



UNC
GREENSBORO

Board of Trustees

March 18, 2021
8:30 am
Live Stream

Information Item

BOT-5 Annual Diversity and Inclusion Report to System Office 19-20 (see report below)

Background Information

In accordance with the UNC Policy Manual Sections 300.8.5 and 300.8.5[R], “Regulation on Diversity and Inclusion,” the constituent institutions of the UNC System are required to submit to their Board of Trustees (BOT) and to the System Office an annual written report on the institution’s diversity and inclusion (D&I) operations and activities for the previous fiscal year. The report must include:

- A. The impact of the institution’s D&I programs and activities with respect to System-wide D&I metrics and institutional D&I goals;
- B. The number of positions and FTEs with D&I responsibilities, indicating the percentage of each associated with D&I responsibilities;
- C. An accounting of institutional budget expended on D&I operations and activities, broken out by personnel and non-personnel costs and by funding source (e.g., state-funded versus other funding sources); and
- D. A list of signature D&I programs that serve a critical role in helping the constituent institution accomplish its learning and D&I objectives, along with their purpose and any data on outcomes, including relevant participant feedback.



**THE UNIVERSITY OF
NORTH CAROLINA SYSTEM**

Diversity and Inclusion Annual Report to Board of Trustees

Institution: UNC Greensboro
Report Cycle: Fiscal Year 2019-2020
Submission Date: March 10, 2021

In accordance with the UNC Policy Manual Sections 300.8.5 and 300.8.5[R], “Regulation on Diversity and Inclusion,” the constituent institutions of the UNC System are required to present to their Board of Trustees (BOT) an annual report on the institution’s diversity and inclusion (D&I) operations and activities.

Rev. 01-13-2021

PART 1: The impact of the institution's diversity and inclusion (D&I) programs and activities with respect to System-wide D&I metrics and institutional D&I goals

Describe institutional D&I goals and provide relevant available data on outcomes. If institutional D&I goals have not yet been developed or implemented, then describe the institution's plan to collect this data and expected date of implementation. The System-wide D&I metrics are in development and not required to be reported for FY 2019-20.

For FY 2019-20, UNC Greensboro did not have formal D&I goals, but have been moving forward on several initiatives.

Institutional D&I Goal: inclusive hiring practices for faculty and staff

Program/Activity

With encouragement from the Chancellor, the Chancellor's Fellow for Campus Climate has been conducting intensive training with Deans, Department Chairs, and Faculty search committees regarding inclusive search practices. These have resulted in job ads that are more explicit about qualities that are needed in prospective and diverse faculty applicants, along with use of interview and recruitment strategies that are inclusive of all faculty, especially those from underrepresented groups in academia and on our campus.

Notable Data/Outcomes

- Chancellor's Fellow trained 60 department chairs and program directors on best practices for inclusive searches on August 14, 2019. All attendees received a search committee book on best practices in higher education for use in their departments
- The completion of *DiversityEdu* Academic Search Committee Module has grown over the past two years, including a requirement that all search committee members in the College of Visual and Performing Arts take this training, and other schools/colleges encouraging this practice. Initial completion rates in 2018 were 19%, and growing to 71% in 2019-2020. Total users of the training were 63 in 2018 and 86 in 2019.
- Comments included "I would like to see the search committee module become required training for the search committee members, similar to how our IT training is also required for the campus community" and "I will use the knowledge I gained from *DiversityEdu* in my communication and relationships in my everyday life as well as at college campus and in classrooms. I think I am better equipped in recognizing microaggressions and implicit bias in relationships with others." Another wrote, "I hope to use the information that I learned from *DiversityEdu* to improve my skills in teaching. In addition, I hope to use the information to increase my awareness of and therefore decrease the occurrence of my own unconscious biases, unintended impacts, and otherwise.
- Hiring faculty from underrepresented minority groups increased the following year by 9.9%.

Institutional D&I Goal: Undergraduate general education program revision

A major curricula enhancement to promote education around D&I was accomplished this year through a multi-year effort by the faculty to enhance our General Education curriculum. The new GenED program is a simplified competency-based system that now includes, in addition to academic requirements like quantitative reasoning, critical thinking, and written and oral communication, include requirements in the area of cultural awareness and inclusion. One of the competency areas is called Global Engagement and Intercultural Understanding. Another is called Understanding Diversity and Inclusion. We expect that existing courses and newly created courses under these areas will strengthen student's preparation to interact in an increasingly diverse and globally interconnected society.

