



UNC
GREENSBORO

Board of Trustees

Full Board Meeting
July 13, 2022

Information Item

BOT- 4 Annual Diversity and Inclusion Report to System Office FY 2020-21

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 2020-21
Submission Date: June 21, 2022

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.

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 2020-21.

Institutional D&I Goal: Advance an action framework and roadmap to inform, build, integrate, and facilitate campus efforts to support sustainable practices toward race equity, and equity, diversity, and inclusion: training, education, and programming; assessment; and best practices and accountability.

Program/Activity Name: Communicated to campus community efforts around UNCG's equity, diversity, and inclusion via robust website – "UNCG Action Framework and Roadmap"

- Notable Data/Outcomes
 - Developed a [new website](#) for equity, diversity, and inclusion
 - The [UNCG Action Framework and Roadmap](#) was developed and disseminated, and garnered interest beyond the university.
 - UNCG EDI webpages were redesigned (launched February 2021) leading to a 1400% increase in visits to the EDI webpages. Daily visits now range from 70 to 300 (as of last report).
 - [Racial Equity](#) at UNCG (launched July 2020) had over 35,000 page views within its first year, and was featured in [University Business](#) as a national model.
 - UNCG Board of Trustees issued an EDI statement and established a working group. [Board Statement on Equity, Diversity, and Inclusion](#).
 - There was a 50% increase (10 to 15) in the number of unit/departmental committees focused on "local" equity, diversity, and inclusion efforts or initiatives.
 - University Business featured our EDI mission. '[Diversity is our superpower': A campus leader's amazing words on equity](#)

Program/Activity Name: established equity, diversity, and inclusion fund as part of UNCG's new capital campaign

- Notable Data/Outcomes
 - Promoted a new equity, diversity, and inclusion fund as part of Believe in the G.

Institutional D&I Goal: Provide support and guidance on multilayered approaches to education and training and further leverage (and build) capacity to support such efforts.

Program/Activity Name: Developed and launched the Training Commons, a portal to education, resources, and training opportunities on campus.

- Notable Data/Outcomes
 - Units including the Board of Trustees, Advancement, and Weatherspoon Art Museum organized and participated in equity, diversity, and inclusion training.
 - Identified and trained campus facilitators, faculty, and staff, by type of modality; and piloted matching trained facilitators with unit needs.

- Chancellor's Fellows served in consultative and training roles for a number of units and departments across campus and delivered several presentations on EDI implementation and the action framework and roadmap.
- Chancellor's Fellows also served on a number of campus committees in liaison and consultative roles regarding EDI.

Institutional D&I Goal: Conduct self-assessments (programs/departments, units, divisions) to inform planning efforts to establish goals, metrics, and outcomes; and establish an accessible equity data dashboard to inform and measure strategic action.

- Conducted campus-wide EDI Screening Survey (n =282) focused on multiple raters (faculty, Chair/Program Heads, Deans/Associate Deans), and levels of review (department, unit).
- The Diversity Dashboard Series was designed and developed (with Institutional Research) and webpages launched. Faculty and staff employment data covering 5 years. Over 1400 page views from May 6 launch to June 1.
- The Climate Diversity Dashboard based on the UNC System Employee Engagement Survey, ModernThink (2018 and 2020) which includes a D/I index of items identified by the System, was designed and developed.
- The Faculty Senate Equity Task Force was charged to examine racial equity at UNCG. To complement other efforts, the Task Force explores the perspectives of faculty and staff of color through qualitative interviewing and examines the history of university-level efforts toward equity, diversity, and inclusion.

Institutional D&I Goal: Raising our Profile regarding D&I excellence – we have been working on recognition for our community efforts in diversity and inclusion with good results.

Notable Data/Outcomes

- UNCG was awarded the Insight in Diversity Higher Education Excellence in Diversity Award (2021) for the third year in a row.
- Chancellor featured in higher education podcasts:
 - Trending in Higher Education Podcast (December 9, 2020)
 - Future Hindsight Podcast (December 11, 2020)
 - Diverse Issues for Higher Education Podcast (May 4, 2021)
- The Chancellor, Chancellor's Fellow for Campus Climate, and other faculty co-authored a manuscript on embedded inclusive excellence at UNCG, *Metropolitan Universities Journal* "[Embedded Inclusive Excellence at a Southern Metropolitan Public University](#)" in 2020-21 and was published in Spring 2022.
- The Chronicle of Higher Education (February 2021): [Diversifying Your Campus](#)
- WUNC 91.5 (March 23, 2017): [UNCG has nearly doubled its Black Faculty since 2015](#)
- University Business (February 26, 2021): [Diversity is our superpower:" A campus leader's amazing words on diversity](#)
- University Business (February 25, 2021): [Racial Equity: A website to behold at UNC Greensboro](#) University Business.
- Diverse: Issues in Higher Education (December 18, 2020): [UNC Greensboro's faculty diversity jumped in five years. How did it do it?](#)
- The Chronicle of Higher Education (March 2, 2021): [Race on Campus Newsletter](#)
- UNCG has received a rating of 4.5/5 on the [Campus Pride Index](#) which is the premier LGBTQ national benchmarking tool for colleges and universities to create safer, more inclusive campus communities.
- UNCG will be featured on the Office of State Human Resources's website for Diversity, Equity, Inclusion, and Belonging work on campus and the community at large. In recognition of efforts in fiscal year 20-21.
- Based on the UNCG EDI website, the Chancellor's Fellow was invited to present and consult on our EDI efforts, including the Diversity Dashboard, at universities both within and outside of the state.

