2019 Progress Report

for UNC Charlotte Plan for Campus Diversity, Access, and Inclusion

UNC CHARLOTTE

UNC Charlotte welcomes a diverse community that represents a breadth of races and ethnicities, gender identities, sexualities, faith traditions, nationalities, and other social groups and backgrounds. We value our mission of access and strive to ensure that the campus community is inclusive and inviting to all. The UNC Charlotte Plan for Campus Diversity, Access, and Inclusion (the Plan) guides this work.

This report describes our progress toward the seven specific objectives of the Plan. Data are presented here to illustrate work in progress, achievements, and areas for improvement as we strive to create a strong, diverse and inclusive campus that is responsive to the needs of our region and state.

HIGHLIGHTS

In Fall 2018, the University experienced its largest student enrollment to date and a record enrollment of students who identify as members of racial/ethnic minority groups (37% of the student population). Since our summary report in 2013, the percentages of Asian, Hispanic, Latino, multiracial and international students have increased, while the percentage of students identifying as White (55.7%) has declined. Black/African American enrollment (16.2%) is unchanged. These changes in the demographics of our student body are consistent with changes in the Charlotte region which has become increasingly diverse with growing Latino, Asian and international populations.

UNC Charlotte focuses on maintaining and improving retention and graduation rates for all students and closing equity gaps for underrepresented groups. The first to second year retention rates for first-time-in-college students (FTIC) exceed 81% for all groups except American Indians. Since 2013, graduation rates have increased for all groups except American Indians.

Faculty and staff that identify as belonging to racial/ethnic minorities continue to increase in number. Between 2013 and 2018, minority faculty increased from 19.5% to 23%; EHRA staff from 19% to 22%; and SHRA staff from 31% to 37%. Each SHRA job category saw an increase in racial/ethnic minority participation. The percentage of women filling EHRA positions also increased by 3% to 58%. In 2018, eighteen academic administrators identified with racial/ethnic groups, comprising 20% of all academic administrators, up from 15% in 2013. Women administrators have increased by 9%.

Colleges have built specific programs to increase diversity and inclusion in disciplines in which participation by women and minorities has been lagging. For example, the William States Lee College of Engineering developed the *Engage Me!* program to recruit, retain and graduate a diverse group of students in engineering, engineering technology and construction management.

The College of Computing and Informatics (CCI) has developed extensive community and on-campus outreach to attract a diverse student body. The number of degrees awarded to underrepresented minority students increased by 70% between 2013-14 and 2017-18. In 2018, the College was recognized with the national CMD-IT award for retention of minorities and students with disabilities from the Center for Minorities and People with Disabilities in IT.

As a community, we understand that diversity relates to multiple aspects including gender and gender expression, age, class, culture, differing physical and learning abilities, ethnicity, race, religion, sexual orientation and Veteran status. The Multicultural Resource Center has been re-envisioned as the Office of Identity, Equity and Engagement to educate, develop and engage students regarding their various intersecting identities.

We also recognize the importance of diversity and inclusion in the curriculum and classroom. This is reflected in the student learning outcomes for Prospect for Success, the university's quality enhancement project and the work of the Office of Academic Diversity and Inclusion (OADI) which was established as a partner in creating inclusive classrooms. The Center for Teaching and Learning has also expanded training and resources to help faculty engage students in safe and respectful discussions around diverse viewpoints and perspectives.

The Chancellor's Diversity Challenge Fund remains a key tool in encouraging exploration and discussion around all aspects of diversity and inclusion. Between 2013 and 2018, the Fund has awarded 162 grants totaling nearly $730,000. The Fund supported a wide range of speakers, workshops, and other initiatives.

Recent results from the National Survey of Student Engagement suggest that the diversity of UNC Charlotte's student body leads to opportunities for students to engage with others who differ from them in race/ethnicity, economic background, religion and political views at least as often, and in many cases more often, than students at comparison universities. In recent surveys, slightly more than half of first-year and senior students responded that diverse perspectives were included in their course discussions or assignments.