Notable Data/Outcomes

- The new General Education Program (called Minerva’s Academic Curriculum or MAC) was passed by the faculty and sent off for implementation review in 2020-2021. The MAC Gen Ed program will be offered, including the new D&I competencies, for the first cohort in Fall, 2021.

Institutional D&I Goal: Raising our Profile regarding D&I excellence

Notable Data/Outcomes

- We were awarded the *Insight in Diversity* “Higher Education Excellence in Diversity Award” (2019) for the second year in a row. Programs that were recognized as a part of this award included our Alianza affinity group for supporting Latinx faculty/staff/students, and recruitment practices for underrepresented groups, our focus on community dialogue practices like Spartans in Dialogue, and STEM programs for underrepresented minority students like our STAMPS program, McNair, and MARC-U STAR, which are all supported by federal grants.
- *Insight in Diversity* magazine also awarded one of three study abroad scholarships to one of our undergraduate students in February, 2020.
- We received a \$1 million National Science Foundation ADVANCE grant to support the midcareer development of women and faculty of color in STEM fields.
- Our CHANCE Camp for Latino high school students was recognized as a “Program to Watch” by *Excelencia in Education*, a nonprofit national group working on accelerating Latino student success.
- Dr. Penelope ‘Nell’ Pynes (International Programs) was selected by *Diversity Abroad* for the 2020 “Excellence in Diversity & Inclusion in International Education Trailblazer Award.” The award is open to administrators, faculty, or staff in the U.S. and abroad who have made significant contributions to advancing diversity and inclusion in the field of international education and exchange.

T 2: The number of positions and FTEs with D&I responsibilities, indicating the percentage of each associated with D&I responsibilities

Indicate the staffing provided to support the institution's D&I program. This includes positions that have designated D&I-related work duties, whether centrally administered or located in various schools, colleges, or divisions. This report is not intended to capture portions of positions less than half-time (0.50 FTE) unless the part-time position is fully dedicated to D&I functions. It is recognized that many faculty and staff throughout the institution may spend some degree of effort on or contribute to institutional D&I activities, even though these activities do not represent the primary focus of their position; however, these should not be included in this report.

Position Title	School/Division	Percent of Work Time Assigned to D&I Activities	Brief Description of D&I Related Activities
Chancellor's Fellow for Campus Climate	Office of the Chancellor	33%	provide campus leadership on behalf of the Chancellor around D&I issues; chair of Chancellor's Advisory Committee; liaison to deans and faculty and other campus leaders; sits on UNC System D&I council.
Director of Office of Accessibility, Resources, and Services	Student Affairs	75%	provide, coordinate, and advocate for services which enable undergraduate and graduate students with disabilities to receive equal access to a college education and to all aspects of University life
Assistant Director of Office of Accessibility, Resources, and Services	Student Affairs	75%	
Assistant Director of Office of Accessibility, Resources, and Services	Student Affairs	75%	
Assistant Director of Office of Accessibility, Resources, and Services	Student Affairs	75%	
Assistant Director for Interpreting Services	Student Affairs	75%	
Adaptive Technology Specialist	Student Affairs	75%	
Interpreting Services Coordinator	Student Affairs	75%	
Director of Office of Intercultural Engagement	Student Affairs	50%	creates and delivers co-curricular programs to bring all students together for the purpose of deepening and broadening awareness, knowledge and skill around identity, culture, and our interconnected fate

Assistant Director of Office of Intercultural Engagement	Student Affairs	85%	
Assistant Director of Office of Intercultural Engagement	Student Affairs	85%	
Assistant Director of Office of Intercultural Engagement	Student Affairs	85%	
Director of Military-Affiliated Services	Student Affairs	100%	provide services and support for all military-affiliated students and provide programming focused on the veteran experience
School Certifying Official Military-Affiliated Services	Student Affairs	15%	
School Certifying Official Military-Affiliated Services	Student Affairs	15%	

PART 3: An accounting of institutional budget expended on D&I operations and activities, broken out by personnel and non-personnel costs and by funding source

This section must include all staff included in Part 2 above. Personnel costs should reflect only the portion of the position's time associated with D&I activities over the fiscal year. Distinguish expenses by funding source.

