, renewable energy, machining, welding and public health) enroll in a course that will introduce them to college and strengthen their math skills. Participants will be assigned a Life Skills Success Coach and required to meet twice a semester to review academic progress.

- **IDeA Network of Biomedical Research Excellence (INBRE) / Success First Grant Initiative and Summer Bridge Program** – A multifaceted 10 year grant funded by the National Institutes of Health. Areas of focus include building programs to serve undergraduates and encourage high school students to pursue degrees in the sciences, and build a biomedical student pipeline program to prepare students at primarily undergraduate institutions for transitions to 4-year research institutions for entry into graduate school. The INBRE supported the *Success First Grant Initiative and Summer Bridge Program* at TMCC to increase the college readiness, persistence, retention and graduation rates of first-time, first-generation, and/or low-income students at TMCC.

Support Services:

- The Financial Aid Office, in collaboration with the WCSD and the University of Nevada, Reno (UNR), began participating in a first-generation initiative holding several workshops over the course of the year to provide financial aid information to first-generation students.

- The Financial Aid Office initiated a program in collaboration with the Washoe County Youth Parole and Probation program to provide youth in this program with one-on-one assistance to help them navigate the financial aid process.

- The Financial Aid Office conducted outreach to students who indicate they are homeless when filing their FAFSA to ensure that they are referred to the resources they need to have a stable living situation while attending TMCC and conducted special outreach to diverse student populations to help them obtain work study and jobs on campus.

- The Financial Aid Office has dedicated a position to serve as a liaison for students in special populations at TMCC, including but not limited to foster youth, students with disabilities and summer bridge students. In addition, the office provided Veterans On Track Advisement Workshops that are tailored to the needs of veteran's services, as well as individual appointments with veteran students to create their education plan per President Obama's Executive Order.

- The Admissions and Records Office implemented several initiatives to better serve students from diverse backgrounds, including priority registration that was provided to Disabled, Foster Youth, Veterans and Life Skills/Success First students. The office also employs Bilingual staff to better serve students and families whose primary language is not English.

- *Veterans Upward Bound* (VUB) is the only college preparation program in the state of Nevada that serves the comprehensive educational needs of veterans who are low-income and potential first generation college students. Funded through the US Department of Education Federal TRIO Programs, it serves as a vital intervention for disadvantaged veterans providing the skills and assistance necessary for access to and success in post-secondary education. TMCC's VUB Program conducts special outreach efforts and recruitment activities to identify and enroll minority, disabled, and female veterans. For the last grant year reporting period (2012-13), 165 veterans were served. Of these, the ethnic minority representation was 37%; women constituted 15.8%, and those reporting a disability/handicap were 28.8% of all veterans served by the program.

- The *New Veteran Information Workshops* began in the Spring of 2012 for all incoming veterans, to provide important information regarding their veterans' education benefits.

- The Student Activities and Leadership Office, through the support of student organizations, clubs and programing to encourage student engagement, assisted students in the development of student clubs and organizations with a focus on diverse student populations from two to five: International Club (continued), Philippine United Students Organization (continued), American Sign Language Club (new), Native American Student Organization (new), and the South Asian Student Organization (new).

- The Student Government Association Senators and Executive Board participated in professional development activities designed to increase awareness of diversity.

- The Native American Student Organization is comprised of Native American students from all backgrounds focused on connecting with each other and their community. The organization has had speakers from the Native American community such as Ms. Sherry Rupert, Executive Director of the Nevada Indian Commission. Students plan to examine and implement effective ways to recruit, retain, and support other Native American Students to TMCC.

Special Events:

- The International Club participated in the *Night of All Nations* and hosted International Education Week events.

- The Office of Equity and Inclusion, in collaboration with International Student Services and the Internationals Club, hosted a luncheon reception to highlight the importance and value of international education that was attended by faculty, staff and students.

- The Phi Theta Kappa student organization hosted a deaf community meet and greet.

- The Philippine United Students Organization hosted the *Philippine Cultural Night* at the Redfield Performing Arts Center, and participated in *Stompin' with the Pack* performance at UNR.
- The Student Government Association hosted a Guided Meditation event during Wellness Week.

- TMCC hosted *A Symbolic Geography of Cross Cultural Art and Language* panel discussion in which participating artists and writers discuss the impact of media and remixing of stereotypes and social realities within a global framework.

- The Office of Equity and Inclusion hosted a *World Day of Social Justice* panel discussion that addressed themes of social justice involving socio-economic status, equity within the judicial system, gender equality, and the rights of minorities and indigenous peoples.

- Counseling and Career Services conducted various outreach and training activities to promote an understanding of diverse populations. Counseling staff held events to promote awareness of Mental Health issues, hosted a forum to discuss mental health and conducted activities such as alcohol and depression screenings to help the TMCC community to talk about these important issues.

Community Outreach and Engagement-

- The *Annual Martin Luther King Jr Birthday Celebration Dinner*, presented by the Northern Nevada Black Cultural Awareness Society was supported through sponsorship and attendance of members of the college.

- The *Global Gala* presented by the Northern Nevada International Center was supported by purchasing a table and members of the college attending the event.

- A partnership with the *Emerging Indigenous Leaders Institute* and with the *Indigenous Peoples Council on Biocolonialism* has been formed to encourage Indigenous Students to pursue higher education by providing positive culturally relevant experiences. It is recognized that the first year of college is the most crucial for any student in higher education. This time period is even more critical for our Native American students. Although little research exists on the Native American students in higher education, it is commonly agreed that institutions may well need to focus on change to fit the needs of the student rather than focus on student integration into the institution. Popular retention models have been built with a mainstream focus without benefit of the Native American viewpoint.

- TMCC through its Access, Outreach, and Recruitment efforts has participated in outreach activities such as the *Nevada for Native American Youth Leadership Conference* which provided college fair activities. Faculty and staff provided opportunities for interaction with Native American Youth responding to questions about higher education opportunities at TMCC.

- The Financial Aid Office made presentations to families and students of WCSD through their *Parent University* program.

- The college serves as a member of the *State of Nevada Indian Education Advisory Committee* which meets quarterly

- TMCC works with Pyramid Lake High School counselors and other staff to explain the new financial aid changes from year to year, and brainstorm with them on options for effectively communicating the information to families and students, and focus on finding solutions to barriers that Native American students might face regarding financial aid. Additionally, TMCC's Financial Aid Office conducts outreach at Pyramid Lake High School every spring to share important updates with high school staff, and to provide financial aid information workshops for students and families, and provides support to students completing the financial needs analysis forms.

- The Mixed Blessings Symposium, a joint venture between the Nevada Museum of Art and TMCC featured presentations and creative projects by peoples of mixed identities, inspired by Lucy R. Lippard's book "Mixed Blessings, New Art In a Multicultural America." "Mixed Blessings" is one of the first books to discuss the cross-cultural process taking place in the work of contemporary Latino, Native, African- and Asian-American artists.

- The Multicultural Holiday Concert held annually in December recognizes the contributions of diverse groups in music, song, dance and literature.

The mission of TMCC is to promote student success, academic excellence and access to lifelong learning by supporting high-quality education and services within our diverse community. In addition to the initiatives cited above. TMCC offers a comprehensive range of services to meet the needs its students and the community it serves as it seeks to fulfill the promise of its vision and mission.

Western Nevada College (WNC)

The first priority at Western Nevada College is student success. The college has numerous outreach events and activities that focus on access and success for a diverse student body. These include the following:

Jump Start College

Jump Start College is a partnership between Western Nevada College and 11 western Nevada high schools. It offers high-achieving junior and senior students the opportunity to earn up to 48 college credits prior to their high school graduation.

Students who have passed Algebra II with a B grade or better may be considered. They will complete the college Accuplacer essay test and those who test into English 101 will be eligible to apply for the "Jump Start College" program.

Students in "Jump Start College" will complete the Associate of Arts and Bachelor of Arts requirements for the following General Education categories *before* high school graduation:

- English
- Mathematics
- Social Science
- U.S. and Nevada Constitutions

"Jump Start College" classes will be conducted on a WNC campus or site using the cohort model. Each cohort will be provided with a college peer mentor who will input Powerschool information on attendance and grades in real time, keeping the parents and high school informed of their progress.

Guided Pathways to Success

The purpose of GPS is to significantly increase the graduation rate for all full-time, degree-seeking students. The cornerstone of this effort involves the establishment of college cohorts. In fall of 2014, all *new full-time*, degree-seeking students will be assigned to a cohort by a counselor based on the student's degree choice. We will have six transfer cohorts (Arts and Humanities, Business, Education, Health Science, STEM, and Social Studies) and seven AAS cohorts (Accounting-Business-Management, Automotive, Computer, Criminal Justice, Deaf Studies, Graphic Communications, and Technology). Each of these cohorts will be led by a staff member who will be the "cohort coach" and a student "peer coach" who will be assigned to each cohort coach. The goal of the cohort program is to create a supportive small group experience during the student's first semester, which will help him/her connect with a college representative and other students who share an interest in a specific academic discipline and potential career direction. The responsibilities of the "Cohort Coach" will be to mentor the students in their cohort (no more than 15) by meeting with them individually and four times as a group during the fall semester. The students in the cohorts will be given assignments by their EPY 150 instructors, which they will complete with the cohort coach and peer coach.

Project Graduate

The college started "Project Graduate" with the goal of increasing student completion. "Project Graduate" focuses on new degree-seeking students in their first semester of attendance. Students in this category are now required to take a placement test, attend a college orientation, and meet with

a college counselor prior to being allowed to register for their first semester of classes. Modeled on the "Bridge to Success" program, "Project Graduate" captures all new incoming degree-seeking students and establishes them as part of a cohort led by a college counselor. The college has instituted mid-term progress reports for all students, and the college counselor follows up with any "Project Graduate" students in their cohort who have received a mid-term grade under a "C", offering assistance and direction on how to improve. The final component of "Project Graduate", which is still in the planning phase, is a one-credit college success course, taught by faculty from the liberal arts, nursing, and technology divisions, during the student's first semester of college attendance.

Bridge to Success

The "Bridge to Success" program provides a high tech/high touch outreach effort focused on high school seniors. The goal of the program is to enable high school students to start college on the right track, right from the start. Student services staff, led by a college counselor, visit all thirteen high schools in our rural, seven-county service area multiple times each spring semester to conduct orientations, placement testing, academic advising, and to provide registration assistance. In the past, students in our far-flung service area had to take the initiative to come up to the college to take care of these critical steps -now they take place right at their high school. As a result of this effort, we are delighted to report a doubling of our high school capture rate over a ten year period. In 1999, 15% of high school graduates continued on to WNC. By 2009, that number had soared to 30%.

Summer Bridge

In response to data which indicate that students who start their first fall semester with English 101 complete at a significantly higher rate than students who start in developmental English, the college has instituted a "Summer Bridge" program. The goal of the "Summer Bridge" program is to enable students who tested into developmental English to start their first fall semester in English 101. This is accomplished by means of a nine-credit, eight week, "boot camp" style summer program. Faculty members from the English department teach a six-credit English 99 course, partnering with a faculty member who teaches a three credit college success class concurrently with the English class. The financial aid office works to provide Pell grants to students who qualify and funds a thousand-dollar stipend for all participants. Parents are engaged from the opening orientation, and sign off on the student commitment form, thus assuring buy-in from all interested parties. Our first "Summer Bridge" program resulted in an 84% success rate.

Veterans Resource Center

As a result of an outstanding partnership between the Veterans Administration and the college, we are happy to now provide a dedicated suite of offices in a prime area as the Veterans Resource Center. The V.A. has also allowed us to hire six student veterans who serve as peer mentors in the center, allowing us to keep it open forty hours a week. An adjunct faculty member (and retired Marine Corps major) oversees the center on a volunteer basis and coordinates with the V.I.T.A.L. grant staff from the V.A. to arrange weekly social worker and vocational rehabilitation counselor appointments. Veteran's specific orientations and a veteran's cohort are formed through the work of the Veteran's Resource Center.

Tech Prep Bridge to Success

Tech Prep is an outreach effort by the Tech Prep Coordinator to all Career and Technical Education classes at every high school in our service area. This program provides similar guidance and direction as the Bridge to Success program, only aimed at Career and Technical Education students.

Tech Prep College Day

This college event provides an extensive tour of the technology division, including automotive, machine tool technology, and welding for those students enrolled in high school Tech Prep classes.

Women in Non-Traditional Careers Day

WNC hosts an event targeting service area 9th grade girls who have expressed an interest in Career and Technical Education and other non-traditional careers. The girls are given a comprehensive tour of the technology area and a focused connection with faculty in their area of interest.

Adult Literacy and Language Program

Western Nevada College hosts a federally funded grant program that provides no charge non-credit literacy services to a diverse group of learners in the WNC seven-county service area. The program supported 701 learners with twelve or more hours of instruction in GED preparation, English Language Learning skills, and/or basic literacy skills. All of these learners are functioning at an educational level that requires college readiness skills and supplemental instruction.

WNC Latino Diversity Efforts

The college has developed a highly effective, multi-pronged approach to reaching Latino students and their parents in our service area. This approach hinges on having one highly visible Latina professional who serves as the main point of contact and bilingual liaison between the college and our Latino population. She actively promotes college as an option for Latino students by serving on Carson City School District committees, as well as the Carson City Quality of Life committee sponsored by the District Attorney. Additionally, she is called upon to give numerous presentations to the Latino students and their parents at the elementary, middle school and high school level both in Carson City and neighboring counties. She also networks with the local churches and community organizations to facilitate initiatives supporting Latino success in higher education. These efforts are supported by the college president and by the college as a whole. The effectiveness of these initiatives is shown through the marked increase in Latino students. The percentage of Latino students attending WNC rose from 9% in 2005 to 16% in 2010. The college Latino representation is now higher than the percentage of Latinos in our service area (13%). As a result of these efforts, the Hispanic Association of Colleges and Universities has designated WNC as an Emerging Hispanic Serving Institution. The college has applied for and received a Letter of Designation allowing us to apply for Title III and Title V funding.

WNC diversity efforts are also represented through the following groups and organizations:

• Quality of Life Committee (sponsored by District Attorney)
• St. Teresa of Avila Latino Community Outreach
• Carson City School District and Carson City School District Parent Liaisons

Latino Parent Empowerment Workshops

What started as a small pilot program sponsored by the college, the workshops for Latinos have grown dramatically since its inception in 2008. We now have established a partnership with the District Attorney and Partnership Carson City. Through these partnerships we are now able to expand the availability of the workshops and bring them out into the underrepresented areas of Carson City. Additionally, we have been able to offer these workshops in Churchill County. In addition to empowering the parents, these workshops promote the college, by covering all major departments in Academic and Student Affairs. We are delighted to report that 410 Latino parents

have taken advantage of this opportunity provided by the college. From this initial effort, we are pleased to report an initiative which is an outgrowth of these parenting workshops. A group of individuals who completed the workshops have formed a community ambassador group. The purpose of this group is to provide support to other Latino families by educating them how to navigate the educational system so that they can be involved in their children's education.

College101 for Adults

Each semester, the Latino Outreach Coordinator presents to the advanced ELL students the basic steps to become a college student. The students have the opportunity to ask questions about college and career opportunities. They receive a tour of the Student Services departments and are invited to sign up for admission. The purpose is to encourage them to continue their education after they complete the ELL program.

Financial Aid Night

In cooperation with Carson High School and Dayton High School, the college offers a Financial Aid Night, promotes this to the Latino community through church announcement and through the Latino Parent Liaison at the high school. Students and their parents receive assistance in completing both their FAFSA and WNC scholarship applications.

Latino Student Club

A Latino Student Club was initiated at the Carson campus in 2008 to provide a welcoming environment for Latinos. The members of the club promote higher education through fundraising events held on campus and off campus. They raise funds to provide scholarships to other WNC students. In addition, the students go out to the high schools and middle schools to make the initial connection and to inspire other Latino students.

Student Ambassadors

Latino students are working on campus as student ambassadors. They go out to the high schools with Bridge to Success, help with athletics events and go out into the community with Latino outreach efforts to promote the college.

Latino Cohort Program

The Latino Cohort Program is modeled on national best practices. It is designed to increase the rate at which Latino students complete their classes, re-enroll in a subsequent semester, and complete their associate degrees.

Elements of the program:
• Students must complete the Bridge to Success Program
• Apply to the college
• Take a placement test
• Meet with an assigned college counselor to develop a degree plan
• Register for the Fall semester
• Apply for financial aid
• Sign up for a college orientation
• Sign up for Summer Bridge
• English Developmental Class
• Strategies for Success

• Participants of the Latino Cohort and their parents attend a conference to review their educational plan and reiterate their commitment to the program
• Cohort students and their parents attend a culminating activity which stresses commitment to degree completion.
• Students meet weekly with their Peer Academic Coach. Coaches provide supplemental instruction, support and encouragement.
• Mid-term grades are reviewed with the student and their academic advisor to develop an educational plan for completing their class successfully.

The Latino Cohort program began in fall 2010 with 33 students. We are delighted to report that 100% of these students re-enrolled into the spring 2011 semester. Of even greater significance is the 90% re-enrollment rate from fall 2010 to fall 2011. As a result of these opportunities, the Latino Cohort students are significantly outpacing the average college student in semester-to-semester course completion rates (94% to 64%).

The graduation rate for the 2010 Latino Cohort was 52% compared to a college-wide rate of 20%.

Faculty Diversity Efforts
WNC initiated six searches leading to hire of two executive faculty, one academic faculty, and three administrative faculty hires in the 2012-2103 fiscal year. One of the new faculty members identified himself as an Armed Forces Service-Medal Veteran. The college has filled a number of critical positions with temporary appointments due to the ongoing budgetary uncertainty. During the 2012-2013 fiscal year, WNC efforts related to faculty diversity included:

PeopleAdmin Applicant Tracking System Implementation: WNC Human Resources staff worked with PeopleAdmin on the design, testing, and implementation of a new version of the PeopleAdmin applicant tracking system and completed a refresh of all part-time instructor applicant pools; this included re-posting position announcements, notifying existing applicants to re-apply in the new system, and placing newspaper advertisements in all WNC service areas.

