Minutes are not final until approved by the Board of Regents at the March 2010 meeting

BOARD OF REGENTS and its
CULTURAL DIVERSITY COMMITTEE
NEVADA SYSTEM OF HIGHER EDUCATION
UNLV Student Union Ballroom A
University of Nevada, Las Vegas
4505 S. Maryland Parkway, Las Vegas
Friday, December 4, 2009

Members Present: Mr. Cedric Crear, Chair
Mr. Kevin J. Page, Vice Chair
Dr. Andrea Anderson
Mr. Robert Blakely
Dr. Jack Lund Schofield

Others Present: Dr. Jane Nichols, Vice Chancellor, Academic & Student Affairs
Mr. Bart Patterson, Vice Chancellor, Administrative & Legal Affairs
Ms. Robyn Render, Vice Chancellor, Information Technology
Mr. Scott Wasserman, CEO & Special Counsel to the Board
Ms. Crystal Abba, Assistant Vice Chancellor
Dr. Magdalena Martinez, Education Consultant
Dr. Stephen G. Wells, President, DRI
Mr. Carl Diekhans, President, GBC
Dr. Fred Maryanski, President, NSC
Dr. Maria C. Sheehan, President, TMCC
Dr. Neal J. Smatresk, President, UNLV
Dr. Carol A. Lucey, President, WNC
Ms. Mary Kaye Bailey, CSN
Dr. Arthur Byrd, CSN
Dr. Darren Divine, CSN
Mr. Richard Hinckley, CSN
Mr. Larry Mason, CSN
Mr. John Mueller, CSN
Dr. Mike Auerbach, DRI
Ms. Patricia Hughes, DRI
Dr. John Warwick, DRI
Ms. Lynn Mahlberg, GBC
Ms. Sonja Sibert, GBC
Ms. Julie Smith, GBC
Dr. Lesley Di Mare, NSC
Dr. Harriet Barlow, UNLV
Dr. Suzanne Espinoza, UNLV
Mr. Kyle Ethelbah, UNLV
Dr. Juanita Fain, UNLV
Dr. David Forgues, UNLV
Ms. Paula Gonzales, UNLV
Others Present: (continued) Dr. Jane Hafen, UNLV
Ms. Kimberly Holmes, UNLV
Dr. Kate Korgan, UNLV
Ms. Sharrie Mayden, UNLV
Dr. Ann McDonough, UNLV
Mr. Jose Melendrez, UNLV
Mr. Keith Rogers, UNLV
Dr. Ron Smith, UNLV
Ms. Karen Strong, UNLV
Dr. William Sullivan, UNLV
Dr. Fred Tredup, UNLV
Mr. Kyle George, UNLV-GPSA
Dr. Shannon Ellis, UNR
Mr. Tom Judy, UNR
Mr. Dan Neverett, WNC

Faculty senate chairs in attendance were Dr. Alan Gertler, DRI; Dr. Frank Daniels, GBC; and Dr. John Filler, UNLV. Student body presidents in attendance were Ms. Paulette Batayola, GBC; Ms. Amsala Alemu-Johnson, NSC; and Ms. Jessica Lucero, UNLV-GPSA.

Chair Cedric Crear called the meeting to order at 8:02 a.m. with all members present except Regents Blakely and Schofield.

1. Approved-Minutes – The Committee recommended approval of the minutes from the September 18, 2009, meeting (Ref. CD-1 on file in the Board office).

   Regent Page moved approval of the minutes from the September 18, 2009, meeting.
   Regent Anderson seconded. Motion carried. Regents Blakely and Schofield were absent.

Regent Blakely entered the meeting.

2. Information Only-Institutional Diversity Report, UNLV – Dr. Neal J. Smatresk, UNLV President, presented a report on the institution’s initiatives to promote student success, especially efforts to improve recruitment, retention and graduation of students from diverse backgrounds.

   President Smatresk reported that UNLV is working with stakeholder groups in the community and within the university to better understand what the needs are for the Office of Vice President for Diversity and Inclusion at UNLV. He noted that UNLV will begin its search to fill that position very soon.