PART 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. Service- or compliance-related activities should not be included (eg, ADA accommodations compliance would not be included, but programming and outreach about or for disabilities communities would be included).*

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%	provides campus leadership on behalf of the Chancellor around D&I issues; chairs Chancellor’s Advisory Committee; serves as 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%	provides, coordinates, and advocates 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		
Director of Military-Affiliated Services	Student Affairs	100%	provides services and support for all military-affiliated students and provides programming focused on the veteran experience
School Certifying Official Military-Affiliated Services	Student Affairs	15%	
School Certifying Official Military-Affiliated Services	Student Affairs	15%	

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	844,568.00	396,998.00	1,241,566.00
Non-Personnel Expenditures	234,636.00	124,418.00	359,054.00
Total Expenditures	1,079,204.00	521,416.00	1,600,620.00

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: iBelong

- After conducting a campus-wide campus climate survey developed by the National Institute for Transformation and Equity, UNCG followed up with the “iBelong” project, which is intended to understand the true on-campus student experience and to promote a climate at UNC Greensboro where everyone feels supported and welcomed.

Notable Data/Outcomes/Feedback:

- In 2020-21, the iBelong committee invited the campus to submit proposals for projects. Sixteen projects were funded ranging from assisting international students, mental health support for first-generation students; town hall addressing commuter student issues; how videogames can help on topics around inequality.
- We developed a Bias Education Response Team in FY 2020-21 out of a committee process that took one year (FY 2020-21) to discuss and develop our approach. It formally launched in Fall 2021.

Program: Leadership Development Program for Scholars of Color

Nationally, scholars of color hold fewer leadership positions in academia compared to their counterparts; these patterns require new and intentional efforts to provide leadership development opportunities, support, and networking that will translate into increased representation and inclusion of faculty of color in formal leadership roles within the academy.

In partnership with the Center for Creative Leadership (CCL), UNCG piloted a custom leadership program in 2020-21, which focused on building skills and connections for scholars of color that will support their success in future leadership positions throughout their careers. CCL is an internationally renowned expert in leadership training, and based on a positive pilot, UNCG sponsored a second cohort (11 people) in 2020-21.

Notable Data/Outcomes/Feedback

- 6 faculty in the first cohort received promotions
- In evaluation data, faculty report effectiveness of program and feeling supported by the institution

Programs: partnership programs to support faculty of color

- **Faculty Success for Scholars of Color:** To support faculty development and retention, Faculty Success for Scholars of Color (pre-tenured faculty), a 12-week summer mentoring program delivered by National Center for Faculty Diversity and Development, was launched. Ten faculty attended, and this was funded with matches from the Deans (they also nominated awardees).
- **National Center for Faculty Development & Diversity (NCFDD):** UNCG is an institutional member of the NCFDD. The NCFDD is a nationally-recognized independent organization dedicated to supporting faculty,

particularly under-represented faculty, post-docs, and graduate students in making successful transitions throughout their careers. NCFDD provides online career development, training, and mentoring resources.

Program: Gaining Early Awareness and Readiness for Undergraduate Programs (GEAR UP)

Gaining Early Awareness and Readiness for Undergraduate Programs (GEAR UP), is a national college initiative with the goal of preparing students to enter and succeed in college. GEAR UP is currently being implemented across the UNC System, including UNCG, to provide support for students who are graduates of GEAR UP high schools in North Carolina. Students from GEAR UP high schools who attend UNCG receive one-on-one academic coaching support during their first-year to help them succeed at the G.

GEAR UP is a new program that launched this year as is the TRiO SSS-STEM program, under the auspices of Student Support Services (SSS). These support programs are designed to maximize academic performance for UNCG students who are first-generation college students from modest income backgrounds who also demonstrate academic need for services.

Notable Outcomes:

- SSS Classic serves 210 undergraduate students in all majors and at all levels.
- SSS STEM-Health Sciences (STEM-H) serves 120 undergraduate students in majors including: Biology, Biochemistry, Chemistry, Communication Sciences and Disorders, Computer Science, Geography, Environment and Sustainability, Human Development and Family Studies, Information Systems, Kinesiology, Math, Nutrition, Physics, Pre-Health/Pre-Nursing, and Public Health.
- Services provided through both SSS programs include: Individual instruction in and development of academic skills, personalized academic counseling, financial aid literacy, graduate/professional school guidance, and career coaching, one-on-one tutoring in up to two courses each semester

Program: NSF Advance grant

Spartans ADVANCE is a multi-year National Science Foundation (NSF) funded project that seeks to address the need for increasing diversity and inclusion on our faculty, especially in STEM (science, technology, engineering, and mathematics) departments.

Notable Outcomes:

- Disseminated through a [website](#) and through networks: training opportunities, equity in research support, articulated career-life balance policies, and enhanced mentoring programs.
- Offered two virtual programs last year on implicit bias and discrimination/harrassment. The first was called Fair Play, which is a video simulation and game experience where participants are involved in a first person game taking on the role of Jamal, an African American graduate student in STEM who has to cope with encounters of microaggressions and bias throughout the game. It was followed by a panel discussion and was rated as highly successful and educational by participants in our evaluation. The second program was a screening of the film, Picture a Scientist, and a related panel discussion with about 30 campus members in attendance. This opened up lots of discussion about the invisible barriers to promotion and advancement in academia, especially for females and faculty of color, as well as the importance of confronting harassment and where to get support on campus.