Affirmative Action Plan: In the past, WNC contracted with Biddle Company to review and update the WNC Affirmative Action Plan, including an in-depth analysis of the workforce by gender and race/ethnicity within each job title, action-oriented programs, identification of under-represented groups, and establishment of placement goals for under-represented groups. In 2012-13, WNC purchased an AutoAAP software license from Biddle Company and WNC Human Resources staff received training on the software in order to transition to in-house completion of the required workforce analyses and Affirmative Action Plan review and update.

Affirmative Action/EEO/Non-discrimination Statement: The college publishes its Affirmative Action/EEO/Non-discrimination Statement in its publications and position announcements, and posts the statement to its website, in every classroom, and in common areas throughout the college's three campuses and centers. The statement provides as follows:

WNC is guided by the principle that there shall be no difference in the treatment of persons because of race, religion, color, age, sex, including a pregnancy-related condition, sexual-orientation, military status or military obligations, disability, including veterans with service-connected disabilities, or national origin, and that equal opportunity and access to facilities shall be available to all. Similarly, there shall be no difference in the treatment of persons who file charges of discrimination, participate in a discrimination proceeding, or otherwise oppose discrimination. It is our policy to comply fully with

the non-discrimination provision of all state and federal regulations with regard to recruitment, admission, financial aid, activities, hiring, promotions, training, terminations, benefits and compensation.

Affirmative Action/EEO Mailing List: WNC Human Resources sends position announcement brochures for all faculty positions to a list of identified affirmative action/EEO agencies.

Position Announcement Brochure: A hard-copy position announcement brochure is created for each search. As stated above, the brochure is sent to the list of affirmative action/EEO agencies. It is also provided to search committee members for additional outreach.

Faculty Search Committee Orientation/Training and Process: WNC Human Resources conducts search committee orientation with each search committee. The orientation addresses the college's affirmative action plan and goals and diversity, as well as the institution's responsibility to diversify its faculty and staff. In addition, affirmative action review is conducted during the search process to aid in meeting diversity goals.

Faculty Search Outreach: WNC Human Resources conducts extensive outreach for faculty searches. This includes posting position announcements in local and national publications. For example, the college posts position announcements to its website, and advertises vacancies in local newspapers, the Chronicle of Higher Education, HigherEdJobs.com, and Hispanic Outlook or the Hispanic Association of Colleges and Universities. The college also takes advantage of free online recruitment sources such as Facebook and Craigslist.

Diversity Awareness/Education: WNC Human Resources provides training to all faculty and staff in the identification and prevention of sexual harassment and discrimination. WNC Human Resources staff members participated in college-wide and system-wide diversity efforts, including the NSHE Equity and Diversity Committee and Summit, and the NSHE Job Fair and Recruitment Database Committees.

Desert Research Institute (DRI)

FY 2013 *D*iversity, *R*espect, *I*nclusion

Diversity Plan - Goals and Objectives FY 2013 with Outcomes

This report summarizes the efforts of the FY 2013 which is organized under three primary goals.

Goal I: Education and Assessment: Develop and maintain a campus environment that respects differences and encourages inclusiveness.

Objective 1: *Demonstrate the commitment of DRI leadership and committees through actions and programs that communicate and support core values of diversity, respect, and inclusion.*

 Outcomes:

The Diversity Officer and the Special Assistant to the President provided communication to Executive Staff in an annual meeting on the results of diversity initiatives. Results include data on the current Affirmative Action Plan (AAP) goals, NSHE annual diversity report, and community outreach activities. The Diversity Officer and the Special Assistant to the President served on planning committees for the North and South Summit Diversity Conferences. The President and senior leaders attended both the Northern and Southern Diversity Conferences. DRI has involved faculty and technologist in the development and implementation of a diversity plan to formulate goals and measurable outcomes in recruitment and retention. DRI has worked to establish a culture of inclusivity by acknowledging the value of diversity, modeling respectful treatment of others, and valuing differences in the workplace.

The critical success factors in the best practices for diversity are leadership and management commitment; employee involvement; sustained investment; diversity indicators; accountability; measurement and evaluation; and linkage to organizational goals and objectives. These are the factors that DRI has built into their plan with diversity goal and objectives.

Objective 2: *Develop and implement assessment measures to evaluate the progress and effectiveness of institutional practices and programs valuing inclusion and respect which enhances the diversity of DRI's workforce.*

 Outcomes:

DRI assessment measures include 5-year data on hires, terminations, promotions and demographics of all EEO job groups. The Human Resources Office completes an Institutional Report each year that contains spreadsheets and graphs on gender and race/ethnic breakdown per employee category and faculty/technologist turnover tracked from 2008-13. The faculty percent minority composition has increased from 11% in FY 2008 to 15% in FY 2013 and the postdoctoral fellows composition has increased from 56% to 64% in FY 13. The faculty percent female composition has increased from 27% in FY 2008 to 29% in FY 13. The turnover for faculty was 2% in 2008 and is 2.2% in 2013. The charts on institutional data are posted on the DRI internal web page each year for all employees to see the demographic and employment trends for a 5-year period.

DRI faculty FY 13: DRI had 194 faculty composed of 29% females and 71% males with 15% minority (2.5% Hispanics, .5% Black, 11% Asian, 3.5% American Indian).

Postdoctoral fellows in FY 2013: DRI had 14 postdoctoral fellows composed of 3 (21%) females and 9 (64%) males with 9 (64%) minorities.

Technologist in FY 2013: DRI had 70 technologists composed of 40 (57%) females and 30 (43%) males.

Goal II: Recruitment and Retention: develop and implement practices and programs that ensure the recruitment, retention, and representation of minorities and women on DRI's campuses.

Objective 1: *Implement recruitment plan/procedures designed to increase diversity in the faculty and staff from the demographics* (underutilization) *where indicated by goals in the Affirmative Action Plan (AAP).*

Outcomes: The Placement Goals in AAP for FY13 show no goals needed to be established for the executive job group; a goal of two females for rank IV faculty; a goal of one female and one minority for rank III faculty; no goals needed for rank II faculty; no goals needed for postdoctoral fellows; a goal of two minorities for administrative professionals; a goal of one minority for paraprofessionals; and a goal of three females needed for service maintenance.

Recruitment for faculty position decreased in FY13 to seventeen (17) positions from twenty- two (22) in FY12. Recruitment for technologist positions increased to nine (9) in FY13 from seven (7) in FY12. DRI has established a special pool of funds to support the recruitment of minority and female faculty. The Vice President for Research (VPR) Office has about $120,000 annually to support the recruitment of faculty and postdoctoral fellows and DRI division match these funds on a one-to-one basis.

DRI makes extensive efforts to attract a diverse pool of candidates through advertising in minority journals and contacting professional associations, sending out brochures to minority scientific and engineering universities, and contacting minority associations to increase the pipeline of minority candidates. Educating search committees to recognize the value of diversity and to work toward an inclusive search process to increase the participation of minorities in the applicant pool. Increasing the recruitment of minority/female postdoctoral fellows to provide for recruitment or promotion to the professorial and scientist/engineer tracks.

Objective 2: *Identify and implement best practices and programs that increase faculty retention among all employees and take action to identify and eliminate barriers for retention of minorities.*

Outcomes To retain environmental research faculty in a soft-money environment, DRI must provide competitive compensation and benefits packages to attract and retain those entrepreneurial faculty. From a report on causes of turnover for faculty, President Wells established a Faculty Support Program for researchers rank II, II, IV to provide hard money support for developing new research directions, attending professional functions, mentoring students and junior faculty, and preparing peer-reviewed journal manuscripts.

Objective 3: *Provide career development for promotion/reclassification and succession planning for all employees and take action to identify and remove any barriers for professional development for minorities.*

Outcomes:

Promotion metrics for FY 13 show 1 minority and 3 females promoted out of 8 promotions. Rank I (postdoctoral fellows and staff scientist) show the greatest diversity with 11 minorities and 13 Whites with 16 males and 8 females. Each division plans to mentor rank I faculty for retention, development, and promotion of these rank I faculty to increase diversity throughout the ranks.

Faculty have a section on their MBOs to set goals if they are seeking promotion in the near future. This ensures that faculty understand the criteria for promotion and are given constructive feedback on their work and progress towards promotion. Informal and formal mentoring for junior faculty will provide guidance on the promotion process.

Objective 4: *Implement recruitment plan/procedures that promote inclusion and diversity of minorities in graduate students (GRAs)*

Outcomes:

DRI has Graduate Programs in Hydrologic Sciences, Atmospheric Sciences, and Earth and Ecosystem Sciences. The graduate programs are collaborations between UNR or UNLV and DRI. For FY 13 DRI had 48 GRAs comprised of 29 (60%) males and 19 (40%) females with 9 (19%) minorities (6.25% Hispanic, 12.5% Asian).

DRI awards five graduate scholarships and fellowships including George Burke Maxey Award in Water Resources, George Burke Maxey Fellowship, the Colin Warden Memorial Endowment, the Jonathan O. Davis Scholarship in Quaternary Sciences and the General Frederick Lander Scholarship for Native Americans. The General Frederick Lander Scholarship for Native Americans consists of annual awards of $3,000 to American Indian or Alaskan Native students at the University of Nevada, Las Vegas, and the University of Nevada, Reno.

Goal III: Partnership and Outreach: Build and strengthen partnerships with business, civic, education and community organizations that promote respect and inclusion and foster diverse communities.

Objective 1: *Develop partnerships and collaborative opportunities with the broader community affiliated with and served by DRI.*

Outcomes:

The GreenPower Program promotes and supports the education of Nevada's pre K-12 students about environmental and climate topics. The demographics of the schools that GreenPower serves for Greenboxes or training/workshops are Washoe County has 46 GreenPower schools (out of 93 schools) with 44.7% Free or Reduced Lunches and 13.5% Limited English Proficient; Clark County has 67 GreenPower schools (out of 357) schools) with 75.1% Free and Reduced Lunches and 19% with Limited English Proficient; 23 other GreenPower schools outside two counties with 28% Free or Reduced Lunches and 12 % Limited English Proficient.

GreenPower has several partners in education in Southern and Northern Nevada, State, and National who have helped expand the outreach and impact of our core teachings in renewable energy, conservation, and sustainability in FY 13. These partners in education included:

- Southern Nevada: Green Chips, Southern Nevada Science and Math Teacher Association, CHOLLA: Connecting Hands Offering Lifelong Learning Adventure.
- Northern Nevada: GreenPower was also a partner in GREENevada – Growing Resources for Environmental Education in Nevada - a coalition of like-minded non-profit organizations.
- Statewide: US Green Building Council, Governors Workforce Investment Board, Nevada State Science Teachers' Association, STEM Coalition- Gathering Genius, Nevada EnergyWise Educators; State-wide: US Green Building Council Apple Day of Service.
- Green Power participated in many events in Southern Nevada: Green Fest, Convene for Green, MGM Teacher Welcome Back to School, Solarbration, Science Bowl, Clean Energy Summit, Indoor Agriculture Conference, Las Vegas Science and technology Festival, Southern Nevada science and Math Teacher Conference; in Northern Nevada Reno Earth Day, Pinceone Awards, STEM Coalition Conferences, Science Olympiad, Science and Math m\Mini Conference;
- National : National Science Teachers Association STEM Conference, Association for the Advancement of Sustainability in Higher Ed; National Science Teacher Association, National Environmental Science Educator association, Green Schools Network

Objective 2: *Enhance DRI's visibility among minority colleges and organizations; participate in minority chamber meetings.*

Outcomes:

 DRI's Special Assistant to the President participated in the Urban Chamber of Las Vegas, other minority Chambers of Southern Nevada, and the NAACP Education Committee of Nevada; participated in the United Negro college fund, the Department of Navy Air Force Research; interacted with the White House Initiative on Historically Black Colleges and Universities; active in the American Association of Blacks in Higher Education (AABHE) and the National Minority Serving Institutes Research Partnerships Consortium (MSRIPC) which includes African-American, Hispanic, and Native American members; and collaborates with the National Postdoctoral Association to enhance postdoctoral recruitment for DRI.

Other diversity outreach efforts include a partnership with the National Society of High School Scholars (NSHHS) which has 90,000 members. These are students with a 3.5 grade point average who are primary STEM students composed of 48% non-white.

Nevada System of Higher Education (NSHE)

NSHE is committed to supporting campuses that are reflective of the state population to meet the current and future social, economic and workforce needs of a highly diverse state. The following is a summary of the most notable initiatives that System leadership is engaged in to help create diverse and inclusive policies and practices.

Board of Regents Cultural Diversity Committee

This committee studies issues and recommends policies to the Board in an effort to promote cultural and ethnic diversity throughout the System in order to ensure access and equity for all students. The committee reviews and examines issues, information, and activities that promote diversity among the students, staff and faculty of the System; examines information and indicators of student access and equity; makes recommendations to the Board intended to create, enhance, promote, and support an educational environment that welcomes all cultural and ethnic minorities; and takes actions appropriate to increase awareness, visibility, and emphasis of campus diversity programs. Presidents from NSHE institutions are asked to present institutional diversity plans and updates on these plans on a regular basis.

Equity, Diversity, and Inclusion Council (EDIC)

The Equity, Diversity and Inclusion Counsil (EDIC) began in 2009 with the leadership of Regent Cedric Crear who was the Chair of the Cultural Diversity Committee (CDC). The CDC is a Board committee which was formed to address the various issues of diversity across the system. However, there was no system-wide internal committee designed to bring issues with solutions to the attention of the Presidents, Chancellor, and the Regents. Issues with solutions might require policy changes and have funding implications, hence, the necessity for EDIC. The initial composition of the committee included: Chief diversity officers or representatives from each of the NSHE institutions and one college president. The first issue EDIC took up was about supply chain inclusion. A top specialist in this field was recruited by the EDIC and a report was presented to the Board of Regents on December 4, 2009. Policy changes were made after a review by the chief legal counsel, Bart Patterson. The Chancellor made this his priority and regular updates on supply chain inclusion were provided to the Board. This area of responsibility was delegated to the Chancellor's chief counsel. The efforts have since been institutionalized and are now monitored at the local institutions and system level.

For two years, EDIC addressed its mission and dealt with Best Practices, such as diversity scorecard and programs supporting under-supported students, as well as pathways to become Hispanic Serving Institutions (HIS).

EDIC Membership

In December 2011, the composition of EDIC was altered, becoming the only body to include every President in the system along with at least one chief diversity officer or diversity representative from each institution. The purpose of this one-of-a-kind committee structure was to more actively involve the Presidents in problem solving and to expedite efforts as colleagues working directly with issues on the campuses brought those issues, concerns, solutions, and best practices forward.

Nevada Complete College America

Nevada is one of 33 states who have committed, through a pact with Complete College America, to increase the number of students who complete college with a certificate or degree. Nevada was among the first group of states to join the Alliance. Under this pact, Nevada agreed to: 1) Establish annual state and campus-specific degree and credential completion goals through 2020; 2) Develop and implement aggressive state and campus level action plans for meeting the state's college completion goals; and 3) Collect and report common measures of progress. Furthermore, Complete College America aligns directly with The National Governors' Association Initiative, Complete to Compete.

Supplier Diversity Spending and Inclusion Policy

In June, 2012, the Board of Regents approved the Supplier Diversity Spending and Inclusion Policy (*Handbook*, Title 4, Chapter 10, Section 2) which states:

> 1. The NSHE supports equal opportunity for minority-owned, women-owned and other small disadvantaged business enterprises (MWDBE) to compete for contracts awarded by NSHE institutions. The NSHE supports efforts to encourage local businesses to compete for NSHE contracts. In addition, the NSHE supports finding opportunities for such MWDBE and local business concerns to participate as subcontractors or tier 2 suppliers in large contracts. A " tier 2 supplier" or subcontractor is a supplier who is contracted for goods or services with the prime contractor, and may include, but is not limited to MWDBE and local business enterprises.

> 2. NSHE institutions shall report annually to the Cultural Diversity Committee on tier 2 supplier expenditures with MWDBE and local business concerns for prime contracts awarded by NSHE institutions that exceed $1,000,000. The Vice chancellor for Budget and Finance shall develop procedures defining the information that must be included in each report.

The following March, the Board of Regents also approved changes to the *Procedures and Guidelines Manual* (Chapter 5, Section 2, Parts II and III) outlining the reporting requirements mandated in the Supplier Diversity Spending and Inclusion Policy:

> II. Tier 2 & Subcontractor Reporting Requirements

> a. The Nevada System of Higher Education supports equal opportunity for minority-owned, women-owned, and other small disadvantaged business enterprises (MWDBE) to compete for contracts awarded by NSHE institutions. The NSHE also supports efforts to encourage local businesses to compete for NSHE contracts. In addition, the NSHE supports finding opportunities for such MWDBE and local business concerns to participate as subcontractors or Tier 2 suppliers in large contracts. A "Tier 2 supplier" or subcontractor is a supplier who is contracted for goods or services with the prime contractor, and may include, but is not limited to MWDBE and local business enterprises.

> b. Bid Evaluations for Prime Contractors. NSHE institutions shall require bid documents and resulting prime contracts for the purchase of goods or services that exceed $1,000,000 include the bidder's historical and anticipated commitment to Tier 2 MWDBE and local business enterprises, including but not limited to indication of

certification as a minority or women-owned business enterprise, and local subcontractor/local supplier spending. The bid documents and resulting contracts must contain a list of the Tier 2 businesses or suppliers, including any MWDBE or local business enterprises that will be given the opportunity to bid as subcontractors.

c. Annual Reporting by Prime Contractor. Bid documents and resulting contracts for the purchase of goods or services that exceed $1,000,000 must, at a minimum, contain a requirement for the prime contractor/supplier to annually report expenditures with MWDBE business concerns, and to also annually report expenditures with local subcontractors. These annual reports pertain only to expenditures that are directly attributable to the NSHE prime contract. This provision is not applicable to contracts for utilities or sponsored projects. The annual report should contain the following information for the most recently completed fiscal year:

(1)   The name, city and state; type of each local, women-owned, minority and/or disadvantaged subcontractor (Tier 2 supplier or local subcontractor); and any certification awarded as a local, women-owned, minority or disadvantaged subcontractor, including the entity that awarded the certification. If a business concern meets more than one definition (e.g. local and women-owned, or minority and women owned), that should be identified;

(2)   A description of the goods or services purchased; and

(3)   The amount of expenditures with the subcontractor attributed to the prime contract for the 12 month period.