Type of Expense	State Funds	Non-State Funds	Total Expenditures
Personnel Expenditures	873,747.00	396,998.00	1,270,745.00
Non-Personnel Expenditures	234,636.00	135,964.00	370,600.00
Total Expenditures	1,108,383.00	532,962.00	1,641,345.00

PART 4: A list of signature D&I programs that serve a critical role in helping the constituent institution accomplish its learning and D&I objectives, along with their purpose and any data on outcomes, including relevant participant feedback

This list is not intended to be exhaustive but should reflect the most significant D&I programming. If feedback or related data on outcomes is not available, indicate how this data may be captured in the future.

Program: Campus Climate Survey of Undergraduate Students

A new website was established to disseminate findings from our campus climate survey conducted in February, 2019 and first shared in Fall, 2019 with the campus. We conducted “iBelong” forums with the following groups: Chancellor’s Council, Provost’s Council, 100 staff in the Division of Student Affairs, Student Government Association, Open Student Forum, Faculty Senate Forum.

Notable Data/Outcomes/Feedback

- Topline results show 85% agree or strongly agree that they are satisfied with their experience at UNCG; 79% believe that educators care about students’ wellbeing; 71% agree that they belong at UNCG; and 64% say they have a community connection at UNCG. Most students (81%) agreed or strongly agreed that diversity is a major priority at UNCG. Most students (79%) agreed or strongly agreed that UNCG is committed to fostering an inclusive environment. We are proceeding to use the data to encourage units to develop new priorities for investing in student sense of belonging, as this indicator of student well-being is linked to student retention.

Program: CHANCE Camp and Virtual CHANCE

CHANCE is a 6-day, overnight camp experience for Latinx juniors and senior high school students to experience courses and co-curricular activities at UNCG to prepare them for college applications and enrollment. In summer 2019, the camp enrolled 160 students, with 97 faculty/staff donating time, and 32 student mentors participating. In 2020, due to campus closure to large groups, this camp was not possible, so the team pivoted to developing Virtual Chance. Virtual Chance was a series of videos and interactive chats over Facebook live on a range of topics including college majors, financing college, applications, working with faculty, and clubs/student engagement.

Notable Data/Outcomes/Feedback

- CHANCE has been one of our enrollment growth strategies. Since the program started in 2017, 341 campers have participated (2017-2019), and 56 CHANCE alums enrolled at UNCG. Several others attend other NC schools including UNC Chapel Hill, NC State, UNC Pembroke, GTTC and High Point.
- Virtual CHANCE reached significant numbers of prospective students and their families. We hosted four virtual sessions: 5,896 viewers, 1,073 engagements, and 5,817 views.
- We hope to be able to return to in-person CHANCE while also keeping virtual CHANCE sessions going to extend the reach to those who are unable to attend in person.

Program: Spartans in Dialogue

Spartans-In-Dialogue is a 5-week interactive dialogue experience designed to build relationships across difference and explore topics related to racial identity, race relations, and intersectionality. As a participant, students learn more about themselves and understand others who are different while practicing dialogue skills to communicate effectively about difficult topics. Students learn in small groups with a trained facilitator about communication, group dynamics, and diversity skills that they can document on the co-curricular transcript to help with preparation for employment opportunities, graduate, and professional schools. Dialogue groups consist of 8-12 undergraduate and graduate students who meet for 2 hours a week for 5 weeks during the semester.

Notable Data/Outcomes/Feedback

- Five dialogue groups met during fall 2019 (four general and one for international/study abroad students)
- 28 total students completed the program in Fall 2019
- For Spring 2020, 33 students registered but could not complete the program due to the covid-19 shutdown
- Total number of students who have completed the program since Spring 2017 is over 200

Program: Kaleidoscope Peer Educator Workshops

Kaleidoscope is a peer education program that promotes intergroup communication and understanding of diversity, equity, and social justice. Program Goals are to raise awareness about the complexities of diversity, to promote intergroup communication and understanding to interact effectively and appropriately across difference identities, and to strengthen positive relationships amongst diverse identity groups within the UNC Greensboro community.

Notable Data/Outcomes/Feedback

- For Fall 2019, the SCOPES completed six community dialogues and 17 requested workshops. Of the 17 workshops, five were for residence halls, six for classes, and six for student organizations.
- For Spring 2020, the SCOPES were able to complete two of the six planned community dialogues before the covid-19 shut down. They were able to complete 14 of 16 requested workshops. Of the 14, two were for residence halls, six were for classes, and 6 were for student organizations.
- Overall for the 2019-2020 academic year, the SCOPES facilitated 39 peer-led workshops and dialogues.