   Chair Crear asked that after the new Vice President for Diversity and Inclusion at UNLV is hired, and that person has had sufficient time to evaluate the university
2. **Information Only-Institutional Diversity Report, UNLV** — (continued)

and the direction in which it should be moving in terms of diversity, that the Vice President be invited to present his/her ideas to the Committee.

Mr. Jose Melendrez, Assistant Vice President for Diversity and Inclusion, UNLV, led a collaborative PowerPoint presentation on diversity initiatives at UNLV (*Ref. CD-2 on file in the Board office*). He was joined by Dr. William Sullivan, Associate Vice President for Retention and Outreach and Executive Director of the Center for Academic Enrichment and Outreach, UNLV; Mr. Keith Rogers, Deputy Executive Director of the Center for Academic Enrichment and Outreach, UNLV; Ms. Karen Strong, Associate Vice President for Student Affairs, UNLV; Dr. Ann McDonough, Dean of the Academic Success Center, UNLV; and Dr. Suzanne Espinoza, Associate Vice President for Enrollment and Student Services, UNLV.

Regent Schofield entered the meeting.

Dr. Sullivan reported that the Center for Academic Enrichment and Outreach provides educational support services to students in an effort to improve retention and increase graduation rates. The Center houses 16 programs, currently serves over 24,000 participants and provides services in 32 high schools and 9 middle schools.

Mr. Rogers stated that the Center provides high school proficiency test preparation and GED pre-testing. Center staff work with students to ensure they will graduate from high school and become eligible to apply for post-secondary education. In addition, the Center offers a six week summer residential program for high school students who are interested in experiencing college life, assists students in completing FAFSA and admissions applications and helps educate parents on how to be more involved in their child’s education.

With regard to retention strategies, the Center offers a strong academic, financial and personal counseling program; enrollment assistance; tutoring; grant-in-aid and scholarships. Mr. Rogers offered the following statistics pertaining to students served by the Center:

- 93% of students who start as freshman will continue the following fall as sophomores;
- Approximately 65% of underclassman will graduate within five years;
- Approximately 85% of underclassman will have graduated within six years;
- 82% of undergraduate students will continue on to graduate school; of which, 35% will earn their PhDs within ten years.

In response to a question from Chair Crear, Mr. Rogers indicated that the Center employs approximately 150 professional and classified staff, and an additional
2. **Information Only-Institutional Diversity Report, UNLV** – (*continued*)

200 to 300 part-time staff who serve as instructors, tutors and mentors for the students. Chair Crear asked how students become aware of the programs offered by the Center. Mr. Rogers replied that, because the Center has been in existence since 1967, most schools are familiar with their programs and many of the students they serve are second and third generation participants. The Center advertises with schools and sends out mailers to families living in the service area. For the college population, Center staff visit the campuses to make presentations, they participate in the freshman orientation program and they go out to the community colleges to talk with students who may be transferring to the university.

Chair Crear asked what it would take to expand the program. Mr. Rogers indicated that the Center is 100% government-funded, and he does not anticipate that will change. The Center serves approximately 500 university students even though thousands are eligible. Mr. Rogers stated that, if additional resources were available, the Center would welcome the opportunity to service more students.

Regent Page inquired about the number of scholarships available to first generation students. Mr. Rogers indicated that approximately twenty students receive first generation scholarships funded by Wells Fargo and managed by the Center. The Center has a second scholarship program called GEAR UP which awards 35 scholarships in the amount of $1,000 per year for four years.

In response to a question from Regent Page, Mr. Rogers confirmed that more than twenty students would be able to receive the Wells Fargo scholarship if there was more money available.

Chair Crear stated that the Center is one of the most important programs at UNLV and he would love to see it expand. He expressed an interest in receiving future updates regarding the Center and its activities.

Ms. Strong reported that the Office of Civic Engagement focuses on civic engagement in terms of leadership, service and diversity, and incorporating knowledge-based community service to enhance the learning experience of students. Research indicates that students who connect to their institution are far more likely to matriculate to graduation. Ms. Strong stated that, over the past three years, the demand for ways for students to participate as partners in the institution has increased almost 75%.