To ensure the success of the Plan, the Provost established a working group of faculty and staff from across the university to provide recommendations to increase the coordination and impact of the work related to the Plan. Among the recommendations are: additional diversity training for campus leadership; implementation of campus climate surveys for all faculty, staff and students to assess the effectiveness of the Plan; inclusion of Plan objectives in the goals of the annual Student Success Summit; and integration of a new institutional level outcome for diversity, inclusion, and access in the Institutional Plan.

The UNC Charlotte Plan for Campus Diversity, Access, and Inclusion includes seven objectives.

OBJECTIVE 1: Create a broad understanding of goals for diversity, access, and inclusion for the University through active outreach to the campus and community.

OBJECTIVE 2: Recruit and graduate a diverse student body that reflects community diversity and addresses the state's need to increase access to higher education for historically under-represented and economically disadvantaged students.

OBJECTIVE 3: Increase the recruitment of underrepresented faculty and advance their progression through the faculty ranks.

OBJECTIVE 4: Increase the representation of staff from underrepresented groups.

OBJECTIVE 5: Ensure the presence of institutional environments and course development that enhance learning and appreciation for diversity.

OBJECTIVE 6: Develop external relationships with the community to enhance diversity off and on campus.

OBJECTIVE 7: Ensure the success of the plan through assessment, accountability, and recognition.

2019 PROGRESS REPORT

The **UNC Charlotte Plan for Campus Diversity, Access, and Inclusion** (the Plan) is the overarching document used to structure the efforts at UNC Charlotte to create and maintain an accessible, inclusive and equitable university climate. Specifically, the goal of the Diversity Plan is to address critical areas to promote an inclusive, sustainable climate that supports the recruitment, retention, and success of our diverse student body, faculty, and staff. This Progress Report highlights areas of success in the ongoing work of the institution and identifies the need for ongoing effort.

One of the tools that the campus has used to keep issues of diversity and inclusion at the forefront has been the Chancellor's Diversity Challenge Fund. Established shortly after the installation of Chancellor Dubois, the fund has provided small grants for projects throughout the university. The total commitment since its inception now exceeds $1.2 million. The uses of the Fund are illustrated throughout this report.

In 2017, the Provost formed a Council on University Community Working Group (CCWG) to increase the visibility, coordination, and impact of the work being done to enhance diversity, access and inclusion, to provide input on how to better assess the outcomes of the Diversity Plan objectives, and to advise on the strategic implementation of positive change based on these assessments. The CCWG includes 30 members from the Divisions of Academic Affairs, Student Affairs, Advancement, and Business Affairs. All academic colleges and major units of the university are represented. The CCWG was invited to review the Diversity Plan to make recommendations for ways to enhance implementation. An update on the activities and recommendations of the CCWG can be found at https://diversity.uncc.edu/cuc-working-group/cuc-working-group-reports.

The progress report is organized around the seven objectives of the Diversity Plan and is illustrative rather than exhaustive in reporting on activities across the campus.

OBJECTIVE 1: Create a broad understanding of goals for diversity, access, and inclusion for the University through active outreach to the campus and community.

UNC Charlotte colleges and offices offer a wide range of programming to showcase diverse thought and culture and provide campus services that support diversity, access, and inclusion. The creation of a new diversity website, Diversity at UNC Charlotte, provides a quick-access portal to link students, faculty and staff to diversity resources to increase visibility of diversity-related campus events, programs, and achievements.

Several offices provide targeted outreach and support for students, faculty, and staff on issues of diversity and inclusion. First established in 1995, the Office of Academic Diversity and Inclusion (OADI) has long been known for its programs that include the University Transitions Opportunity Program (UTOP), a summer bridge program in operation for over 30 years; the Louis Stokes-Alliance for Minority Participation (LS-AMP) a program for students in the STEM disciplines; Building Better Brothers (B3); and SAFE, a freshman program jointly sponsored with Student Affairs.