Exceptions to this reporting requirement may be established by the Vice chancellor of Finance in situations where the contract is unlikely to generate Tier 2 or local subcontractor spending, or if there are legal impediments. Institutions or business centers may adopt more detailed requirements and may also apply similar reporting requirements for contracts under $1,000,000. Federal contracts and grants may also have more detailed requirements for MWDBE spending.

d. Definition of Local Subcontractor. "Local subcontractor" is intended to mean a business concern that is a) owned 51 percent or more by Nevada residents, b) is headquartered in Nevada, or c) a majority of employees of the business are Nevada residents.

e. Definition of Disadvantaged Business Enterprise (DBE). "Disadvantaged Business Enterprise" is intended to mean a business concern owned by a minority or woman that is at least fifty-one percent (51%) unconditionally owned by one or more minority or women individuals who are both socially and economically disadvantaged, or a publicly owned business that has at least fifty-one percent (51%) of its stock unconditionally owned by one or more such individuals and that has its management and daily business controlled by one or more such individuals. Individuals who certify that they are a member of named groups, i.e. African Americans, Hispanic Americans, American Indians and Alaska Natives (Eskimos and Aleuts) and Asian and Pacific Island Americans are to be considered socially and economically disadvantaged.

f. Definition of Minority Business Enterprise (MBE). "Minority Business Enterprise" is intended to mean a business concern owned by one or more minority individuals that is at

least fifty-one percent (51%) unconditionally owned by one or more minority individuals, or a publicly owned business that has at least fifty-one percent (51%) of its stock unconditionally owned by one or more such individuals and that has its management and daily business controlled by one or more such individuals. Individuals who certify that they are a member of named groups, i.e. African Americans, Hispanic Americans, American Indians and Alaska Natives (Eskimos and Aleuts) and Asian and Pacific Island Americans are to be considered socially and economically disadvantaged.

g. Definition of Women-Owned Business Enterprise (WBE). "Women-Owned Business Enterprise" is intended to mean a business concern owned by one or more women that is at least fifty-one percent (51%) unconditionally owned by one or more women, or a publicly owned business that has at least fifty-one percent (51%) of its stock unconditionally owned by one or more such individuals and that has its management and daily business controlled by one or more such individuals.

III. Supply Chain Diversity (Tier I):

In an effort to diversify the NSHE supplier base and engage local and MWDBE vendors when possible, NSHE institutions will utilize the following supplier outreach process:

All formal solicitations must be distributed through one or more approved vendor outreach channels. The vice chancellor of finance will prepare and maintain a list of outreach channels.

Each purchasing center will designate a supplier outreach coordinator. The supplier outreach coordinator will be identified on the institution's website and in procurement documents and will assist local and disadvantaged vendors with solicitations, questions, and vendor training.

NSHE institutions will report annually the Tier I MWDBE vendor expenditures for the most recently completed fiscal year.

Appendix A

Changes in the Statewide Demographics by Race/Ethnicity and NSHE Service Area

2012	**Black**	**American Indian**	**Asian / Pacific Islander**	**Hispanic**	**White**	**Minority**
Statewide	7.1%	1.3%	6.7%	26.1%	58.8%	41.2%
Southern Nevada						
Clark County (UNLV, NSC)	9.2%	0.8%	7.6%	28.6%	53.7%	46.3%
CSN Service Area	9.0%	0.9%	7.5%	28.1%	54.5%	45.5%
Northern Nevada						
Washoe County (UNR)	2.2%	1.9%	6.2%	23.2%	66.4%	33.6%
GBC Service Area	0.8%	3.7%	1.2%	16.9%	77.3%	22.7%
TMCC Service Area	2.2%	1.9%	6.2%	23.2%	66.4%	33.6%
WNC Service Area	1.8%	2.3%	4.8%	20.1%	71.0%	29.0%

Source: Nevada Demographer

2020	**Black**	**American Indian**	**Asian / Pacific Islander**	**Hispanic**	**White**	**Minority**
Statewide	7.2%	1.3%	6.9%	29.4%	55.3%	44.7%
Southern Nevada						
Clark County (UNLV, NSC)	9.3%	0.8%	7.8%	32.0%	50.1%	49.9%
CSN Service Area	9.1%	0.9%	7.6%	31.4%	51.0%	49.0%
Northern Nevada						
Washoe County (UNR)	2.3%	2.0%	6.6%	27.5%	61.7%	38.3%
GBC Service Area	0.8%	3.3%	1.3%	18.5%	76.0%	24.0%
TMCC Service Area	2.3%	1.9%	6.6%	27.5%	61.7%	38.3%
WNC Service Area	1.9%	2.3%	5.2%	23.7%	67.0%	33.0%

Source: Nevada Demographer

WNC 2012 Service Area	Carson City, Churchill, Douglas, Lyon, Mineral, Pershing, Storey and the rural areas of Washoe county with the exception of Incline Village (above demographic information does not include rural areas of Washoe County).
TMCC 2012 Service Area	Greater urban area of Reno-Sparks and Incline Village (above demographic information includes all of Washoe County)
GBC 2012 Service Area	Elko, Eureka, Humboldt, Lander, Nye, White Pine
CSN 2012 Service Area	Clark, Esmeralda, Lincoln, and Nye
UNLV, UNR, NSC	Nevada – all counties

NSHE Student Headcount by Ethnic/Racial Minority Status - All Levels

	Fall Semesters	White, non-Hispanic	Black, non-Hispanic	Hispanic	American Indian or Alaska Native	Asian	Native Hawaiian or Other Pacific Islander	Two or More Races	Total	Percent Minority
NSHE	2012	51,957	7,505	20,416	964	9,680	1,407	4,787	96,716	46.3
	2009	61,339	8,059	20,269	1,233	9,954	2,081	2932	105,867	42.1
	2002	56,292	5,609	9,780	1,324	8,065			81,070	30.6
UNLV	2012	11,892	2,078	5,256	121	4,000	462	1,573	25,382	53.1
	2009	14,297	2,272	4,272	216	4,187	579	1,021	26,844	46.7
	2002	14,687	1,721	2,259	223	2,862			21,752	32.5
UNR	2012	12,148	610	2,419	152	1,146	68	942	17,485	30.5
	2009	12,064	424	1,737	152	953	141	517	15,988	24.5
	2002	11,107	324	885	186	970			13,472	17.6
NSC	2012	1,631	370	657	24	333	65	154	3,234	49.6
	2009	1,246	235	475	25	253	60	87	2,381	47.7
	2002	127	15	18	3	8			171	25.7
CSN	2012	13,834	3,983	8,628	287	3,417	727	1,394	32,270	57.1
	2009	18,297	4,626	10,412	360	3,754	1,061	850	39,354	53.5
	2002	17,422	3,233	5,095	343	3,526			29,619	41.2
GBC	2012	2,227	89	425	110	55	12	74	2,992	25.6
	2009	2,792	65	437	112	48	12	35	3,501	20.3
	2002	1,909	10	206	131	13			2,269	15.9
TMCC	2012	7,264	320	2,586	157	638	48	362	11,375	36.1
	2009	8,728	357	2,204	229	646	187	312	12,663	31.1
	2002	7,330	237	955	266	588			9,376	21.8
WNC	2012	2,961	55	445	113	91	25	288	3,978	25.6
	2009	3,921	80	732	139	113	41	110	5,136	23.7
	2002	3,710	69	362	172	98			4,411	15.9

*Excludes non-resident aliens and race/ethnicity unknown

Source: IPEDS Enrollment

Appendix C

NSHE Student Pipeline

		American Indian Alaska Native	Hispanic	Black	White	Asian	Native Hawaiian Pacific Islander	Multi Race
UNLV	Fall 2012 NSHE Enrollment	0.5%	20.7%	8.2%	46.9%	15.8%	1.8%	6.2%
	2011-12 Clark HS Enroll	0.6%	39.9%	13.1%	31.9%	7.3%	1.6%	5.8%
	2011-12 Clark K-12 Enroll	0.5%	43.4%	12.0%	30.2%	6.6%	1.5%	5.8%
UNR	Fall 2012 NSHE Enrollment	0.9%	13.8%	3.5%	69.5%	6.6%	0.4%	5.4%
	2011-12 Washoe HS Enroll	1.7%	34.0%	3.0%	51.2%	5.2%	0.7%	4.1%
	2011-12 Washoe K-12 Enroll	1.8%	37.5%	2.6%	48.1%	4.7%	0.9%	4.4%
NSC	Fall 2012 NSHE Enrollment	0.7%	20.3%	11.4%	50.4%	10.3%	2.0%	4.8%
	2011-12 Clark HS Enroll	0.6%	39.9%	13.1%	31.9%	7.3%	1.6%	5.8%
	2011-12 Clark K-12 Enroll	0.5%	43.4%	12.0%	30.2%	6.6%	1.5%	5.8%
CSN	Fall 2012 NSHE Enrollment	0.9%	26.7%	12.3%	42.9%	10.6%	2.3%	4.3%
	2011-12 Svc Area HS Enroll	0.6%	39.4%	12.9%	32.7%	7.2%	1.6%	5.6%
	2011-12 Svc Area K-12 Enroll	0.6%	42.9%	11.8%	31.0%	6.5%	1.5%	5.7%
GBC	Fall 2012 NSHE Enrollment	3.7%	14.2%	3.0%	74.4%	1.8%	0.4%	2.5%
	2011-12 Svc Area HS Enroll	4.6%	25.6%	1.5%	65.7%	1.2%	0.7%	0.7%
	2011-12 Svc Area K-12 Enroll	4.5%	27.8%	1.6%	63.6%	1.0%	0.5%	1.1%
TMCC	Fall 2012 NSHE Enrollment	1.4%	22.7%	2.8%	63.9%	5.6%	0.4%	3.2%
	2011-12 Svc Area HS Enroll	1.7%	34.0%	3.0%	51.2%	5.2%	0.7%	4.1%
	2011-12 Svc Area K-12 Enroll	1.8%	37.5%	2.6%	48.1%	4.7%	0.9%	4.4%
WNC	Fall 2012 NSHE Enrollment	2.8%	11.2%	1.4%	74.4%	2.3%	0.6%	7.2%
	2011-12 Svc Area HS Enroll	3.6%	24.0%	1.0%	65.5%	1.8%	0.3%	3.8%
	2011-12 Svc Area K-12 Enroll	3.7%	26.5%	0.9%	62.1%	1.6%	0.3%	4.8%

Sources: IPEDS, Nevada Department of Education

Appendix D

High School Enrollment and College Continuation Rates by Geographic Region or Service Area

Nevada High School Enrollment: 2011-12

	Total Number	American Indian Alaska Native	Hispanic	Black	White	Asian	Native Hawaiian Pacific Islander
Clark County	92,436	0.6%	39.9%	13.1%	31.9%	7.3%	1.6%
Washoe County	20,367	1.7%	34.0%	3.0%	51.2%	5.2%	0.7%
CSN Svc Area	94,646	0.6%	39.4%	12.9%	32.7%	7.2%	1.6%
GBC Svc Area	6,767	4.6%	25.6%	1.5%	65.7%	1.2%	0.7%
TMCC Svc Area	20,367	1.7%	34.0%	3.0%	51.2%	5.2%	0.7%
WNC Svc Area	8,373	3.6%	24.0%	1.0%	65.5%	1.8%	0.3%

High School Graduation Rates – Class of 2012

American Indian Alaska Native	Hispanic	Black	White	Asian	Native Hawaiian or Other Pacific Islander
52.5%	53.4%	43.9%	71.2%	73.2%	80.2%

Continuation to Postsecondary Education – Class of 2012

		American Indian Alaska Native	Hispanic	Black	White	Asian
Clark County	% Continue to NSHE	34.6%	48.2%	46.6%	47.3%	68.0%
	% Continued Anywhere*	50.0%	54.3%	63.4%	64.1%	76.6%
Washoe County	% Continue to NSHE	48.8%	61.0%	61.3%	57.4%	79.8%
	% Continued Anywhere*	58.5%	65.1%	75.8%	71.6%	85.9%
CSN Svc Area	% Continue to NSHE	37.2%	48.2%	46.5%	47.3%	67.9%
	% Continued Anywhere*	51.2%	54.3%	63.3%	63.9%	76.5%
GBC Svc Area	% Continue to NSHE	48.9%	38.7%	30.0%	46.9%	37.5%
	% Continued Anywhere*	55.6%	50.2%	40.0%	59.2%	62.5%
TMCC Svc Area	% Continue to NSHE	48.8%	61.0%	61.3%	57.4%	79.8%
	% Continued Anywhere*	58.5%	65.1%	75.8%	71.6%	85.9%
WNC Svc Area	% Continue to NSHE	42.5%	55.8%	52.9%	48.0%	49.0%
	% Continued Anywhere*	47.5%	61.7%	58.8%	60.4%	59.2%

Source: Nevada Department of Education; NSHE Data Warehouse. Includes students who earned a standard, advanced, or honors diploma.
*Includes all postsecondary institutions including private and out-of-state institutions.

The minority enrollments in the state's K-12 public education system indicate that there will be a potential for increases in minority enrollments at NSHE institutions as these students work their way through the education pipeline. However, as demonstrated in the example below, high school graduation rates and college continuation rates affect enrollment at NSHE institutions. Using detailed K-12 enrollment and college continuation data, the same example can be applied by service area.

	Asian	Black	Hispanic	American Indian or Alaska Native	Native Hawaiian or Other Pacific Islander	Two or More Races
Number of Students Enrolled in a Nevada High School, 2011-12 - Grades 9-12	8,613	13,673	48,776	1,619	1,779	6,823
2011-12 HS Graduation Rate	73.2%	43.9%	53.4%	52.5%	80.2%	80.0%
Based on 2011-12 High School Graduation Rates, # Students Enrolled in High School who will Graduate	6,305	6,002	26,046	850	1,427	5,458
Continuation Rate of the High School Class of 2012 to NSHE Institutions	68.8%	47.1%	50.0%	42.7%	50.2%	51.6%
Based on 2011 Continuation Rates, # Students Enrolled in High School that NSHE will Capture	4,338	2,827	13,023	363	716	2,816
Result: If graduation and continuation rates remain the same, percent of the students enrolled in a Nevada high school during 2011-12 that will enroll in an NSHE institution:	50.4%	20.7%	26.7%	22.4%	40.2%	41.3%

Appendix E

Graduation Rates

2012 Graduation Rates by Race/Ethnicity – Universities and State College

	American Indian or Alaska Native	Asian	Native Hawaiian or Other Pacific Islander	Black or African American	Hispanic or Latino/ Hispanic	White, non-Hispanic	Total All Students
UNLV	38.1%	48.4%	N/A	29.3%	39.4%	40.6%	41.5%
UNR	21.4%	61.7%	N/A	38.6%	44.2%	56.2%	53.6%
NSC	0.0%	20.7%	N/A	5.9%	5.6%	19.3%	15.9%

2012 Graduation/Transfer Rates by Race/Ethnicity – Community Colleges

	American Indian or Alaska Native	Asian	Native Hawaiian or Other Pacific Islander	Black or African American	Hispanic or Latino/ Hispanic	White, non-Hispanic	Total All Students
CSN	29.4%	43.0%	17.9%	22.7%	20.7%	35.9%	31.6%
GBC	38.5%	100.0%	N/A	66.7%	51.7%	48.1%	49.3%
TMCC	12.5%	44.7%	25.0%	33.3%	26.5%	35.3%	33.3%
WNC	14.3%	57.1%	N/A	33.3%	41.7%	48.7%	47.7%

Note: Graduation rate is defined as first-time, full-time, degree-seeking students graduating with a bachelor's degree within 150% time of normal completion: 6 years, an associate's degree in 3 years, or a certificate in 1 ½ years. The transfer rate includes students who transferred out within 150% time of normal completion.

Appendix F

Number of Awards Conferred by Race/Ethnicity and Percentage Minority Distribution for NSHE Institutions: 2011-12

Institution	White	Black	Hispanic / Latino	Asian	Native Hawaiian Pacific Islander	American Indian Alaska Native	Two or More Races	Total	2011-12 Percent Minority	2001-02 Percent Minority
UNLV										
Bachelor's	1,788	245	554	507	60	21	167	3,342	46.5%	29.9%
Graduate*	1,006	104	116	125	12	9	41	1,413	28.8%	17.4%
UNR										
Bachelor's	1,903	56	249	146	5	23	142	2,524	24.6%	15.9%
Graduate*	590	11	39	49		N	26	718	17.8%	12.6%
NSC										
Bachelor's	153	17	48	20	N	N	24	268	42.9%	N/A
CSN										
Certificate	110	29	37	32	N	N	7	218	49.5%	37.0%
Associate's	1,086	143	420	260	56	19	56	2,040	46.8%	33.3%
Bachelor's	12			N				14	14.3%	N/A
GBC										
Certificate	70		24	N		6	N	102	31.4%	13.3%
Associate's	203	5	28	N	N	9	5	252	19.4%	11.2%
Bachelor's	49		6	N	N	N	N	60	18.3%	12.0%
TMCC										
Certificate	78	N	35	12		N	N	130	40.0%	9.1%
Associate's	707	20	157	58	14	17	30	1,003	29.5%	18.5%
WNC										
Certificate	21		N	N		N		29	27.6%	26.7%
Associate's	335	N	52	11	N	20	6	432	22.5%	15.2%
Bachelor's	5							5	0.0%	N/A
NSHE Total	8,116	635	1,767	1,228	157	137	510	12,550	35.3%	23.6%

Source: IPEDS
*Graduate-level includes Master's, Doctoral, and Professional Degrees
N indicates a cell size less than five.

