



**THE UNIVERSITY OF  
NORTH CAROLINA SYSTEM**

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## **Diversity and Inclusion Annual Report to Board of Trustees**

**Institution:** UNC Greensboro  
**Report Cycle:** Fiscal Year 2021-22  
**Submission Date:** June 14, 2023

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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 this fiscal year.*

*Please provide for each institutional D&I goal:*

- Program/Activity Name
- Brief Narrative Description of Program/Activity
- Notable Data/Outcomes

1. Promote campus-wide action framework and its application; elevate the university-level profile for equity, diversity, and inclusion; and support internal and external awareness and communications of the university's commitment.
  - Received the 2021 Higher Education Excellence in Diversity (HEED) Award from the *INSIGHT into Diversity* magazine. This was the fourth consecutive year UNCG was recognized.
  - Published article on "Embedded Inclusive Excellence at a Southern Metropolitan University" in *Metropolitan Universities Journal*, an academic and historical analysis of UNCG's EDI efforts.
  - UNCG was recognized by NC State Human Resources for its EDI efforts.
  - UNCG's EDI website had 30,341 page views, with 15K unique visitors. The site averaged 2,500 page views monthly (with an average of 80+ views daily). Google Search Console indicates the UNCG EDI sites appeared in 206K searches.
    - Racial Equity at UNCG (a subset of the EDI website) had 18,712 page views and 10K unique visitors; and the site averaged 1,300 page views monthly.
  - Online fundraising efforts around EDI were established in May 2021 and are ongoing.
2. Conduct self-assessments and increase data accessibility to discover EDI needs, challenges, and strengths; and to support planning efforts to establish goals, metrics, and outcomes to inform and measure strategic action.
  - Faculty and Staff Diversity Dashboards were updated with the Fall 2021 census (now includes 2017 – 2021), and age was added as a demographic variable on which data may be filtered.
    - Developed video tutorials for the Diversity Dashboards (Faculty and Staff).
  - Launched a Campus Climate Dashboard based on the 2018 and 2020 employee engagement surveys conducted by the UNC System Office in partnership with the external organization, Modern Think. The Dashboard is organized around 3 dimensions: Commitment to Diversity, Inclusive Campus Climate, and Fair and Equitable Practices.
  - Conducted campus-wide EDI Screening Tool ("EDIST") Survey (n =282) focused on multiple raters (faculty, chair/program heads, deans/associate deans), and levels of review (department, unit). Survey conducted May to June 2021.
    - EDIST Reports and Factsheet were completed and disseminated to campus leaders in Fall 2021/Spring 2022.
  - Conducted survey of EDI campus leaders (n=30, 56% [17] response rate) in Spring 2022. The aim was to better understand (a) the range of committees, task forces, and personnel charged with EDI efforts in departments and units; and (b) the aims, activities, and initiatives they are engaged in. Report completed and disseminated to the Provost and Chancellor.
    - Based on the survey, an EDI Profile Tool for units was developed and informally piloted.

3. Support and develop multilayered approaches to education, training, and professional development, and further leverage (and build) capacity to support such efforts.
    - In partnership with the Center for Creative Leadership, UNCG offered a leadership development program for 10 stellar scholars of color (primarily mid-career with leadership potential) who represented a diversity of disciplines and units. This custom leadership development program included facilitated sessions (in person and virtual), executive coaching, and 360 assessments. The participants rated the training highly (4 and above on all assessed items, on a 5-point scale).
    - National Center for Faculty Development and Diversity (NCFDD) conducts a 12-week online faculty success program designed to develop skills to enhance research and writing productivity, as well as strategies for work-life balance. For early career faculty of color (UNCG sponsored 10 faculty), this program includes an intensive mentoring and productivity boot camp.
    - Spartan ADVANCE is a three-year National Science Foundation ADVANCE award to support the adaptation and implementation of proven organizational change strategies that support the recruitment, retention, and advancement of mid-career women and faculty of color in STEM fields.
    - “DiversityEDU”: 189 faculty and staff have enrolled in the faculty/staff module with 64 completing the training. 94 faculty/staff enrolled in the Search Committee module with 71 completing the training.
    - The University Teaching and Learning Commons delivered its annual EDI Institute. 118 faculty and staff members enrolled in the online, self-paced course throughout 2021-2022 with varying rates of completion. The Institute focused on handling difficult conversations in the classroom, addressing microaggressions, establishing community, and how to interrogate the disciplinary canon for a representative approach to content.
    - Developed content for the Training Commons, a portal to education, resources, and training opportunities on campus.
    - Offered a 10-week training session on “sustained dialogues” for interested faculty and staff.
  