In 2010, OADI programs were cited in a report by the Education Trust, which recognized UNC Charlotte as one of 11 campuses nationwide that closed the achievement gap between African American and Hispanic/Latino students and the majority student population. In 2018, UTOP reached a record number of participants, enrolling 92 students and OADI integrated IGNITE (Instilling Girls with Nobility and Integrity: Thriving through Empowerment), a student organization paralleling B3, into its portfolio. In 2018, OADI was reconstituted to recognize this office's role in both supporting students and increasing inclusive classroom environments. OADI now fills a gap alongside faculty to support diversity and inclusion efforts in the classroom by assisting with curriculum design and by providing diversity peer educators.

The Office of Identity, Equity, and Engagement (OIEE), which replaced the Multicultural Resource Center in 2018, is designed to create, educate, develop, and engage students in their various social identities (gender identity, socioeconomic status, race, ethnicity, religion, and sexual identity). Through programs, workshops and dialogues, students critically explore the world in which we live and engage in transformative learning experiences.

The OIEE is a resource for advocacy and support, as well as educational programming in race and ethnicity; sex, gender, and sexual orientation; culture and heritage; and social justice. The OIEE regularly hosts White Consciousness Conversations for all undergraduate and graduate students at UNC Charlotte who are interested in engaging in conversations to assist in their understanding of how racism is perpetuated individually, culturally, and systemically.

The academic colleges are a major source of programming that features topics related to diversity and cultural awareness through ongoing lecture series and similar forums. Key examples from the College of Liberal Arts and Sciences (CLAS) include the Women's and Gender Studies Annual Speaker Series, Personally Speaking, and the symposia of Center for the Study of the New South.

These programs regularly promote rich discourse and dialogue on topics that intersect with culture, difference, and identity. Most colleges have established Diversity and Inclusion Councils or named Diversity Fellows to organize programming and conversations around these topics.

The Office of International Programs also maintains a robust schedule of programming for the campus community and the Charlotte region. Programs such as International Women's Day, International Education Week, and the International Festival create opportunities to celebrate ethnic diversity and learn about the world. A schedule for programming related to diversity and inclusion is available through the Diversity link on the university homepage.

The Athletics department provides programs as part of its commitment to diversity and inclusion among its coaches, administrators and student-athletes. The Athletics Diversity and Inclusion Committee, formerly the Minority Opportunity Committee, meets throughout the year and monitors the Department's efforts to create a diverse and inclusive environment. The Committee conducts a yearly focus group with student-athletes to discuss and address any issues or concerns regarding race, ethnicity, sexual/gender identity and religion in the department; and it coordinates yearly diversity training for coaches and department staff. Programs for student-athletes include the Leadership Academy, Lunch-and-Learns, and NCAA Life Skills.

Within the Division of Institutional Integrity, the Title IX Office provides training, outreach, and support related to gender equity and gender diversity. The Title IX Office also monitors the campus climate to foster a University community that promotes personal integrity, civility, and mutual respect in an environment free of sexual and interpersonal misconduct and discrimination.
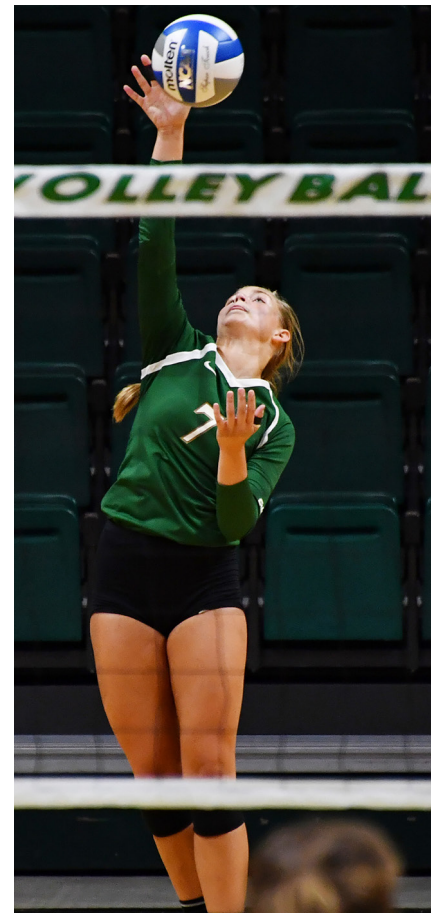
Chancellor's Diversity Challenge Fund