System Total	Nonresident Alien		Hispanic/Latino		American Indian or Alaskan Native		Asian		Black or African American		Native Hawaiian or Other Pacific Islander		White		Two or More Races		Race/ethnicity unknown		Total		%	
Full-Time Employees	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Minority	% Female
Postsecondary Teachers (Instructional Staff)	17	8	64	56	8	7	174	94	37	37	1	0	1108	760	12	8	1	0	1422	970	21.0%	40.6%
Postsecondary Teachers (Research)	2	0	4	1	0	0	27	10	1	0	0	0	98	45	0	0	1	0	133	56	23.1%	29.6%
Archivist, Curators, and Museum Technicians	0	0	0	0	0	0	0	1	0	0	0	0	7	13	0	0	0	0	7	14	4.8%	66.7%
Librarians	0	0	0	2	0	0	0	2	0	2	0	0	16	26	0	2	0	0	16	34	16.0%	68.0%
Library Technicians	0	0	1	4	1	0	1	7	1	4	1	0	18	42	1	2	1	0	25	59	27.7%	70.2%
Student and Academic Affairs and Other Education Services	0	1	6	16	5	0	3	9	10	25	0	2	42	118	3	1	0	0	69	172	33.3%	71.4%
Management	1	0	15	22	2	2	15	8	13	9	1	1	174	162	0	2	0	0	221	206	21.1%	48.2%
Business and Financial Operations	1	1	15	27	1	2	4	27	17	22	4	6	105	294	4	9	0	0	151	388	25.7%	72.0%
Computer, Engineering and Science	20	8	21	15	2	1	30	26	13	9	3	1	349	140	14	6	0	0	452	206	22.4%	31.3%
Community Service, Legal, Arts, And Media	2	0	23	42	2	4	10	13	32	37	0	2	173	231	8	9	0	0	250	338	31.1%	57.5%
Healthcare Practitioners and Technical	1	0	7	2	0	0	2	3	1	2	1	0	32	31	0	0	0	0	44	38	22.2%	46.3%
Service	1	0	108	82	4	6	31	26	51	27	0	4	199	129	4	4	0	2	398	280	51.4%	41.3%
Sales and Related	0	0	0	0	0	0	0	0	0	0	0	0	1	2	0	0	0	0	1	2	0.0%	66.7%
Office and Administrative Support	0	2	27	179	7	14	13	59	13	137	3	9	136	838	8	32	0	2	207	1272	34.0%	86.0%
Natural Resourses, Construction and Maintenance	0	0	33	2	6	0	11	0	17	2	3	0	220	6	5	0	0	0	295	10	25.9%	3.3%
Production, Transportation, and Material Moving	0	0	0	0	0	0	3	0	0	0	0	0	4	1	0	0	0	0	7	1	37.5%	12.5%
Total Full-Time Employees	45	20	324	450	38	36	324	285	206	313	17	25	2682	2838	59	75	3	4	3698	4046	28.1%	52.2%
Part-Time Employees																						
Postsecondary Teachers (Instructional Staff)	15	10	101	84	7	7	64	85	50	56	5	4	1223	1170	14	18	21	19	1500	1453	17.1%	49.2%
Postsecondary Teachers (Research)	0	0	2	1	0	0	4	3	0	0	0	0	53	20	0	1	0	0	59	25	13.1%	29.8%
Librarians, Curators, and Archivists	0	0	1	0	0	0	1	1	0	0	0	0	2	5	0	0	0	0	4	6	30.0%	60.0%
Student and Academic Affairs and Other Education Services	0	1	15	40	1	6	3	7	6	3	2	0	75	180	2	5	0	0	104	242	26.1%	69.9%
Management	0	0	0	1	0	0	0	0	0	0	0	0	1	5	0	0	0	0	1	6	14.3%	85.7%
Business and Financial Operations	0	0	2	2	0	0	0	0	0	0	0	0	1	17	0	0	0	0	3	19	18.2%	86.4%
Computer, Engineering and Science	1	0	7	9	1	0	4	4	5	6	1	0	27	19	4	1	0	2	50	41	47.7%	45.1%
Community Service, Lega, Arts, And Media	0	0	0	9	1	1	0	0	1	2	0	0	20	32	0	2	0	0	22	46	23.5%	67.6%
Healthcare Practioners and Technical	0	0	1	1	0	0	0	5	1	1	0	0	2	10	0	2	0	0	4	19	47.8%	82.6%
Service	0	0	0	7	0	1	0	0	1	0	0	0	16	22	0	0	0	0	17	30	19.1%	63.8%
Office and Administrative Support	8	4	16	21	2	3	9	23	10	8	2	4	103	174	2	8	3	1	155	246	28.1%	61.3%
Natural Resourses, Construction and Maintenance	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0	1	0	0.0%	0.0%
Production, Transportation, and Material Moving	0	0	0	2	0	1	0	0	1	0	0	0	5	6	0	0	0	0	6	9	26.7%	60.0%
Total Part-Time Employees	24	15	145	177	12	19	85	128	75	76	10	8	1529	1660	22	37	24	22	1926	2142	19.9%	52.7%
Total All Employees	69	35	469	627	50	55	409	413	281	389	27	33	4211	4498	81	112	27	26	5624	6188	25.3%	52.4%

Note: Calculation of minority percentages exclude non-resident alien and race/ethnicity unknown from the denominator.
Source: IPEDS

UNLV	Nonresident Alien		Hispanic/Latino		American Indian or Alaskan Native		Asian		Black or African American		Native Hawaiian or Other Pacific Islander		White		Two or More Races		Race/ethnicity unknown		Total		% Minority	% Female
Full-Time Employees	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female		
Postsecondary Teachers (Instructional Staff)	14	6	19	19	4	4	81	37	14	17	1	0	394	215	2	3	0	0	529	301	24.8%	36.3%
Postsecondary Teachers (Research)	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0		
Archivist, Curators, and Museum Technicians	0	0	0	0	0	0	0	0	0	0	0	0	1	3	0	0	0	0	1	3	0.0%	75.0%
Librarians	0	0	0	2	0	0	0	2	0	1	0	0	12	18	0	1	0	0	12	24	16.7%	66.7%
Library Technicians	0	0	1	0	1	0	1	5	1	4	1	0	9	19	0	1	0	0	14	29	34.9%	67.4%
Student and Academic Affairs and Other Education Services	0	0	5	11	2	0	2	8	8	24	0	2	32	78	3	1	0	0	52	124	37.5%	70.5%
Management	0	0	6	2	0	0	7	1	5	2	0	0	49	35	0	0	0	0	67	40	21.5%	37.4%
Business and Financial Operations	0	0	5	7	0	0	0	13	9	10	2	3	40	82	0	3	0	0	56	118	29.9%	67.8%
Computer, Engineering and Science	18	7	9	9	1	1	13	18	10	7	3	1	128	60	7	2	0	0	189	105	30.1%	35.7%
Community Service, Legal, Arts, And Media	2	0	10	20	1	0	7	7	16	13	0	0	72	76	5	7	0	0	113	123	36.8%	52.1%
Healthcare Practioners and Technical	1	0	4	1	0	0	0	1	1	2	0	0	12	6	0	0	0	0	18	10	33.3%	35.7%
Service	0	0	43	42	1	1	23	21	32	16	0	2	89	48	3	3	0	0	191	133	57.7%	41.0%
Sales and Related	0	0	0	0	0	0	0	0	0	0	0	0	1	2	0	0	0	0	1	2	0.0%	66.7%
Office and Administrative Support	0	1	12	54	2	3	7	22	8	75	2	1	38	227	3	6	0	0	72	389	42.4%	84.4%
Natural Resources, Construction and Maintenance	0	0	14	1	2	0	7	0	12	2	2	0	81	4	3	0	0	0	121	7	33.6%	5.5%
Production, Transportation, and Material Moving	0	0	0	0	0	0	1	0	0	0	0	0	1	1	0	0	0	0	2	1	33.3%	33.3%
Total Full-Time Employees	35	14	128	168	14	9	149	135	116	173	11	9	959	874	26	27	0	0	1438	1409	34.5%	49.5%
Part-Time Employees																						
Postsecondary Teachers (Instructional Staff)	4	2	22	19	0	1	17	24	14	15	0	0	253	204	4	5	8	0	322	270	20.9%	45.6%
Postsecondary Teachers (Research)	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0		
Librarians, Curators, and Archivists	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0		
Student and Academic Affairs and Other Education Services	0	0	0	2	0	0	3	0	2	0	1	0	0	2	0	2	0	0	6	6	83.3%	50.0%
Management	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0		
Business and Financial Operations	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0	1	0.0%	100.0%
Computer, Engineering and Science	0	0	0	0	0	0	0	0	0	0	0	0	3	3	0	0	0	0	3	3	0.0%	50.0%
Community Service, Lega, Arts, And Media	0	0	0	0	0	0	0	0	0	0	0	0	5	0	0	0	0	0	5	0	0.0%	0.0%
Healthcare Practioners and Technical	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0		
Service	0	0	0	2	0	0	0	0	1	0	0	0	5	4	0	0	0	0	6	6	25.0%	50.0%
Office and Administrative Support	7	4	12	15	2	1	8	17	8	7	1	4	75	106	2	4	3	1	118	159	30.9%	57.4%
Natural Resources, Construction and Maintenance	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0	1	0	0.0%	0.0%
Production, Transportation, and Material Moving	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0		
Total Part-Time Employees	11	6	34	38	2	2	28	41	25	22	2	4	342	320	6	11	11	1	461	445	24.5%	49.1%
Total All Employees	46	20	162	206	16	11	177	176	141	195	13	13	1301	1194	32	38	11	1	1899	1854	32.1%	49.4%

Note: Calculation of minority percentages exclude non-resident alien and race/ethnicity unknown from the denominator.
Source: IPEDS

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UNR	Nonresident Alien		Hispanic/Latino		American Indian or Alaskan Native		Asian		Black or African American		Native Hawaiian or Other Pacific Islander		White		Two or More Races		Race/ethnicity unknown		Total		%	
Full-Time Employees	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Minority	% Female
Postsecondary Teachers (Instructional Staff)	0	1	19	16	1	1	67	29	12	2	0	0	355	244	4	4	1	0	459	297	20.6%	39.3%
Postsecondary Teachers (Research)	2	0	0	1	0	0	7	7	0	0	0	0	19	11	0	0	1	0	29	19	33.3%	39.6%
Archivist, Curators, and Museum Technicians	0	0	0	0	0	0	0	1	0	0	0	0	6	10	0	0	0	0	6	11	5.9%	64.7%
Librarians	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0		
Library Technicians	0	0	0	3	0	0	0	0	0	0	0	0	6	14	0	1	1	0	7	18	16.7%	72.0%
Student and Academic Affairs and Other Education Services	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0		
Management	0	0	3	1	0	0	1	0	1	0	0	0	36	34	0	0	0	0	41	35	7.9%	46.1%
Business and Financial Operations	1	1	4	8	0	2	3	10	4	5	2	1	38	123	2	4	0	0	54	154	21.8%	74.0%
Computer, Engineering and Science	2	1	5	2	1	0	7	8	1	0	0	0	136	52	4	1	0	0	156	64	13.4%	29.1%
Community Service, Legal, Arts, And Media	0	0	7	18	0	3	2	6	13	14	0	1	72	114	2	2	0	0	96	158	26.8%	62.2%
Healthcare Practioners and Technical	0	0	2	1	0	0	1	1	0	0	0	0	17	18	0	0	0	0	20	20	12.5%	50.0%
Service	0	0	21	17	2	4	2	1	2	3	0	1	63	48	0	0	0	0	90	74	32.3%	45.1%
Sales and Related	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0		
Office and Administrative Support	0	0	6	42	1	4	3	15	2	14	0	3	57	349	5	14	0	1	74	442	21.2%	85.7%
Natural Resources, Construction and Maintenance	0	0	4	1	3	0	1	0	1	0	0	0	93	1	2	0	0	0	104	2	11.3%	1.9%
Production, Transportation, and Material Moving	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0	1	0	0.0%	0.0%
Total Full-Time Employees	5	3	71	110	8	14	94	78	36	38	2	6	899	1018	19	26	3	1	1137	1294	20.8%	53.2%
Part-Time Employees																						
Postsecondary Teachers (Instructional Staff)	8	8	23	18	1	0	23	20	4	2	0	2	298	269	5	3	3	4	365	326	15.1%	47.2%
Postsecondary Teachers (Research)	0	0	0	0	0	0	1	0	0	0	0	0	14	5	0	1	0	0	15	6	9.5%	28.6%
Librarians, Curators, and Archivists	0	0	0	0	0	0	0	1	0	0	0	0	1	2	0	0	0	0	1	3	25.0%	75.0%
Student and Academic Affairs and Other Education Services	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0		
Management	0	0	0	1	0	0	0	0	0	0	0	0	1	3	0	0	0	0	1	4	20.0%	80.0%
Business and Financial Operations	0	0	1	0	0	0	0	0	0	0	0	0	0	11	0	0	0	0	1	11	8.3%	91.7%
Computer, Engineering and Science	1	0	0	1	0	0	0	1	0	0	0	0	4	2	0	0	0	0	5	4	25.0%	44.4%
Community Service, Lega, Arts, And Media	0	0	0	9	1	1	0	0	1	2	0	0	3	23	0	1	0	0	5	36	36.6%	87.8%
Healthcare Practioners and Technical	0	0	0	0	0	0	0	1	0	0	0	0	1	4	0	2	0	0	1	7	37.5%	87.5%
Service	0	0	0	0	0	0	0	0	0	0	0	0	3	1	0	0	0	0	3	1	0.0%	25.0%
Office and Administrative Support	0	0	0	2	0	1	0	2	0	1	0	0	5	45	0	3	0	0	5	54	15.3%	91.5%
Natural Resources, Construction and Maintenance	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0		
Production, Transportation, and Material Moving	0	0	0	2	0	1	0	0	1	0	0	0	5	6	0	0	0	0	6	9	26.7%	60.0%
Total Part-Time Employees	9	8	24	33	2	3	24	25	6	5	0	2	335	371	5	10	3	4	408	461	16.4%	53.0%
Total All Employees	14	11	95	143	10	17	118	103	42	43	2	8	1234	1389	24	36	6	5	1545	1755	19.6%	53.2%

Note: Calculation of minority percentages exclude non-resident alien and race/ethnicity unknown from the denominator.
Source: IPEDS

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NEVADA SYSTEM OF HIGHER EDUCATION
2012 Employee Diversity Characteristics

NSC	Nonresident Alien		Hispanic/Latino		American Indian or Alaskan Native		Asian		Black or African American		Native Hawaiian or Other Pacific Islander		White		Two or More Races		Race/ethnicity unknown		Total		% Minority	% Female
Full-Time Employees	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Minority	% Female
Postsecondary Teachers (Instructional Staff)	0	0	1	3	0	0	3	2	2	0	0	0	14	21	0	0	0	0	20	26	23.9%	56.5%
Postsecondary Teachers (Research)	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0		
Archivist, Curators, and Museum Technicians	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0		
Librarians	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0		
Library Technicians	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0	1	0.0%	100.0%
Student and Academic Affairs and Other Education Services	0	0	0	5	0	0	0	0	2	1	0	0	2	8	0	0	0	0	4	14	44.4%	77.8%
Management	0	0	0	0	0	0	4	1	0	1	0	0	5	2	0	0	0	0	9	4	46.2%	30.8%
Business and Financial Operations	0	0	1	1	0	0	0	0	2	0	0	0	5	11	0	0	0	0	8	12	20.0%	60.0%
Computer, Engineering and Science	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0		
Community Service, Legal, Arts, And Media	0	0	1	0	0	0	0	0	0	1	0	0	1	1	0	0	0	0	2	2	50.0%	50.0%
Healthcare Practitioners and Technical	0	0	1	0	0	0	0	0	0	0	1	0	0	4	0	0	0	0	2	4	33.3%	66.7%
Service	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0		
Sales and Related	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0		
Office and Administrative Support	0	0	1	4	0	0	0	1	0	3	0	0	1	10	0	0	0	0	2	18	45.0%	90.0%
Natural Resources, Construction and Maintenance	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	100.0%	0.0%
Production, Transportation, and Material Moving	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0		
Total Full-Time Employees	0	0	6	13	0	0	7	4	6	6	1	0	28	58	0	0	0	0	48	81	33.3%	62.8%
Part-Time Employees																						
Postsecondary Teachers (Instructional Staff)	0	0	8	2	0	1	4	4	1	4	2	2	47	68	1	1	0	0	63	82	20.7%	56.6%
Postsecondary Teachers (Research)	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0		
Librarians, Curators, and Archivists	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0		
Student and Academic Affairs and Other Education Services	0	0	1	1	0	0	0	1	0	0	0	0	1	7	0	1	0	0	2	10	33.3%	83.3%
Management	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0		
Business and Financial Operations	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0		
Computer, Engineering and Science	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0		
Community Service, Lega, Arts, And Media	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0		
Healthcare Practioners and Technical	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0		
Service	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0		
Office and Administrative Support	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0		
Natural Resources, Construction and Maintenance	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0		
Production, Transportation, and Material Moving	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0		
Total Part-Time Employees	0	0	9	3	0	1	4	5	1	4	2	2	48	75	1	2	0	0	65	92	21.7%	58.6%
Total All Employees	0	0	15	16	0	1	11	9	7	10	3	2	76	133	1	2	0	0	113	173	26.9%	60.5%

Note: Calculation of minority percentages exclude non-resident alien and race/ethnicity unknown from the denominator.
Source: IPEDS