  4. Build relationships, collaborations, and a sense of community and belongingness; and contribute to collective goals for equity, diversity, and inclusion.
    - The EDI webpage highlighted programs and included new features: Spotlight on EDI, Student and Alumni Voices; Racial Equity News feature; MLK Tri-campus Program, Juneteenth Tri-campus Celebration. Throughout the year, the EDI website also had featured content on Anti-Asian discrimination, Hispanic heritage, Juneteenth celebration, and MLK celebration.
    - Since AY 2020-21, there has been a 60% increase in the departmental/unit committees (from 10 to 16) whose aim it is to advance EDI. Most (10) committees are standing committees.
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**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
Chris Gregory, Director of Military-Affiliated Services	Military-Affiliated Services	10%	Provides programming and direct outreach to military affiliated students, and training for the campus community focused on how to support this population.
Augusto Pena, Director	Office of Intercultural Engagement	100%	Provides programming, training, workshops, and individual and student group support to enhance student inclusion and belonging.
Maria Gonzalez, Assistant Director, Office of Intercultural Engagement	Office of Intercultural Engagement	100%	Provides programming, training, workshops, and individual and student group support to enhance student inclusion and belonging.
Vacant, Assistant Director, Office of Intercultural Engagement	Office of Intercultural Engagement	100%	Provides programming, training, workshops, and individual and student group support to enhance student inclusion and belonging.
Tina Vires, Director	Office of Accessibility and Resources Services	10%	Provides programming, training, workshops, and individual and group support to enhance support for students with disabilities.

**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. You may, but are not required to, provide line-item expenditures for this report.*

Type of Expense	State Funds	Non-State Funds	Total Expenditures
Personnel Expenditures	\$197,402	0	\$197,402
Non-Personnel Expenditures	0	\$17,382	\$17,382
<b>Total Expenditures</b>			

**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. For each program, provide a brief description and any notable outcomes.*

Excellent and Diverse Workforce: Faculty and Leadership Development

- See above under goal #3.

Student Success and Access

- Green Zone Training for Faculty and Staff designed to provide the tools and skills necessary to best serve the military-affiliated student community at UNCG. 92% of faculty and staff participants agreed that this training increased their knowledge of how to support military veterans.
- Awarded designation as a FirstGen Forward Institution which acknowledges UNCG's success in enrolling and supporting first-generation college students and improving their outcomes.
- LatinX programs during the 2021-22 recruitment cycle for LatinX students and their families, including Spanish campus tours, open house programs/lunch for the families, and community events. This new recruitment initiative has resulted in an 11% increase in Hispanic freshman commitments for Fall 2022.
- UNCG's Office of Accessibility Resources and Services (OARS) 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. Services include alternative testing, adaptive technology, advocacy assistance, interpreter services, and note-taker services, among others. Academic growth, disability management, and self-advocacy skills for students are supported and enhanced. Additionally, OARS broadens disability awareness within the University community.

Inclusive Campus Climate and Belonging

- Student Affairs and UNCG Police met to identify opportunities related to national climate issues and approaches to supporting student mental health.
- Student Affairs conducted a peer assessment of institutions' bias response process.
- UNCG was awarded voter-friendly campus status.
- Military-Affiliated Services earned a Gold rating by the Military Times.
- "iBelong" grants focused on enhancing belonging for students from a diverse population of students. Fourteen grant-funded projects served over 250 students.
- Eighteen Kaleidoscope Workshops (peer education program that promotes intergroup communication). Sixty five percent of participants agreed or strongly agreed that the workshop they attended increased their understanding of perspectives other than their own.
- Safe Zone and Trans Zone training offers foundational skills about allyship. Four sessions were implemented in 21-22 for faculty and staff. 90% of participants agreed this training helped deepen their understanding of LGBTQ+ issues.