The Office of Civic Engagement has created four councils with which students can get involved and become active partners in the planning and implementation of programs: the International Council; the Students Organizing Diversity Activities (SODA) Council; the Rebel Pride Council; and the Rebel Service
2. Information Only-Institutional Diversity Report, UNLV – (continued)

Council. Ms. Strong reported that staff, faculty and students have facilitated and implemented over 350 programs, events and services. She highlighted the following four major initiatives of the Office of Civic Engagement: 1) the leadership and civic engagement minor; 2) the cultural leadership retreat; 3) the alternative spring break program; and 4) the festival of communities.

Ms. Jessica Lucero, Graduate and Professional Student Association President, UNLV, stated that the civic engagement programs at UNLV are fantastic. She encouraged Ms. Strong to reach out to graduate and professional students to increase their involvement.

Dr. McDonough reported that the Academic Success Center advises approximately 3,300 students per month. They provide skills gap testing, diagnostics and prescriptions for those skills gaps. Dr. McDonough stated that approximately 50% of incoming students cannot read at a college level and are struggling with writing and foundational math. The Academic Success Center launched a pilot program to test students in reading and help them improve. In addition, they are working very actively to launch a comprehensive math diagnostic program.

Regent Page noted that he took a tour of the Academic Success Center and was very impressed by its programs and services.

Dr. Espinoza reported that the Enrollment and Student Services Division includes the offices of admission, recruitment, financial aid, new student orientation and international students and scholars. In the last few years, many of their efforts have been focused on creating a more service-oriented culture within the offices and making programs more student-friendly. Dr. Espinoza stated that a new admissions application was established which helps identify high-ability students who are also eligible for scholarships. They have organized African American and Hispanic scholar recognition events, both of which attracted over 800 students. Dr. Espinoza reported that financial aid applications have increased by 28%, procedures are in place to identify at-risk students as they enter the university, counselors have been trained to work with students who submit materials to withdraw from a course and staff have been assigned to follow up with students who have withdrawn from the university completely to see if there is anything that can be done to draw them back into the university.

Chair Crear observed that the different areas reporting to the Committee seem to do similar things. He asked if they are all grouped together under the president or provost. President Smatresk stated that, when he came to UNLV as provost, he was concerned about some of the fragmentation and lack of customer service that he saw. His focus was very much on making the necessary changes in order to
2. Information Only-Institutional Diversity Report, UNLV – (continued)

devlop a caring culture for students. President Smatresk indicated that the
groups get together on a regular basis to coordinate activities. Each one has a
different function; however, they need to come together where they overlap and
make sure they are sharing resources and supporting each other.

Dr. Juanita Fain, Vice President for Student Affairs, UNLV, stated that they are
working hard to collaborate more effectively both within Student Affairs and
across units, and to work more closely with the academic units of the university.
Chair Crear asked whether faculty understand and are willing to implement their
philosophies and ideologies. Dr. Fain indicated that, in the past year, mid-term
grades were implemented to identify at-risk students. The information is shared
with the Academic Success Center and the academic departments, and she
believes it will help with their retention efforts.

Dr. John Filler, Faculty Senate Chair, UNLV, stated that faculty are becoming
more aware of what they can do individually in terms of support. For example, he
meets with students and puts them in touch with resources. Faculty are also
becoming more sensitive to the kinds of issues students are bringing to the
classroom.

Mr. Melendrez reported that the Multicultural Center opened in February and over
4,000 students have come through to date. There is a diversity commission
consisting of faculty, students and community partners that looks at issues on
campus and provides support to students. Mr. Melendrez indicated that their
ultimate goal is to get students through UNLV to graduation.

Chair Crear expressed the Committee’s gratitude to UNLV for their presentation.

3. Information Only-Supply Chain Inclusion Program – Vice Chancellor Bart
Patterson provided an update on the work underway to create minority and small
business vendor selection policies and practices as a result of the report from the
external consultant hired by the Council of Presidents.

Chair Crear thanked Vice Chancellor Patterson, the Council of Presidents, the
business officers and the purchasing departments for working so diligently on the
supply chain inclusion program.

Vice Chancellor Patterson reported that the consultant obtained tremendous
cooperation from the purchasing departments and there is a lot of support for this
type of program. With regard to current purchasing practices, the NSHE is very
de-centralized and end-user driven. In addition, the System does not have good
tracking software to show how money is spent. Vice Chancellor Patterson noted
that there is not a lot of knowledge, internally or externally, about NSHE’s
purchasing programs and policies. However, they are making progress. The
3. **Information Only-Supply Chain Inclusion Program** – (continued)

consultant has made site visits to every purchasing division, there have been internal and external focus groups and a lot of data has been gathered.