NEVADA SYSTEM OF HIGHER EDUCATION
2012 Employee Diversity Characteristics

CSN	Nonresident Alien		Hispanic/Latino		American Indian or Alaskan Native		Asian		Black or African American		Native Hawaiian or Other Pacific Islander		White		Two or More Races		Race/ethnicity unknown		Total		% Minority	% Female
Full-Time Employees	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female		
Postsecondary Teachers (Instructional Staff)	3	1	16	14	2	1	20	18	9	16	0	0	209	170	4	0	0	0	263	220	20.9%	45.5%
Postsecondary Teachers (Research)	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0		
Archivist, Curators, and Museum Technicians	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0		
Librarians	0	0	0	0	0	0	0	0	0	1	0	0	2	6	0	1	0	0	2	8	20.0%	80.0%
Library Technicians	0	0	0	0	0	0	0	0	0	0	0	0	0	2	1	0	0	0	1	2	33.3%	66.7%
Student and Academic Affairs and Other Education Services	0	1	1	0	2	0	1	0	0	0	0	0	3	7	0	0	0	0	7	8	28.6%	53.3%
Management	1	0	3	7	1	1	2	3	5	5	1	1	28	31	0	2	0	0	41	50	34.4%	54.9%
Business and Financial Operations	0	0	2	4	0	0	1	1	1	6	0	1	2	16	2	0	0	0	8	28	50.0%	77.8%
Computer, Engineering and Science	0	0	0	2	0	0	0	0	0	2	0	0	3	5	0	1	0	0	3	10	38.5%	76.9%
Community Service, Legal, Arts, And Media	0	0	3	2	0	1	1	0	2	8	0	1	12	21	1	0	0	0	19	33	36.5%	63.5%
Healthcare Practitioners and Technical	0	0	0	0	0	0	1	1	0	0	0	0	2	2	0	0	0	0	3	3	33.3%	50.0%
Service	1	0	20	18	0	0	4	3	13	8	0	1	16	16	1	1	0	2	55	49	68.3%	47.1%
Sales and Related	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0		
Office and Administrative Support	0	1	7	61	3	4	2	11	1	41	1	2	25	98	0	8	0	1	39	227	53.4%	85.3%
Natural Resources, Construction and Maintenance	0	0	9	0	1	0	3	0	4	0	1	0	15	1	0	0	0	0	33	1	52.9%	2.9%
Production, Transportation, and Material Moving	0	0	0	0	0	0	2	0	0	0	0	0	1	0	0	0	0	0	3	0	66.7%	0.0%
Total Full-Time Employees	5	3	61	108	9	7	37	37	35	87	3	6	318	375	9	13	0	3	477	639	37.3%	57.3%
Part-Time Employees																						
Postsecondary Teachers (Instructional Staff)	3	0	35	36	3	2	11	25	25	25	3	0	339	290	3	7	7	4	429	389	21.8%	47.6%
Postsecondary Teachers (Research)	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0		
Librarians, Curators, and Archivists	0	0	1	0	0	0	1	0	0	0	0	0	1	3	0	0	0	0	3	3	33.3%	50.0%
Student and Academic Affairs and Other Education Services	0	1	2	7	0	0	0	0	2	3	0	0	5	18	1	0	0	0	10	29	39.5%	74.4%
Management	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0		
Business and Financial Operations	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0		
Computer, Engineering and Science	0	0	7	8	1	0	4	3	5	6	1	0	18	11	4	1	0	2	40	31	58.0%	43.7%
Community Service, Lega, Arts, And Media	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0		
Healthcare Practitioners and Technical	0	0	1	1	0	0	0	4	1	1	0	0	1	6	0	0	0	0	3	12	53.3%	80.0%
Service	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0		
Office and Administrative Support	1	0	4	4	0	0	0	3	2	0	0	0	18	9	0	0	0	0	25	16	32.5%	39.0%
Natural Resources, Construction and Maintenance	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0		
Production, Transportation, and Material Moving	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0		
Total Part-Time Employees	4	1	50	56	4	2	16	35	35	35	4	0	382	337	8	8	7	6	510	480	26.0%	48.5%
Total All Employees	9	4	111	164	13	9	53	72	70	122	7	6	700	712	17	21	7	9	987	1119	32.0%	53.1%

Note: Calculation of minority percentages exclude non-resident alien and race/ethnicity unknown from the denominator.
Source: IPEDS

GBC	Nonresident Alien		Hispanic/Latino		American Indian or Alaskan Native		Asian		Black or African American		Native Hawaiian or Other Pacific Islander		White		Two or More Races		Race/ethnicity unknown		Total		% Minority	% Female
Full-Time Employees	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female		
Postsecondary Teachers (Instructional Staff)	0	0	2	1	0	0	2	2	0	1	0	0	35	20	0	0	0	0	39	24	12.7%	38.1%
Postsecondary Teachers (Research)	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0		
Archivist, Curators, and Museum Technicians	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0		
Librarians	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0		
Library Technicians	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0	1	0.0%	100.0%
Student and Academic Affairs and Other Education Services	0	0	0	0	1	0	0	0	0	0	0	0	3	18	0	0	0	0	4	18	4.5%	81.8%
Management	0	0	0	1	0	0	0	1	0	0	0	0	6	8	0	0	0	0	6	10	12.5%	62.5%
Business and Financial Operations	0	0	0	2	0	0	0	0	0	0	0	0	0	3	0	0	0	0	0	5	40.0%	100.0%
Computer, Engineering and Science	0	0	1	0	0	0	0	0	0	0	0	0	6	2	0	1	0	0	7	3	20.0%	30.0%
Community Service, Legal, Arts, And Media	0	0	0	1	0	0	0	0	0	1	0	0	3	4	0	0	0	0	3	6	22.2%	66.7%
Healthcare Practioners and Technical	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0	1	0.0%	100.0%
Service	0	0	6	3	0	0	0	0	0	0	0	0	4	5	0	0	0	0	10	8	50.0%	44.4%
Sales and Related	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0		
Office and Administrative Support	0	0	0	2	0	2	0	2	0	0	0	0	0	32	0	0	0	0	0	38	15.8%	100.0%
Natural Resources, Construction and Maintenance	0	0	2	0	0	0	0	0	0	0	0	0	8	0	0	0	0	0	10	0	20.0%	0.0%
Production, Transportation, and Material Moving	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0		
Total Full-Time Employees	0	0	11	10	1	2	2	5	0	2	0	0	65	94	0	1	0	0	79	114	17.6%	59.1%
Part-Time Employees																						
Postsecondary Teachers (Instructional Staff)	0	0	1	0	0	2	1	1	1	1	0	0	59	73	0	1	0	0	62	78	5.7%	55.7%
Postsecondary Teachers (Research)	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0		
Librarians, Curators, and Archivists	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0		
Student and Academic Affairs and Other Education Services	0	0	6	16	1	5	0	2	2	0	1	0	26	88	0	2	0	0	36	113	23.5%	75.8%
Management	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0		
Business and Financial Operations	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0		
Computer, Engineering and Science	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0	1	0.0%	100.0%
Community Service, Lega, Arts, And Media	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0		
Healthcare Practioners and Technical	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0		
Service	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0		
Office and Administrative Support	0	0	0	0	0	0	0	0	0	0	0	0	1	4	0	0	0	0	1	4	0.0%	80.0%
Natural Resources, Construction and Maintenance	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0		
Production, Transportation, and Material Moving	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0		
Total Part-Time Employees	0	0	7	16	1	7	1	3	3	1	1	0	86	166	0	3	0	0	99	196	14.6%	66.4%
Total All Employees	0	0	18	26	2	9	3	8	3	3	1	0	151	260	0	4	0	0	178	310	15.8%	63.5%

Note: Calculation of minority percentages exclude non-resident alien and race/ethnicity unknown from the denominator.
Source: IPEDS

TMCC	Nonresident Alien		Hispanic/Latino		American Indian or Alaskan Native		1Asian		Black or African American		Native Hawaiian or Other Pacific Islander		White		Two or More Races		Race/ethnicity unknown		Total		%	
Full-Time Employees	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Minority	% Female
Postsecondary Teachers (Instructional Staff)	0	0	4	3	1	1	1	6	0	1	0	0	74	73	1	1	0	0	81	85	11.4%	51.2%
Postsecondary Teachers (Research)	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0		
Archivist, Curators, and Museum Technicians	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0		
Librarians	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0		
Library Technicians	0	0	0	1	0	0	0	2	0	0	0	0	1	3	0	0	0	0	1	6	42.9%	85.7%
Student and Academic Affairs and Other Education Services	0	0	0	0	0	0	0	1	0	0	0	0	1	7	0	0	0	0	1	8	11.1%	88.9%
Management	0	0	2	7	1	1	0	1	2	1	0	0	18	21	0	0	0	0	23	31	27.8%	57.4%
Business and Financial Operations	0	0	0	1	0	0	0	0	0	0	0	0	1	7	0	0	0	0	1	8	11.1%	88.9%
Computer, Engineering and Science	0	0	1	0	0	0	0	0	0	0	0	0	12	5	1	0	0	0	14	5	10.5%	26.3%
Community Service, Legal, Arts, And Media	0	0	0	0	0	0	0	0	0	0	0	0	6	2	0	0	0	0	6	2	0.0%	25.0%
Healthcare Practitioners and Technical	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0		
Service	0	0	11	2	0	1	0	0	2	0	0	0	14	5	0	0	0	0	27	8	45.7%	22.9%
Sales and Related	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0		
Office and Administrative Support	0	0	1	11	1	1	1	6	1	0	0	3	11	77	0	2	0	0	15	100	23.5%	87.0%
Natural Resources, Construction and Maintenance	0	0	2	0	0	0	0	0	0	0	0	0	11	0	0	0	0	0	13	0	15.4%	0.0%
Production, Transportation, and Material Moving	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0		
Total Full-Time Employees	0	0	21	25	3	4	2	16	5	2	0	3	149	200	2	3	0	0	182	253	19.8%	58.2%
Part-Time Employees																						
Postsecondary Teachers (Instructional Staff)	0	0	8	6	0	1	7	9	3	8	0	0	155	187	1	1	1	10	175	222	11.4%	55.9%
Postsecondary Teachers (Research)	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0		
Librarians, Curators, and Archivists	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0		
Student and Academic Affairs and Other Education Services	0	0	1	0	0	1	0	1	0	0	0	0	0	4	0	0	0	0	1	6	42.9%	85.7%
Management	0	0	0	0	0	0	0	0	0	0	0	0	0	2	0	0	0	0	0	2	0.0%	100.0%
Business and Financial Operations	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0		
Computer, Engineering and Science	0	0	0	0	0	0	0	0	0	0	0	0	0	2	0	0	0	0	0	2	0.0%	100.0%
Community Service, Lega, Arts, And Media	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0		
Healthcare Practioners and Technical	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0		
Service	0	0	0	0	0	0	0	0	0	0	0	0	2	0	0	0	0	0	2	0	0.0%	0.0%
Office and Administrative Support	0	0	0	0	0	1	1	1	0	0	1	0	4	9	0	1	0	0	6	12	27.8%	66.7%
Natural Resources, Construction and Maintenance	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0		
Production, Transportation, and Material Moving	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0		
Total Part-Time Employees	0	0	9	6	0	3	8	11	3	8	1	0	161	204	1	2	1	10	184	244	12.5%	57.0%
Total All Employees	0	0	30	31	3	7	10	27	8	10	1	3	310	404	3	5	1	10	366	497	16.2%	57.6%

Note: Calculation of minority percentages exclude non-resident alien and race/ethnicity unknown from the denominator.
Source: IPEDS

NEVADA SYSTEM OF HIGHER EDUCATION
2012 Employee Diversity Characteristics

WNC	Nonresident Alien		Hispanic/Latino		American Indian or Alaskan Native		Asian		Black or African American		Native Hawaiian or Other Pacific Islander		White		Two or More Races		Race/ethnicity unknown		Total		%	
Full-Time Employees	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Minority	% Female
Postsecondary Teachers (Instructional Staff)	0	0	3	0	0	0	0	0	0	0	0	0	27	17	1	0	0	0	31	17	8.3%	35.4%
Postsecondary Teachers (Research)	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0		
Archivist, Curators, and Museum Technicians	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0		
Librarians	0	0	0	0	0	0	0	0	0	0	0	0	1	2	0	0	0	0	1	2	0.0%	66.7%
Library Technicians	0	0	0	0	0	0	0	0	0	0	0	0	2	2	0	0	0	0	2	2	0.0%	50.0%
Student and Academic Affairs and Other Education Services	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0	1	0	0.0%	0.0%
Management	0	0	0	3	0	0	0	0	0	0	0	0	6	10	0	0	0	0	6	13	15.8%	68.4%
Business and Financial Operations	0	0	2	2	0	0	0	0	1	0	0	1	3	9	0	0	0	0	6	12	33.3%	66.7%
Computer, Engineering and Science	0	0	1	0	0	0	1	0	0	0	0	0	4	4	0	0	0	0	6	4	20.0%	40.0%
Community Service, Legal, Arts, And Media	0	0	2	1	1	0	0	0	0	0	0	0	3	4	0	0	0	0	6	5	36.4%	45.5%
Healthcare Practioners and Technical	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0	1	0	0.0%	0.0%
Service	0	0	6	0	0	0	2	1	0	0	0	0	9	6	0	0	0	0	17	7	37.5%	29.2%
Sales and Related	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0		
Office and Administrative Support	0	0	0	3	0	0	0	2	0	1	0	0	1	21	0	0	0	0	1	27	21.4%	96.4%
Natural Resources, Construction and Maintenance	0	0	0	0	0	0	0	0	0	0	0	0	5	0	0	0	0	0	5	0	0.0%	0.0%
Production, Transportation, and Material Moving	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0	1	0	0.0%	0.0%
Total Full-Time Employees	0	0	14	9	1	0	3	3	1	1	0	1	64	75	1	0	0	0	84	89	19.7%	51.4%
Part-Time Employees																						
Postsecondary Teachers (Instructional Staff)	0	0	4	3	3	0	1	2	2	1	0	0	72	79	0	0	2	1	84	86	9.6%	50.6%
Postsecondary Teachers (Research)	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0		
Librarians, Curators, and Archivists	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0		
Student and Academic Affairs and Other Education Services	0	0	5	14	0	0	0	3	0	0	0	0	43	61	1	0	0	0	49	78	18.1%	61.4%
Management	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0		
Business and Financial Operations	0	0	1	2	0	0	0	0	0	0	0	0	1	5	0	0	0	0	2	7	33.3%	77.8%
Computer, Engineering and Science	0	0	0	0	0	0	0	0	0	0	0	0	2	0	0	0	0	0	2	0	0.0%	0.0%
Community Service, Lega, Arts, And Media	0	0	0	0	0	0	0	0	0	0	0	0	12	9	0	1	0	0	12	10	4.5%	45.5%
Healthcare Practioners and Technical	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0		
Service	0	0	0	5	0	1	0	0	0	0	0	0	6	17	0	0	0	0	6	23	20.7%	79.3%
Office and Administrative Support	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0	1	0.0%	100.0%
Natural Resources, Construction and Maintenance	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0		
Production, Transportation, and Material Moving	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0		
Total Part-Time Employees	0	0	10	24	3	1	1	5	2	1	0	0	136	172	1	1	2	1	155	205	13.7%	56.9%
Total All Employees	0	0	24	33	4	1	4	8	3	2	0	1	200	247	2	1	2	1	239	294	15.7%	55.2%

Note: Calculation of minority percentages exclude non-resident alien and race/ethnicity unknown from the denominator.
Source: IPEDS

DRI	Nonresident Alien		Hispanic/Latino		American Indian or Alaskan Native		Asian		Black or African American		Native Hawaiian or Other Pacific Islander		White		Two or More Races		Race/ethnicity unknown		Total		%	
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Minority	% Female
Full-Time Employees																						
Postsecondary Teachers (Instructional Staff)	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0		
Postsecondary Teachers (Research)	0	0	4	0	0	0	20	3	1	0	0	0	79	34	0	0	0	0	104	37		
Archivist, Curators, and Museum Technicians	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0		
Librarians	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0	1	0	0.0%	0.0%
Library Technicians	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0		
Student and Academic Affairs and Other Education Services	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0		
Management Occupations	0	0	0	0	0	0	1	0	0	0	0	0	14	6	0	0	0	0	15	6	4.8%	28.6%
Business and Financial Operations	0	0	1	1	0	0	0	1	0	0	0	0	2	21	0	1	0	0	4	23	14.8%	85.2%
Computer, Engineering and Science	0	0	0	1	0	0	0	0	0	0	0	0	23	4	0	0	0	0	23	5	3.6%	17.9%
Community Service, Legal, Arts, And Media	0	0	0	0	0	0	0	0	0	0	0	0	2	7	0	0	0	0	2	7	0.0%	77.8%
Healthcare Practioners and Technical	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0		
Service	0	0	1	0	1	0	0	0	2	0	0	0	4	1	0	0	0	0	8	1	44.4%	11.1%
Sales and Related	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0		
Office and Administrative Support	0	0	0	2	0	0	0	0	0	0	0	0	1	14	0	1	0	0	1	17	16.7%	94.4%
Natural Resources, Construction and Maintenance	0	0	1	0	0	0	0	0	0	0	0	0	7	0	0	0	0	0	8	0	12.5%	0.0%
Production, Transportation, and Material Moving	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0		
Total Full-Time Employees	0	0	7	3	2	0	21	4	3	0	0	0	133	87	0	2	0	0	166	96	16.0%	36.6%
Part-Time Employees																						
Postsecondary Teachers (Instructional Staff)	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0		
Postsecondary Teachers (Research)	0	0	2	1	0	0	3	3	0	0	0	0	39	15	0	0	0	0	44	19	14.3%	30.2%
Librarians, Curators, and Archivists	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0		
Student and Academic Affairs and Other Education Services	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0		
Management Occupations	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0		
Business and Financial Operations	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0		
Computer, Engineering and Science	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0		
Community Service, Lega, Arts, And Media	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0		
Healthcare Practioners and Technical	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0		
Service	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0		
Office and Administrative Support	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0		
Natural Resources, Construction and Maintenance	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0		
Production, Transportation, and Material Moving	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0		
Total Part-Time Employees	0	0	2	1	0	0	3	3	0	0	0	0	39	15	0	0	0	0	44	19	14.3%	30.2%
Total All Employees	0	0	9	4	2	0	24	7	3	0	0	0	172	102	0	2	0	0	210	115	15.7%	35.4%

Note: Calculation of minority percentages exclude non-resident alien and race/ethnicity unknown from the denominator.
Source: IPEDS