Vice Chancellor Patterson stated that the consultant will present recommendations that are legal, implementable and sustainable to the Committee at the March 2010 meeting.

4. **Information Only-Outreach to Native American Students** – A report on each NSHE institution’s outreach efforts with tribal high schools and Native American students was provided for the Committee’s review *(Ref. CD-4 on file in the Board office)*. Included in the report was the work of the Nevada GEAR UP program.

Mr. Larry Mason, Interim Vice President for Diversity and Cultural Affairs, CSN, reported that CSN worked with the Moapa Valley High School to bring all of their Native American students to CSN to expose them to the educational process. Middle school students from the Moapa Indian Reservation joined them in their visit. CSN brought in a guest speaker, who is Native American, to address the students.

Mr. Mason recommended the creation of a Native American council to address issues specific to Native American students.

Regent Page observed that the report shows many of the campuses are doing similar things. He agreed that creating a council to establish some best practices would be beneficial.

Dr. Jane Nichols, Vice Chancellor for Academic and Student Affairs, stated that the report depicts an array of practices as well as an array of geographic focus areas. She noted that UNR has one full-time position that works with Native American students which has made a huge difference in terms of service and outreach. Vice Chancellor Nichols indicated that it would be appropriate for the Equity, Diversity and Inclusion Council (EDIC) to discuss the possibility of creating a Native American council. She suggested that EDIC coordinate its efforts with the State of Nevada Indian Commission to avoid duplication.

Dr. Shannon Ellis, Vice President for Student Services, UNR, recalled that the Nevada Indian Commission came to a Board meeting a few years ago and pleaded with the Board and the institutions to do some of the things they are now doing. As a result of that meeting, the northern institutions formed the Northern Nevada American Indian Higher Education Collaborative which meets regularly to address best practices and to determine how to best share resources.

Mr. Kyle Ethelbah, Director for Adult Educational Services, UNLV, and Chair of the Southern Nevada Native American Educational Coalition, reported that the
4. **Information Only-Outreach to Native American Students**—(continued)

   Coalition was designed to replicate the northern collaborative. A group of individuals were convened from UNLV, CSN and NSC, as well as the Clark County School District. The Coalition has reached out to the Moapa Paiutes and the urban American Indian community. Mr. Ethelbah noted that the number of urban American Indians in southern Nevada exceeds the total number of American Indians in all twenty-two tribes in the State of Nevada combined. The need is here, yet there is no strong urban voice to provide outreach services to the American Indian community. Mr. Ethelbah stated that they work to make sure the southern tribes are familiar with the various programs offered by the UNLV Center for Academic Enrichment and Outreach and Adult Education Services. UNLV established an American Indian Alliance, which is partnered with the student affairs and diversity offices, and serves as a resource for faculty, staff and students. In addition, the American Indian Alliance has set up five $1,000 scholarships for students.

   Dr. Maria C. Sheehan, President, TMCC, reported that the northern collaborative has been very beneficial in helping TMCC to coordinate its outreach efforts. TMCC ensures that each of its ethnic populations have targeted strategies incorporated into the strategic plan. Special activities are then incorporated into the responsibilities of the outreach staff.

   Chair Crear expressed the Committee’s gratitude to the institutions for their reports.

5. **Approved-Handbook Revision, Discrimination and Sexual Harassment Policy**—The Committee recommended approval of a revision to the Board’s current policy on discrimination and sexual harassment (Title 4, Chapter 8) (Ref. CD-5 on file in the Board office).

   Vice Chancellor Patterson reported that the proposed policy has been vetted through legal, human resources, faculty and the EDIC. The primary reason for the revision is to make the investigation of a discrimination complaint consistent with the process for investigating a sexual harassment complaint. He noted that the existing discrimination investigation process was not workable. Complaints were not being investigated in a timely manner because the process was so elaborate. Vice Chancellor Patterson observed that the number one objective of a complaint process is to try and resolve the situation before it escalates to an administrative complaint, an EEOC or Nevada Equal Rights Commission filing or a lawsuit. He noted that the policy review also provided an opportunity to update some of the statutory definitions of discrimination and to address in a more straightforward way some of the issues associated with enhancement of diversity on NSHE campuses.
5. **Approved-Handbook Revision, Discrimination and Sexual Harassment Policy** – (continued)


6. **Information Only-Equity, Diversity and Inclusion Council** – Mr. Larry P. Mason, Co-chair, NSHE Equity, Diversity and Inclusion Council, reported on the outcome of recent meetings of the Council.

Mr. Mason reported that, in 2010, the EDIC will be focusing on faculty recruitment and diversity and the Equity Scorecard. The Equity Scorecard was developed by the Center for Urban Education at the University of Southern California. One of its core components is factual data about inequities and educational outcomes. Equity is achieved when students of color succeed in any variety of measures relative to their representation, including access and excellence on campus. Upon contacting the Center for Urban Education, EDIC members learned that the cost associated with the Equity Scorecard is $60,000 per institution. Alternatively, the Center for Urban Education provides one-day workshops at minimal cost as well as three-day summer institutes in Los Angeles. Given the current budget situation, Mr. Mason acknowledged that the $60,000 price tag seems out of reach; however, he was excited about the possibility of sending a team to one of the workshops to find out more about the Equity Scorecard.

Vice Chancellor Nichols asked the Committee to allow some time to work with the institutions and the Chancellor to determine how best to approach the Equity Scorecard initiative.

7. **Information Only-Strengthening P-16 Education Partnerships** – Dr. Magdalena Martinez, Education Consultant, provided an overview of her work which focuses on increasing access and student success for underrepresented populations.

Dr. Martinez stated that, as a product of the NSHE system and a former NSHE college administrator, much of her research and personal interest revolve around factors that facilitate and/or hinder post-secondary participation and completion, particularly for first generation, low-income students of color. As a state, Nevada typically lags in national measures of educational participation and completion, which inevitably are connected to measures of economic, social and political well-being and engagement. Her role is to help the System understand how to identify what works nationally and locally, whether it is practices or policies, and recommend ways that such practices and policies can shape and inform the NSHE and its institutions.

Dr. Martinez reported that she has been charged with the overarching goal of identifying ways to strengthen educational partnerships in order to improve post-
7. **Information Only-Strengthening P-16 Education Partnerships** — (continued)

secondary participation and completion for underrepresented populations. One of her first tasks was to meet with institutional leaders to learn how their institutions were addressing the issue of underrepresented student access and success. Overall, the following three dominant themes emerged: 1) there is a sense of urgency to reverse the troubling trends of low college participation and completion in Nevada; 2) there is a strong commitment from institutional leadership to create a culture of student success across their respective campuses; and 3) institutional leaders recognize that the success of their institutions strongly depends on the collaborations and partnerships they have with key educational stakeholders including school districts, diverse communities and businesses.

Dr. Martinez believes there is a strong desire and commitment to strengthen existing partnerships in order to improve educational outcomes. There is also a need and desire to have a better understanding of what other institutions are doing in the state and the ways those resources can be leveraged in order to achieve access and success goals. This need led to the creation of a System-wide strategic review committee on Nevada partnerships to increase post-secondary access and success. The purpose of this committee is to review current education partnerships between NSHE institutions, public school districts and education-based organizations. The committee is charged with three central goals: 1) identify current education partnerships in Nevada that purport to increase post-secondary access and success; 2) examine other state education partnerships that have proven successful in increasing post-secondary participation and graduation; and 3) develop an action plan with recommendations on how NSHE institutions can strengthen education partnerships.

Dr. Martinez reported that some institutions have asked her to meet with their leadership to provide resources and consultation on some of the more pressing issues such as best practices for transition from high school to college and ways to engage underrepresented populations.

During her tenure, Dr. Martinez will continue to reach out to well-established and respected scholars and researchers to help the NSHE move from research and theory to action.

Chair Crear encouraged Dr. Martinez to reach out to the Board for assistance if needed.

8. **Public Comment** — None.

9. **New Business** — None.
The meeting adjourned at 9:38 a.m.

Prepared by: Keri D. Nikolajewski  
Program Officer

Submitted for approval by: Scott G. Wasserman  
Chief Executive Officer of the Board of Regents