System Administration*	Nonresident Alien		Hispanic/Latino		American Indian or Alaskan Native		Asian		Black or African American		Native Hawaiian or Other Pacific Islander		White		Two or More Races		Race/ethnicity unknown		Total		% Minority	% Female
Full-Time Employees	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female		
Postsecondary Teachers (Instructional Staff)	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0		
Postsecondary Teachers (Research)	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0		
Archivist, Curators, and Museum Technicians	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0		
Librarians	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0		
Library Technicians	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0		
Student and Academic Affairs and Other Education Services	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0		
Management	0	0	1	1	0	0	0	1	0	0	0	0	12	15	0	0	0	0	13	17	10.0%	56.7%
Business and Financial Operations	0	0	0	2	0	0	0	2	0	1	0	0	14	22	0	1	0	0	14	28	14.3%	66.7%
Computer, Engineering and Science	0	0	4	1	0	0	9	0	2	0	0	0	37	8	2	1	0	0	54	10	29.7%	15.6%
Community Service, Legal, Arts, And Media	0	0	0	0	0	0	0	0	1	0	0	0	2	2	0	0	0	0	3	2	20.0%	40.0%
Healthcare Practioners and Technical	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0		
Service	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0		
Sales and Related	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0		
Office and Administrative Support	0	0	0	0	0	0	0	0	1	3	0	0	2	10	0	1	0	0	3	14	29.4%	82.4%
Natural Resources, Construction and Maintenance	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0		
Production, Transportation, and Material Moving	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0		
Total Full-Time Employees	0	0	5	4	0	0	9	3	4	4	0	0	67	57	2	3	0	0	87	71	21.5%	44.9%
Part-Time Employees																						
Postsecondary Teachers (Instructional Staff)	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0		
Postsecondary Teachers (Research)	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0		
Librarians, Curators, and Archivists	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0		
Student and Academic Affairs and Other Education Services	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0		
Management	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0		
Business and Financial Operations	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0		
Computer, Engineering and Science	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0		
Community Service, Lega, Arts, And Media	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0		
Healthcare Practioners and Technical	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0		
Service	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0		
Office and Administrative Support	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0		
Natural Resources, Construction and Maintenance	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0		
Production, Transportation, and Material Moving	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0		
Total Part-Time Employees	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0		
Total All Employees	0	0	5	4	0	0	9	3	4	4	0	0	67	57	2	3	0	0	87	71	21.5%	44.9%

Note: Calculation of minority percentages exclude non-resident alien and race/ethnicity unknown from the denominator.
Source: IPEDS

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NEVADA SYSTEM OF HIGHER EDUCATION

2009 Employee Diversity Characteristics

System Total

System Total	Nonresident Alien		Hispanic/Latino		American Indian or Alaskan Native		Asian		Black or African American		Native Hawaiian or Other Pacific Islander		White		Two or More Races		Race/ethnicity unknown		Total		% Minority	% Female
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female		
Full-Time Employees																						
Executive, Administrative & Managerial	0	0	16	16	2	3	8	7	15	13	0	0	187	161	0	0	3	1	231	201	28.0%	46.5%
Faculty	56	24	65	53	9	9	156	79	46	43	0	0	1326	858	7	8	3	5	1668	1079	17.9%	39.3%
Other Professionals (Support/Service)	24	12	66	92	10	6	46	78	56	104	4	3	650	764	5	17	5	2	866	1078	25.6%	55.5%
Technical and Paraprofessional	5	3	25	46	2	8	27	51	18	27	2	0	263	345	9	9	0	0	351	489	26.9%	58.2%
Clerical and Secretarial	0	0	24	169	2	16	11	60	12	128	0	4	101	781	7	16	0	0	157	1174	33.7%	88.2%
Skilled Crafts	0	0	19	4	5	0	1	1	11	2	1	0	167	9	1	0	0	0	205	16	20.4%	7.2%
Service/Maintenance	0	0	119	76	7	11	45	13	73	35	2	2	303	146	4	0	0	0	553	283	46.3%	33.9%
Total Full-Time Employees	85	39	334	456	37	53	294	289	231	352	49	9	2957	3064	33	50	11	8	4031	4320	26.6%	51.7%
Part-Time Employees																						
Executive, Administrative & Managerial	0	0	0	0	0	1	0		0	0	0	0	4	9	0	0	0	0	4	10	7.1%	71.4%
Faculty (Instruction/Research/ Public Service)	6	7	80	87	13	10	66	71	46	74	1	1	1065	959	2	4	93	94	1372	1307	18.4%	48.8%
Instruction/Research Assistants	320	196	44	39	5	7	44	46	23	31	0	0	528	550	4	4	10	10	978	883	18.6%	47.4%
Other Professionals (Support/Service)	9	9	19	35	4	1	20	24	17	20	0	5	188	276	0	8	12	10	269	388	24.8%	59.1%
Technical and Paraprofessional	0	1	16	25	1	2	10	9	4	3	0	0	90	160	0	0	0	0	121	200	21.9%	62.3%
Clerical and Secretarial	0	0	1	17	1	2	3	2	2	5	0	0	21	108	1	2	7	6	36	142	21.8%	79.8%
Skilled Crafts	0	0	1	0	0	0	3	0	0	0	1	0	1	1	0	0	0	0	6	1	71.4%	14.3%
Service/Maintenance	0	0	2	9	0	1	0	0	1	1	0	0	17	15	0	0	0	0	20	26	30.4%	56.5%
Total Part-Time Employees	335	213	163	212	24	24	146	152	93	134	2	6	1914	2078	7	18	122	120	2806	2957	19.7%	51.3%
Total All Employees	420	252	497	668	61	77	440	441	324	486	51	15	4871	5142	40	68	133	128	6837	7277	24.0%	51.6%

Note: Calculation of percentages exclude non-resident alien and race/ethnicity unknown from the denominator.

UNLV

UNLV	Nonresident Alien		Hispanic/Latino		American Indian or Alaskan Native		Asian		Black or African American		Native Hawaiian or Other Pacific Islander		White		Two or More Races		Race/ethnicity unknown		Total		% Minority	% Female
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female		
Full-Time Employees																						
Executive, Administrative & Managerial	0	0	2	1	0	0	1	0	3	3	0	0	40	25	0	0	0	0	46	29	66.7%	38.7%
Faculty	21	10	24	17	2	3	73	28	22	14	0	0	435	245	0	3	0	0	577	320	21.5%	35.7%
Other Professionals (Support/Service)	19	8	29	44	6	1	25	50	27	60	3	1	308	339	3	12	0	0	420	515	28.7%	55.1%
Technical and Paraprofessional	2	1	14	27	1	3	14	29	12	18	2	0	92	87	3	2	0	0	140	167	41.1%	54.4%
Clerical and Secretarial	0	0	12	59	0	2	7	28	8	79	0	2	26	239	4	5	0	0	57	414	43.7%	87.9%
Skilled Crafts	0	0	7	0	0	0	1	0	8	0	1	0	54	1	0	0	0	0	71	1	23.6%	1.4%
Service/Maintenance	0	0	46	19	4	2	29	8	39	15	2	2	137	43	4	0	0	0	261	89	48.6%	25.4%
Total Full-Time Employees	42	19	134	167	13	11	150	143	119	189	48	5	1052	979	14	22	0	0	1572	1535	33.3%	49.4%
Part-Time Employees																						
Executive, Administrative & Managerial	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0.0%	0.0%
Faculty (Instruction/Research/ Public Service)	3	6	24	19	2	1	22	11	14	16	1	0	287	222	0	3	0	0	353	278	18.2%	44.1%
Instruction/Research Assistants	125	90	22	23	3	5	23	26	14	26	0	0	236	291	4	2	4	3	431	466	21.9%	52.0%
Other Professionals (Support/Service)	9	8	9	10	2	0	8	6	7	11	0	2	100	123	0	4	0	0	135	164	20.9%	54.8%
Technical and Paraprofessional	0	0	1	4	0	0	0	2	0	2	0	0	2	11	0	0	0	0	3	19	40.9%	86.4%
Clerical and Secretarial	0	0	1	4	1	0	1	0	2	2	0	0	1	10	1	0	0	0	7	16	52.2%	69.6%
Skilled Crafts	0	0	1	0	0	0	3	0	0	0	1	0	0	0	0	0	0	0	5	0	100.0%	0.0%
Service/Maintenance	0	0	1	0	0	0	0	0	1	0	0	0	5	0	0	0	0	0	7	0	28.6%	0.0%
Total Part-Time Employees	137	104	59	60	8	6	57	45	38	57	2	2	631	657	5	9	4	3	941	943	21.3%	50.1%
Total All Employees	179	123	193	227	21	17	207	188	157	246	50	7	1683	1636	19	31	4	3	2513	2478	29.1%	49.6%

Note: Calculation of percentages exclude non-resident alien and race/ethnicity unknown from the denominator.

NEVADA SYSTEM OF HIGHER EDUCATION

UNR	Nonresident Alien		Hispanic/Latino		American Indian or Alaskan Native		Asian		Black or African American		Native Hawaiian or Other Pacific Islander		White		Two or More Races		Race/ethnicity unknown		Total		% Minority	% Female
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female		
Full-Time Employees																						
Executive, Administrative & Managerial	0	0	2	1	0	0	1	0	2	1	0	0	55	36	0	0	0	0	60	38	7.1%	38.8%
Faculty	35	14	18	14	2	2	50	23	9	9	0	0	416	269	7	5	0	0	537	336	16.9%	38.5%
Other Professionals (Support/Service)	5	4	16	18	1	1	6	13	12	16	1	0	209	245	2	5	0	0	252	302	16.7%	54.5%
Technical and Paraprofessional	3	2	4	13	1	0	6	15	2	6	0	0	109	171	6	7	0	0	131	214	17.6%	62.0%
Clerical and Secretarial	0	0	5	36	1	5	1	10	0	10	0	2	45	310	3	11	0	0	55	384	19.1%	87.5%
Skilled Crafts	0	0	3	1	0	0	0	0	0	0	0	0	77	3	1	0	0	0	84	4	9.1%	4.5%
Service/Maintenance	0	0	26	33	3	7	4	2	8	11	0	0	103	75	0	0	0	0	144	128	34.6%	47.1%
Total Full-Time Employees	43	20	74	116	11	15	68	63	33	53	1	2	1014	1109	19	28	0	0	1263	1406	18.5%	52.7%
Part-Time Employees																						
Executive, Administrative & Managerial	0	0	0	0	0	0	0	0	0	0	0	0	2	2	0	0	0	0	2	2	0.0%	50.0%
Faculty (Instruction/Research/ Public Service)	3	1	2	3	0	0	3	14	0	2	0	1	48	31	0	1	0	0	56	53	24.8%	48.6%
Instruction/Research Assistants	195	106	20	15	2	2	15	17	9	5	0	0	261	248	0	2	6	7	508	402	14.6%	44.2%
Other Professionals (Support/Service)	0	1	0	3	0	0	0	3	0	1	0	0	11	31	0	3	0	0	11	42	19.2%	79.2%
Technical and Paraprofessional	0	1	1	0	0	0	0	3	0	0	0	0	7	17	0	0	0	0	8	21	14.3%	72.4%
Clerical and Secretarial	0	0	0	6	0	1	0	1	0	2	0	0	2	45	0	2	0	0	2	57	20.3%	96.6%
Skilled Crafts	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0.0%	0.0%
Service/Maintenance	0	0	0	8	0	1	0	0	0	1	0	0	6	15	0	0	0	0	6	25	32.3%	80.6%
Total Part-Time Employees	198	109	23	35	2	4	18	38	9	11	0	1	337	389	0	8	6	7	593	602	17.0%	50.4%
Total All Employees	241	129	97	151	13	19	86	101	42	64	1	3	1351	1498	19	36	6	7	1856	2008	18.2%	52.0%

Note: Calculation of percentages exclude non-resident alien and race/ethnicity unknown from the denominator.

NSC	Nonresident Alien		Hispanic/Latino		American Indian or Alaskan Native		Asian		Black or African American		Native Hawaiian or Other Pacific Islander		White		Two or More Races		Race/ethnicity unknown		Total		% Minority	% Female
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female		
Full-Time Employees																						
Executive, Administrative & Managerial	0	0	1	0	0	0	1	0	1	2	0	0	4	6	0	0	0	0	7	8	33.3%	53.3%
Faculty	0	0	1	1	0	0	6	2	2	1	0	0	11	20	0	0	0	0	20	24	29.5%	54.5%
Other Professionals (Support/Service)	0	0	1	2	0	0	1	3	3	0	0	1	4	11	0	0	0	0	9	17	42.3%	65.4%
Technical and Paraprofessional	0	0	1	0	0	0	0	0	0	0	0	0	2	3	0	0	0	0	3	3	16.7%	50.0%
Clerical and Secretarial	0	0	2	4	0	0	0	1	0	2	0	0	3	10	0	0	0	0	5	17	40.9%	77.3%
Skilled Crafts	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0.0%	0.0%
Service/Maintenance	0	0	1	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0	2	0	50.0%	0.0%
Total Full-Time Employees	0	0	7	7	0	0	8	6	6	5	0	1	25	50	0	0	0	0	46	69	34.8%	60.0%
Part-Time Employees																						
Executive, Administrative & Managerial	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0.0%	0.0%
Faculty (Instruction/Research/ Public Service)	0	0	2	2	0	2	4	5	3	2	0	0	28	51	0	0	0	0	37	62	20.2%	62.6%
Instruction/Research Assistants	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0.0%	0.0%
Other Professionals (Support/Service)	0	0	0	0	0	0	0	1	0	1	0	0	2	8	0	0	0	0	2	10	16.7%	83.3%
Technical and Paraprofessional	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0.0%	0.0%
Clerical and Secretarial	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	100.0%	100.0%
Skilled Crafts	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0.0%	0.0%
Service/Maintenance	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0.0%	0.0%
Total Part-Time Employees	0	0	2	3	0	2	4	6	3	3	0	0	30	59	0	0	0	0	39	73	20.5%	65.2%
Total All Employees	0	0	9	10	0	2	12	12	9	8	0	1	55	109	0	0	0	0	85	142	27.8%	62.6%

Note: Calculation of percentages exclude non-resident alien and race/ethnicity unknown from the denominator.

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CSN	Nonresident Alien		Hispanic/Latino		American Indian or Alaskan Native		Asian		Black or African American		Native Hawaiian or Other Pacific Islander		White		Two or More Races		Race/ethnicity unknown		Total		% Minority	% Female
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female		
Full-Time Employees																						
Executive, Administrative & Managerial	0	0	9	8	1	2	4	4	7	5	0	0	29	25	0	0	0	0	50	44	42.6%	46.8%
Faculty	0	0	11	17	3	3	17	16	12	18	0	0	222	173	0	0	0	0	265	227	19.7%	46.1%
Other Professionals (Support/Service)	0	0	10	15	1	2	4	9	9	25	0	0	29	60	0	0	0	0	53	111	45.7%	67.7%
Technical and Paraprofessional	0	0	1	3	0	3	3	1	0	2	0	0	11	12	0	0	0	0	15	21	36.1%	58.3%
Clerical and Secretarial	0	0	4	54	1	6	2	14	4	34	0	0	11	104	0	0	0	0	22	212	50.9%	90.6%
Skilled Crafts	0	0	8	3	1	0	0	1	2	2	0	0	16	4	0	0	0	0	27	10	45.9%	27.0%
Service/Maintenance	0	0	25	21	0	1	7	3	22	9	0	0	17	16	0	0	0	0	71	50	72.7%	41.3%
Total Full-Time Employees	0	0	68	121	7	17	37	48	56	95	0	0	335	394	0	0	0	0	503	675	38.1%	57.3%
Part-Time Employees																						
Executive, Administrative & Managerial	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0.0%	0.0%
Faculty (Instruction/Research/ Public Service)	0	0	35	32	4	5	23	31	22	48	0	0	363	285	0	0	68	60	515	461	23.6%	47.2%
Instruction/Research Assistants	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0.0%	0.0%
Other Professionals (Support/Service)	0	0	5	11	1	0	11	12	10	7	0	0	31	42	0	0	9	8	67	80	43.8%	54.4%
Technical and Paraprofessional	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0.0%	0.0%
Clerical and Secretarial	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0.0%	0.0%
Skilled Crafts	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0	1	0.0%	100.0%
Service/Maintenance	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0.0%	0.0%
Total Part-Time Employees	0	0	40	43	5	5	34	43	32	55	0	0	394	328	0	0	77	68	582	542	26.3%	48.2%
Total All Employees	0	0	108	164	12	22	71	91	88	150	0	0	729	722	0	0	77	68	1085	1217	32.7%	52.9%

Note: Calculation of percentages exclude non-resident alien and race/ethnicity unknown from the denominator.

GBC	Nonresident Alien		Hispanic/Latino		American Indian or Alaskan Native		Asian		Black or African American		Native Hawaiian or Other Pacific Islander		White		Two or More Races		Race/ethnicity unknown		Total		% Minority	% Female
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female		
Full-Time Employees																						
Executive, Administrative & Managerial	0	0	0	2	1	0	0	2	0	0	0	0	10	24	0	0	0	0	11	28	12.8%	71.8%
Faculty	0	0	2	1	0	0	1	0	0	1	0	0	35	28	0	0	0	0	38	30	7.4%	44.1%
Other Professionals (Support/Service)	0	0	0	2	0	1	2	0	0	0	0	0	2	8	0	0	0	0	4	11	33.3%	73.3%
Technical and Paraprofessional	0	0	3	0	0	0	0	0	0	0	0	0	10	8	0	0	0	0	13	8	14.3%	38.1%
Clerical and Secretarial	0	0	0	3	0	1	0	1	0	0	0	0	0	33	0	0	0	0	0	38	13.2%	100.0%
Skilled Crafts	0	0	0	0	0	0	0	0	0	0	0	0	5	0	0	0	0	0	5	0	0.0%	0.0%
Service/Maintenance	0	0	8	2	0	0	0	0	0	0	0	0	10	3	0	0	0	0	18	5	43.5%	21.7%
Total Full-Time Employees	0	0	13	10	1	2	3	3	0	1	0	0	72	104	0	0	0	0	89	120	15.8%	57.4%
Part-Time Employees																						
Executive, Administrative & Managerial	0	0	0	0	0	1	0	0	0	0	0	0	1	6	0	0	0	0	1	7	12.5%	87.5%
Faculty (Instruction/Research/ Public Service)	0	0	2	5	2	1	1	1	1	0	0	0	68	106	0	0	0	0	74	113	7.0%	60.4%
Instruction/Research Assistants	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0.0%	0.0%
Other Professionals (Support/Service)	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0.0%	0.0%
Technical and Paraprofessional	0	0	8	18	0	2	1	1	2	1	0	0	32	97	0	0	0	0	43	119	20.4%	73.5%
Clerical and Secretarial	0	0	0	1	0	1	0	0	0	0	0	0	0	6	0	0	0	0	0	8	25.0%	100.0%
Skilled Crafts	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0.0%	0.0%
Service/Maintenance	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0.0%	0.0%
Total Part-Time Employees	0	0	10	24	2	5	2	2	3	1	0	0	101	215	0	0	0	0	118	247	13.4%	67.7%
Total All Employees	0	0	23	34	3	7	5	5	3	2	0	0	173	319	0	0	0	0	207	367	14.3%	63.9%

Note: Calculation of percentages exclude non-resident alien and race/ethnicity unknown from the denominator.

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TMCC

TMCC	Nonresident Alien		Hispanic/Latino		American Indian or Alaskan Native		Asian		Black or African American		Native Hawaiian or Other Pacific Islander		White		Two or More Races		Race/ethnicity unknown		Total		% Minority	% Female
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female		
Full-Time Employees																						
Executive, Administrative & Managerial	0	0	1	3	0	1	0	0	1	1	0	0	11	8	0	0	3	1	16	14	26.9%	46.7%
Faculty	0	0	5	2	1	1	0	6	1	0	0	0	79	69	0	0	3	5	89	83	9.8%	48.3%
Other Professionals (Support/Service)	0	0	4	5	1	1	0	1	2	1	0	0	30	40	0	0	5	2	42	50	17.6%	54.3%
Technical and Paraprofessional	0	0	0	1	0	0	0	2	0	0	0	0	4	12	0	0	0	0	4	15	15.8%	78.9%
Clerical and Secretarial	0	0	0	7	0	1	0	3	0	0	0	0	6	46	0	0	0	0	6	57	17.5%	90.5%
Skilled Crafts	0	0	0	0	0	0	0	0	0	0	0	0	6	1	0	0	0	0	6	1	0.0%	14.3%
Service/Maintenance	0	0	9	1	0	1	1	0	2	0	0	0	15	5	0	0	0	0	27	7	41.2%	20.6%
Total Full-Time Employees	0	0	19	19	2	5	1	12	6	2	0	0	151	181	0	0	11	8	190	227	16.6%	54.4%
Part-Time Employees																						
Executive, Administrative & Managerial	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0	1	0.0%	100.0%
Faculty (Instruction/Research/ Public Service)	0	0	7	11	1	1	5	6	5	5	0	0	118	140	0	0	20	33	156	196	13.7%	55.7%
Instruction/Research Assistants	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0.0%	0.0%
Other Professionals (Support/Service)	0	0	0	0	0	0	0	0	0	0	0	0	2	5	0	0	0	2	2	7	0.0%	77.8%
Technical and Paraprofessional	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0	1	0.0%	100.0%
Clerical and Secretarial	0	0	0	2	0	0	2	1	0	0	0	0	15	34	0	0	7	6	24	43	9.3%	64.2%
Skilled Crafts	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0.0%	0.0%
Service/Maintenance	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0.0%	0.0%
Total Part-Time Employees	0	0	7	13	1	1	7	7	5	5	0	0	135	181	0	0	27	41	182	248	12.7%	57.7%
Total All Employees	0	0	26	32	3	6	8	19	11	7	0	0	286	362	0	0	38	49	372	475	14.7%	56.1%

Note: Calculation of percentages exclude non-resident alien and race/ethnicity unknown from the denominator.

WNC

WNC	Nonresident Alien		Hispanic/Latino		American Indian or Alaskan Native		Asian		Black or African American		Native Hawaiian or Other Pacific Islander		White		Two or More Races		Race/ethnicity unknown		Total		% Minority	% Female
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female		
Full-Time Employees																						
Executive, Administrative & Managerial	0	0	0	1	0	0	0	0	0	0	0	0	11	11	0	0	0	0	11	12	4.3%	52.2%
Faculty	0	0	2	1	0	0	0	0	0	0	0	0	29	29	0	0	0	0	31	30	4.9%	49.2%
Other Professionals (Support/Service)	0	0	3	1	0	0	1	0	1	0	0	1	11	20	0	0	0	0	16	22	18.4%	57.9%
Technical and Paraprofessional	0	0	1	0	0	0	1	1	0	1	0	0	2	12	0	0	0	0	4	14	22.2%	77.8%
Clerical and Secretarial	0	0	0	6	0	1	0	2	0	0	0	0	3	19	0	0	0	0	3	28	29.0%	90.3%
Skilled Crafts	0	0	0	0	0	1	0	0	0	0	0	0	2	0	0	0	0	0	3	0	33.3%	0.0%
Service/Maintenance	0	0	4	0	0	0	3	0	0	0	0	0	15	3	0	0	0	0	22	3	28.0%	12.0%
Total Full-Time Employees	0	0	10	9	1	1	5	3	1	1	0	1	73	94	0	0	0	0	90	109	16.1%	54.8%
Part-Time Employees																						
Executive, Administrative & Managerial	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0	1	0	0.0%	0.0%
Faculty (Instruction/Research/ Public Service)	0	0	6	15	3	0	2	1	1	0	0	0	120	117	2	0	5	1	139	134	11.2%	49.1%
Instruction/Research Assistants	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0.0%	0.0%
Other Professionals (Support/Service)	0	0	5	11	0	1	1	1	0	0	0	3	32	60	0	1	3	0	41	77	20.0%	65.3%
Technical and Paraprofessional	0	0	0	0	0	0	0	0	0	0	0	0	1	1	0	0	0	0	1	1	0.0%	50.0%
Clerical and Secretarial	0	0	0	2	0	0	0	0	0	1	0	0	1	7	0	0	0	0	1	10	27.3%	90.9%
Skilled Crafts	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0.0%	0.0%
Service/Maintenance	0	0	1	0	0	0	0	0	0	0	0	0	2	0	0	0	0	0	3	0	33.3%	0.0%
Total Part-Time Employees	0	0	12	28	3	1	3	2	1	1	0	3	157	185	2	1	8	1	186	222	14.3%	54.4%
Total All Employees	0	0	22	37	4	2	8	5	2	2	0	4	230	279	2	1	8	1	276	331	14.9%	54.5%

Note: Calculation of percentages exclude non-resident alien and race/ethnicity unknown from the denominator.

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DRI	Nonresident Alien		Hispanic/Latino		American Indian or Alaskan Native		Asian		Black or African American		Native Hawaiian or Other Pacific Islander		White		Two or More Races		Race/ethnicity unknown		Total		% Minority	% Female
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female		
Full-Time Employees																						
Executive, Administrative & Managerial	0	0	0	0	0	0	1	0	0	0	0	0	15	13	0	0	0	0	16	13	3.4%	44.8%
Faculty	0	0	2	0	1	0	9	4	0	0	0	0	99	25	0	0	0	0	111	29	11.4%	20.7%
Other Professionals (Support/Service)	0	0	1	0	1	0	0	0	1	0	0	0	3	10	0	0	0	0	6	10	18.8%	62.5%
Technical and Paraprofessional	0	0	0	2	0	2	0	2	0	0	0	0	19	33	0	0	0	0	19	39	10.3%	67.2%
Clerical and Secretarial	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0.0%	0.0%
Skilled Crafts	0	0	1	0	0	0	0	0	1	0	0	0	7	0	0	0	0	0	9	0	22.2%	0.0%
Service/Maintenance	0	0	0	0	0	0	1	0	2	0	0	0	5	1	0	0	0	0	8	1	33.3%	11.1%
Total Full-Time Employees	0	0	4	2	2	2	11	6	4	0	0	0	148	82	0	0	0	0	169	92	11.9%	35.2%
Part-Time Employees																						
Executive, Administrative & Managerial	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0.0%	0.0%
Faculty (Instruction/Research/ Public Service)	0	0	2	0	1	0	6	2	0	1	0	0	33	7	0	0	0	0	42	10	23.1%	19.2%
Instruction/Research Assistants	0	0	2	1	0	0	6	3	0	0	0	0	31	11	0	0	0	0	39	15	22.2%	27.8%
Other Professionals (Support/Service)	0	0	0	0	1	0	0	1	0	0	0	0	10	7	0	0	0	0	11	8	10.5%	42.1%
Technical and Paraprofessional	0	0	6	3	1	0	9	3	2	0	0	0	48	33	0	0	0	0	66	39	22.9%	37.1%
Clerical and Secretarial	0	0	0	1	0	0	0	0	0	0	0	0	2	6	0	0	0	0	2	7	11.1%	77.8%
Skilled Crafts	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0	1	0	0.0%	0.0%
Service/Maintenance	0	0	0	1	0	0	0	0	0	0	0	0	4	0	0	0	0	0	4	1	20.0%	20.0%
Total Part-Time Employees	0	0	10	6	3	0	21	9	2	1	0	0	129	64	0	0	0	0	165	80	21.2%	32.7%
Total All Employees	0	0	14	8	5	2	32	15	6	1	0	0	277	146	0	0	0	0	334	172	16.4%	34.0%

Note: Calculation of percentages exclude non-resident alien and race/ethnicity unknown from the denominator.

System Administration	Nonresident Alien		Hispanic/Latino		American Indian or Alaskan Native		Asian		Black or African American		Native Hawaiian or Other Pacific Islander		White		Two or More Races		Race/ethnicity unknown		Total		% Minority	% Female
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female		
Full-Time Employees																						
Executive, Administrative & Managerial	0	0	1	0	0	0	0	1	1	1	0	0	12	13	0	0	0	0	14	15	13.8%	51.7%
Faculty	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0.0%	0.0%
Other Professionals (Support/Service)	0	0	2	5	0	0	7	2	1	2	0	0	54	31	0	0	0	0	64	40	18.3%	38.5%
Technical and Paraprofessional	0	0	1	0	0	0	3	1	4	0	0	0	14	7	0	0	0	0	22	8	30.0%	26.7%
Clerical and Secretarial	0	0	1	0	0	0	1	1	0	3	0	0	7	20	0	0	0	0	9	24	18.2%	72.7%
Skilled Crafts	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0.0%	0.0%
Service/Maintenance	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0.0%	0.0%
Total Full-Time Employees	0	0	5	5	0	0	11	5	6	6	0	0	87	71	0	0	0	0	109	87	19.4%	44.4%
Part-Time Employees																						
Executive, Administrative & Managerial	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0.0%	0.0%
Faculty (Instruction/Research/ Public Service)	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0.0%	0.0%
Instruction/Research Assistants	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0.0%	0.0%
Other Professionals (Support/Service)	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0.0%	0.0%
Technical and Paraprofessional	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0.0%	0.0%
Clerical and Secretarial	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0.0%	0.0%
Skilled Crafts	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0.0%	0.0%
Service/Maintenance	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0.0%	0.0%
Total Part-Time Employees	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0.0%	0.0%
Total All Employees	0	0	5	5	0	0	11	5	6	6	0	0	87	71	0	0	0	0	109	87	19.4%	44.4%

*System Aministration headcount includes System Computing Services, System Administration Office (North and South), University Press, NVIE, and EPSCoR.

Note: Calculation of percentages exclude non-resident alien and race/ethnicity unknown from the denominator.

Source: IPEDS

NEVADA SYSTEM OF HIGHER EDUCATION

2002 Employee Diversity Characteristics

System Total	Nonresident Alien		Black, non-Hispanic		American Indian or Alaskan Native		Asian or Pacific Islander		Hispanic		White, non-Hispanic		Race/Ethnicity Unknown		Total		% Minority	% Female
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female		
Full-Time Employees																		
Executive, Administrative & Managerial	3	0	23	22	1	3	5	13	22	22	292	281	2	2	348	343	17.1%	49.6%
Faculty	23	5	35	31	10	5	100	52	55	43	1216	681	23	18	1462	835	17.4%	36.4%
Other Professionals (Support/Service)	3	3	32	58	8	8	56	52	38	40	535	558	4	4	676	723	21.9%	51.7%
Technical and Paraprofessional	0	2	9	26	3	6	13	29	14	29	173	218	2	2	214	312	25.7%	59.3%
Clerical and Secretarial	0	1	11	101	4	21	10	35	16	124	108	850	1	8	150	1140	25.7%	88.4%
Skilled Crafts	0	0	9	0	3	0	3	0	10	1	140	4	0	0	165	5	15.3%	2.9%
Service/Maintenance	0	0	63	22	12	8	29	7	95	42	325	81	2	0	526	160	40.8%	23.3%
Total Full-Time Employees	29	11	182	260	41	51	216	188	250	301	2789	2673	34	34	3541	3518	22.6%	49.8%
Part-Time Employees																		
Executive, Administrative & Managerial	0	0	0	0	1	0	0	0	1	2	7	12	0	0	9	14	17.4%	60.9%
Faculty (Instruction/Research/ Public Service)	14	12	77	60	18	14	79	71	110	90	1514	1239	152	110	1964	1596	22.7%	44.8%
Instruction/Research Assistants	115	53	19	17	4	5	133	85	39	56	569	648	62	54	941	918	34.5%	49.4%
Other Professionals (Support/Service)	4	2	20	18	4	2	12	14	15	37	198	369	52	46	305	488	28.5%	61.5%
Technical and Paraprofessional	0	0	0	3	1	2	2	7	2	8	53	65	4	3	62	88	21.3%	58.7%
Clerical and Secretarial	0	0	0	7	0	1	0	6	0	8	11	120	2	4	13	146	17.6%	91.8%
Skilled Crafts	0	0	0	0	0	0	0	0	0	0	2	1	0	0	2	1	0.0%	33.3%
Service/Maintenance	106	46	8	11	1	3	19	11	8	21	166	219	16	14	324	325	40.7%	50.1%
Total Part-Time Employees	239	113	124	116	29	27	245	194	175	222	2520	2673	288	231	3620	3576	27.8%	49.7%
Total All Employees	268	124	306	376	70	78	461	382	425	523	5309	5346	322	265	7161	7094	25.3%	49.8%

Note: Calculation of percentages exclude non-resident alien and race/ethnicity unknown from the denominator.

UNLV	Nonresident Alien		Black, non-Hispanic		American Indian or Alaskan Native		Asian or Pacific Islander		Hispanic		White, non-Hispanic		Race/Ethnicity Unknown		Total		% Minority	% Female
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female		
Full-Time Employees																		
Executive, Administrative & Managerial	3	0	12	11	0	1	1	6	7	5	118	104	0	1	141	128	17.5%	47.6%
Faculty	18	3	17	13	2	2	51	19	19	17	395	198	4	1	506	253	21.9%	33.3%
Other Professionals (Support/Service)	3	3	11	24	3	1	6	19	12	8	158	150	2	2	195	207	23.4%	51.5%
Technical and Paraprofessional	0	1	5	7	1	2	9	16	6	8	55	81	2	1	78	116	29.9%	59.8%
Clerical and Secretarial	0	0	6	47	1	4	3	9	3	39	31	239	0	1	44	339	29.5%	88.5%
Skilled Crafts	0	0	8	0	2	0	2	0	4	0	38	0	0	0	54	0	29.6%	0.0%
Service/Maintenance	0	0	34	17	6	1	14	4	39	9	121	37	2	0	216	68	44.4%	23.9%
Total Full-Time Employees	24	7	93	119	15	11	86	73	90	86	916	809	10	6	1234	1111	26.4%	47.4%
Part-Time Employees																		
Executive, Administrative & Managerial	0	0	0	0	0	0	0	0	0	1	1	0	0	0	1	1	50.0%	50.0%
Faculty (Instruction/Research/ Public Service)	9	12	10	15	2	1	11	13	18	17	246	227	102	72	398	357	37.4%	47.3%
Instruction/Research Assistants	108	50	8	12	0	1	22	11	8	22	188	235	8	17	342	348	38.7%	50.4%
Other Professionals (Support/Service)	4	2	4	6	2	0	8	4	2	6	67	66	37	32	124	116	44.6%	48.3%
Technical and Paraprofessional	0	0	0	0	1	1	0	0	0	0	1	6	0	0	2	7	22.2%	77.8%
Clerical and Secretarial	0	0	0	3	0	0	0	0	0	0	3	13	0		3	16	15.8%	84.2%
Skilled Crafts	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	-	-
Service/Maintenance	106	46	8	10	0	0	19	10	8	20	147	190	14	14	302	290	43.1%	49.0%
Total Part-Time Employees	227	110	30	46	5	3	60	38	36	66	653	737	161	135	1172	1135	39.7%	49.2%
Total All Employees	251	117	123	165	20	14	146	111	126	152	1569	1546	171	141	2406	2246	33.0%	48.3%

Note: Calculation of percentages exclude non-resident alien and race/ethnicity unknown from the denominator.

NEVADA SYSTEM OF HIGHER EDUCATION

UNR	Nonresident Alien		Black, non-Hispanic		American Indian or Alaskan Native		Asian or Pacific Islander		Hispanic		White, non-Hispanic		Race/Ethnicity Unknown		Total		% Minority	% Female
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female		
Full-Time Employees																		
Executive, Administrative & Managerial	0	0	3	2	0	0	2	4	4	6	86	86	0	0	95	98	10.9%	50.8%
Faculty	0	0	5	5	4	1	36	20	14	9	427	229	0	0	486	264	12.5%	35.2%
Other Professionals (Support/Service)	0	0	10	7	3	4	37	26	8	17	243	241	0	0	301	295	18.8%	49.5%
Technical and Paraprofessional	0	1	3	17	0	2	2	8	6	14	75	83	0	1	86	126	25.5%	59.4%
Clerical and Secretarial	0	1	0	13	3	7	2	18	2	21	33	346	0	5	40	411	16.0%	91.1%
Skilled Crafts	0	0	0	0	0	0	1	0	2	0	85	2	0	0	88	2	3.3%	2.2%
Service/Maintenance	0	0	6	0	3	5	3	2	18	18	99	25	0	0	129	50	30.7%	27.9%
Total Full-Time Employees	0	2	27	44	13	19	83	78	54	85	1048	1012	0	6	1225	1246	16.6%	50.4%
Part-Time Employees																		
Executive, Administrative & Managerial	0	0	0	0	0	0	0	0	1	0	2	2	0	0	3	2	20.0%	40.0%
Faculty (Instruction/Research/ Public Service)	0	0	7	1	5	2	16	21	21	10	306	252	1	3	356	289	13.5%	44.8%
Instruction/Research Assistants	1	1	11	4	3	4	111	70	27	26	324	339	34	30	511	474	32.7%	48.1%
Other Professionals (Support/Service)	0	0	1	5	0	0	0	8	0	11	25	135	0	3	26	162	14.9%	86.2%
Technical and Paraprofessional	0	0	0	2	0	1	0	3	0	5	12	33	0	0	12	44	19.6%	78.6%
Clerical and Secretarial	0	0	0	3	0	0	0	3	0	3	5	73	0	1	5	83	11.4%	94.3%
Skilled Crafts	0	0	0	0	0	0	0	0	0	0	2	0	0	0	2	0	0.0%	0.0%
Service/Maintenance	0	0	0	0	0	3	0	0	0	1	12	26	0	0	12	30	9.5%	71.4%
Total Part-Time Employees	1	1	19	15	8	10	127	105	49	56	688	860	35	37	927	1084	23.0%	53.9%
Total All Employees	1	3	46	59	21	29	210	183	103	141	1736	1872	35	43	2152	2330	19.5%	52.0%

Note: Calculation of percentages exclude non-resident alien and race/ethnicity unknown from the denominator.

NSC	Nonresident Alien		Black, non-Hispanic		American Indian or Alaskan Native		Asian or Pacific Islander		Hispanic		White, non-Hispanic		Race/Ethnicity Unknown		Total		% Minority	% Female
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female		
Full-Time Employees																		
Executive, Administrative & Managerial	0	0	0	0	0	0	0	0	0	1	2	3	0	0	2	4	16.7%	66.7%
Faculty	0	0	0	0	0	0	0	0	0	0	2	6	0	0	2	6	0.0%	75.0%
Other Professionals (Support/Service)	0	0	1	1	0	0	0	0	0	0	1	0	0	0	2	1	66.7%	33.3%
Technical and Paraprofessional	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	-	-
Clerical and Secretarial	0	0	0	0	0	0	0	0	0	0	0	2	0	0	0	2	0.0%	100.0%
Skilled Crafts	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	-	-
Service/Maintenance	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	-	-
Total Full-Time Employees	0	0	1	1	0	0	0	0	0	1	5	11	0	0	6	13	15.8%	68.4%
Part-Time Employees																		
Executive, Administrative & Managerial	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	-	-
Faculty (Instruction/Research/ Public Service)	0	0	0	0	0	0	2	1	0	4	12	4	3	0	17	9	38.5%	34.6%
Instruction/Research Assistants	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	-	-
Other Professionals (Support/Service)	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	-	-
Technical and Paraprofessional	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	-	-
Clerical and Secretarial	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	-	-
Skilled Crafts	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	-	-
Service/Maintenance	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	-	-
Total Part-Time Employees	0	0	0	0	0	0	2	1	0	4	12	4	3	0	17	9	38.5%	34.6%
Total All Employees	0	0	1	1	0	0	2	1	0	5	17	15	3	0	23	22	28.9%	48.9%

Note: Calculation of percentages exclude non-resident alien and race/ethnicity unknown from the denominator.

NEVADA SYSTEM OF HIGHER EDUCATION

CSN	Nonresident Alien		Black, non-Hispanic		American Indian or Alaskan Native		Asian or Pacific Islander		Hispanic		White, non-Hispanic		Race/Ethnicity Unknown		Total		% Minority	% Female
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female		
Full-Time Employees																		
Executive, Administrative & Managerial	0	0	4	7	1	1	1	2	7	4	20	23	0	0	33	37	38.6%	52.9%
Faculty	0	0	13	12	2	1	8	10	11	12	191	124	16	12	241	171	23.5%	41.5%
Other Professionals (Support/Service)	0	0	8	22	1	2	7	4	11	3	54	64	0	0	81	95	33.0%	54.0%
Technical and Paraprofessional	0	0	1	1	0	0	2	4	2	4	4	5	0	0	9	14	60.9%	60.9%
Clerical and Secretarial	0	0	2	38	0	5	3	4	8	48	28	106	1	2	42	203	45.3%	82.9%
Skilled Crafts	0	0	0	0	0	0	0	0	3	1	7	1	0	0	10	2	33.3%	16.7%
Service/Maintenance	0	0	21	5	0	1	9	1	16	11	48	6	0	0	94	24	54.2%	20.3%
Total Full-Time Employees	0	0	49	85	4	10	30	25	58	83	352	329	17	14	510	546	35.5%	51.7%
Part-Time Employees																		
Executive, Administrative & Managerial	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	-	-
Faculty (Instruction/Research/ Public Service)	0	0	54	41	10	6	36	27	54	34	549	371	27	23	730	502	25.3%	40.7%
Instruction/Research Assistants	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	-	-
Other Professionals (Support/Service)	0	0	11	7	1	1	4	1	5	2	40	65	8	4	69	80	29.5%	53.7%
Technical and Paraprofessional	0	0	0	1	0	0	2	4	2	2	9	14	2	1	15	22	37.8%	59.5%
Clerical and Secretarial	0	0	0	1	0	0	0	0	0	0	1	5	0	1	1	7	25.0%	87.5%
Skilled Crafts	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	1	0.0%	100.0%
Service/Maintenance	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	-	-
Total Part-Time Employees	0	0	65	50	11	7	42	32	61	38	599	456	37	29	815	612	26.1%	42.9%
Total All Employees	0	0	114	135	15	17	72	57	119	121	951	785	54	43	1325	1158	30.1%	46.6%

Note: Calculation of percentages exclude non-resident alien and race/ethnicity unknown from the denominator.

GBC	Nonresident Alien		Black, non-Hispanic		American Indian or Alaskan Native		Asian or Pacific Islander		Hispanic		White, non-Hispanic		Race/Ethnicity Unknown		Total		% Minority	% Female
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female		
Full-Time Employees																		
Executive, Administrative & Managerial	0	0	0	0	0	0	0	1	1	1	7	18	0	0	8	20	10.7%	71.4%
Faculty	0	0	0	1	0	0	0	0	2	2	31	17	0	0	33	20	9.4%	37.7%
Other Professionals (Support/Service)	0	0	0	0	0	0	0	0	0	0	2	13	0	0	2	13	0.0%	86.7%
Technical and Paraprofessional	0	0	0	0	2	1	0	0	0	0	6	6	0	0	8	7	20.0%	46.7%
Clerical and Secretarial	0	0	0	0	0	1	0	1	0	4	0	33	0	0	0	39	15.4%	100.0%
Skilled Crafts	0	0	0	0	0	0	0	0	0	0	3	0	0	0	3	0	0.0%	0.0%
Service/Maintenance	0	0	0	0	0	0	0	0	10	1	12	1	0	0	22	2	45.8%	8.3%
Total Full-Time Employees	0	0	0	1	2	2	0	2	13	8	61	88	0	0	76	101	15.8%	57.1%
Part-Time Employees																		
Executive, Administrative & Managerial	0	0	0	0	0	0	0	0	0	1	2	9	0	0	2	10	8.3%	83.3%
Faculty (Instruction/Research/ Public Service)	1	0	0	0	0	2	2	2	0	0	38	66	1	7	42	77	12.6%	64.7%
Instruction/Research Assistants	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	-	-
Other Professionals (Support/Service)	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	-	-
Technical and Paraprofessional	0	0	0	0	0	0	0	0	0	0	2	2	0	1	2	3	20.0%	60.0%
Clerical and Secretarial	0	0	0	0	0	0	0	0	0	0	0	8	1	0	1	8	11.1%	88.9%
Skilled Crafts	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	-	-
Service/Maintenance	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	-	-
Total Part-Time Employees	1	0	0	0	0	2	2	2	0	1	42	85	2	8	47	98	12.4%	67.6%
Total All Employees	1	0	0	1	2	4	2	4	13	9	103	173	2	8	123	199	14.3%	61.8%

Note: Calculation of percentages exclude non-resident alien and race/ethnicity unknown from the denominator.

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TMCC	Nonresident Alien		Black, non-Hispanic		American Indian or Alaskan Native		Asian or Pacific Islander		Hispanic		White, non-Hispanic		Race/Ethnicity Unknown		Total		% Minority	% Female
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female		
Full-Time Employees																		
Executive, Administrative & Managerial	0	0	2	1	0	1	0	0	1	2	14	12	0	1	17	17	23.5%	50.0%
Faculty	0	0	0	0	1	1	1	2	5	2	64	59	2	5	73	69	13.4%	48.6%
Other Professionals (Support/Service)	0	0	0	0	0	1	0	1	1	5	11	25	2	2	14	34	25.0%	70.8%
Technical and Paraprofessional	0	0	0	0	0	0	0	0	0	2	6	12	0	0	6	14	10.0%	70.0%
Clerical and Secretarial	0	0	1	0	0	2	1	1	2	5	9	63	0	0	13	71	14.3%	84.5%
Skilled Crafts	0	0	0	0	0	0	0	0	0	0	5	0	0	0	5	0	0.0%	0.0%
Service/Maintenance	0	0	1	0	2	1	1	0	9	3	23	8	0	0	36	12	35.4%	25.0%
Total Full-Time Employees	0	0	4	1	3	6	3	4	18	19	132	179	4	8	164	217	18.4%	57.0%
Part-Time Employees																		
Executive, Administrative & Managerial	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	-	-
Faculty (Instruction/Research/ Public Service)	0	0	3	2	1	1	7	5	11	11	157	154	4	1	183	174	12.9%	48.7%
Instruction/Research Assistants	0	0	0	1	1	0	0	4	3	6	40	58	19	7	63	76	29.5%	54.7%
Other Professionals (Support/Service)	0	0	1	0	0	0	0	0	1	1	13	10	2	0	17	11	17.9%	39.3%
Technical and Paraprofessional	0	0	0	0	0	0	0	0	0	0	0	1	0	1	0	2	50.0%	100.0%
Clerical and Secretarial	0	0	0	0	0	1	0	2	0	1	2	7	0	0	2	11	30.8%	84.6%
Skilled Crafts	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	-	-
Service/Maintenance	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	-	-
Total Part-Time Employees	0	0	4	3	2	2	7	11	15	19	212	230	25	9	265	274	18.0%	50.8%
Total All Employees	0	0	8	4	5	8	10	15	33	38	344	409	29	17	429	491	18.2%	53.4%

Note: Calculation of percentages exclude non-resident alien and race/ethnicity unknown from the denominator.

WNC	Nonresident Alien		Black, non-Hispanic		American Indian or Alaskan Native		Asian or Pacific Islander		Hispanic		White, non-Hispanic		Race/Ethnicity Unknown		Total		% Minority	% Female
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female		
Full-Time Employees																		
Executive, Administrative & Managerial	0	0	0	0	0	0	0	0	2	1	9	8	0	0	11	9	15.0%	45.0%
Faculty	0	0	0	0	0	0	0	0	3	0	38	34	1	0	42	34	5.3%	44.7%
Other Professionals (Support/Service)	0	0	0	0	0	0	1	1	2	0	7	16	0	0	10	17	14.8%	63.0%
Technical and Paraprofessional	0	0	0	0	0	1	0	1	0	1	5	12	0	0	5	15	15.0%	75.0%
Clerical and Secretarial	0	0	1	0	0	2	0	1	1	5	3	29	0	0	5	37	23.8%	88.1%
Skilled Crafts	0	0	0	0	1	0	0	0	0	0	0	0	0	0	1	0	100.0%	0.0%
Service/Maintenance	0	0	0	0	1	0	1	0	3	0	16	4	0	0	21	4	20.0%	16.0%
Total Full-Time Employees	0	0	1	0	2	3	2	3	11	7	78	103	1	0	95	116	14.2%	55.0%
Part-Time Employees																		
Executive, Administrative & Managerial	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	-	-
Faculty (Instruction/Research/ Public Service)	0	0	3	1	0	2	1	1	6	14	187	151	13	4	210	173	11.7%	45.2%
Instruction/Research Assistants	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	-	-
Other Professionals (Support/Service)	0	0	2	0	1	1	0	1	6	17	49	88	5	6	63	113	22.2%	64.2%
Technical and Paraprofessional	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0	1	100.0%	100.0%
Clerical and Secretarial	0	0	0	0	0	0	0	1	0	4	0	13	0	0	0	18	27.8%	100.0%
Skilled Crafts	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	-	-
Service/Maintenance	0	0	0	0	1	0	0	1	0	0	7	3	1	0	9	4	23.1%	30.8%
Total Part-Time Employees	0	0	5	1	2	3	1	4	12	36	243	255	19	10	282	309	15.7%	52.3%
Total All Employees	0	0	6	1	4	6	3	7	23	43	321	358	20	10	377	425	15.3%	53.0%

Note: Calculation of percentages exclude non-resident alien and race/ethnicity unknown from the denominator.

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NEVADA SYSTEM OF HIGHER EDUCATION

DRI	Nonresident Alien		Black, non-Hispanic		American Indian or Alaskan Native		Asian or Pacific Islander		Hispanic		White, non-Hispanic		Race/Ethnicity Unknown		Total		% Minority	% Female
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female		
Full-Time Employees																		
Executive, Administrative & Managerial	0	0	0	0	0	0	1	0	0	0	12	5	2	0	15	5	15.0%	25.0%
Faculty	5	2	0	0	1	0	4	1	1	1	68	14	0	0	79	18	15.5%	18.6%
Other Professionals (Support/Service)	0	0	0	0	1	0	0	0	1	1	5	12	0	0	7	13	15.0%	65.0%
Technical and Paraprofessional	0	0	0	1	0	0	0	0	0	0	18	19	0	0	18	20	2.6%	52.6%
Clerical and Secretarial	0	0	0	1	0	0	1	0	0	2	0	11	0	0	1	14	26.7%	93.3%
Skilled Crafts	0	0	1	0		0	0	0	1	0	2	1	0	0	4	1	40.0%	20.0%
Service/Maintenance	0	0	1	0	0	0	1	0	0	0	6	0	0	0	8	0	25.0%	0.0%
Total Full-Time Employees	5	2	2	2	2	0	7	1	3	4	111	62	2	0	132	71	14.8%	35.0%
Part-Time Employees																		
Executive, Administrative & Managerial	0	0	0	0	1	0	0	0	0	0	1	1	0	0	2	1	33.3%	33.3%
Faculty (Instruction/Research/ Public Service)	4	0	0	0	0	0	4	1	0	0	19	14	1	0	28	15	23.3%	34.9%
Instruction/Research Assistants	6	2	0	0	0	0	0	0	1	2	17	16	1	0	25	20	26.7%	44.4%
Other Professionals (Support/Service)	0	0	1	0	0	0	0	0	0	0	0	1	0	0	1	1	50.0%	50.0%
Technical and Paraprofessional	0	0	0	0	0	0	0	0	0	0	29	9	2	0	31	9	5.0%	22.5%
Clerical and Secretarial	0	0	0	0	0	0	0	0	0	0	0	0	1	2	1	2	100.0%	66.7%
Skilled Crafts	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	-	-
Service/Maintenance	0	0	0	1	0	0	0	0	0	0	0	0	1	0	1	1	100.0%	50.0%
Total Part-Time Employees	10	2	1	1	1	0	4	1	1	2	66	41	6	2	89	49	22.5%	35.5%
Total All Employees	15	4	3	3	3	0	11	2	4	6	177	103	8	2	221	120	17.9%	35.2%

Note: Calculation of percentages exclude non-resident alien and race/ethnicity unknown from the denominator.

System Administration	Nonresident Alien		Black, non-Hispanic		American Indian or Alaskan Native		Asian or Pacific Islander		Hispanic		White, non-Hispanic		Race/Ethnicity Unknown		Total		% Minority	% Female
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female		
Full-Time Employees																		
Executive, Administrative & Managerial	0	0	2	1	0	0	0	0	0	2	24	22	0	0	26	25	9.8%	49.0%
Faculty	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	-	-
Other Professionals (Support/Service)	0	0	2	4	0	0	5	1	3	6	54	37	0	0	64	48	18.8%	42.9%
Technical and Paraprofessional	0	0	0	0	0	0	0	0	0	0	4	0	0	0	4	0	0.0%	0.0%
Clerical and Secretarial	0	0	1	2	0	0	0	1	0	0	4	21	0	0	5	24	13.8%	82.8%
Skilled Crafts	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	-	-
Service/Maintenance	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	-	-
Total Full-Time Employees	0	0	5	7	0	0	5	2	3	8	86	80	0	0	99	97	15.3%	49.5%
Part-Time Employees																		
Executive, Administrative & Managerial	0	0	0	0	0	0	0	0	0	0	1	0	0	0	1	0	0.0%	0.0%
Faculty (Instruction/Research/ Public Service)	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	-	-
Instruction/Research Assistants	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	-	-
Other Professionals (Support/Service)	0	0	0	0	0	0	0	0	1	0	4	4	0	1	5	5	20.0%	50.0%
Technical and Paraprofessional	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	-	-
Clerical and Secretarial	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	1	0.0%	100.0%
Skilled Crafts	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	-	-
Service/Maintenance	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	-	-
Total Part-Time Employees	0	0	0	0	0	0	0	0	1	0	5	5	0	1	6	6	16.7%	50.0%
Total All Employees	0	0	5	7	0	0	5	2	4	8	91	85	0	1	105	103	15.4%	49.5%

*System Aministration headcount includes System Computing Services, System Administration Office (North and South), University Press, NVIE, and EPSCoR.

Note: Calculation of percentages exclude non-resident alien and race/ethnicity unknown from the denominator.

Source: IPEDS