Between 2013 and 2018, the Fund awarded 162 grants totaling approximately $730,000 to faculty, staff, and students for projects exploring race and ethnicity, gender, sexuality and LGBTQ perspectives, international culture and global awareness, religion, disability and access, and socio-economic status. Awards were primarily used to host guest speakers, performances, workshops, and community outreach activities. Figures 1 and 2 illustrate the typical distribution of awards and types of programs supported.
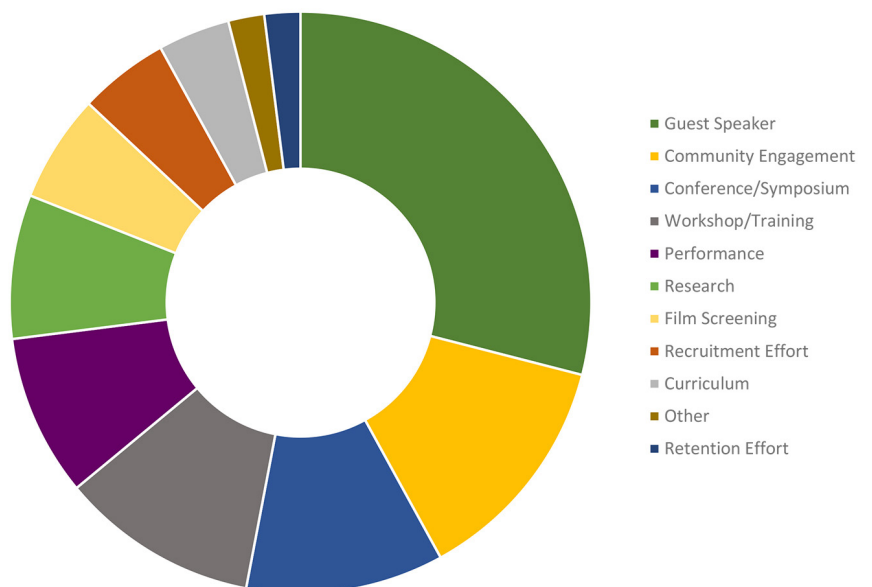
Number of Grants Awarded by College/Unit 2007-2018
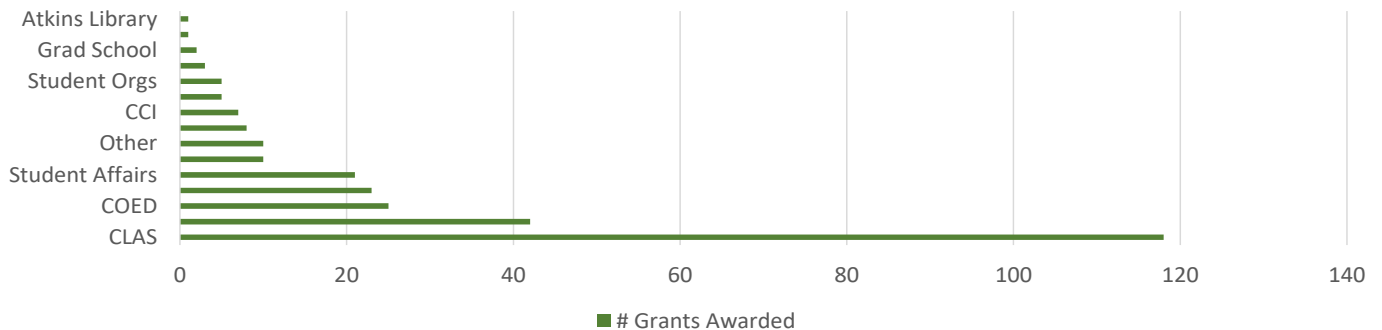
Figure 1. Number of diversity grants awarded between 2007-2018 by collge or unit (Abbreviations: CCI: College of Computing and Informatics; COED: College of Education; CLAS: College of Liberal Arts and Sciences.

Chancellor's Diversity Challenge Fund Projects for Objective 1

- Women and Video Games Festival, featuring Feminist Frequency founder and vlogger Anita Sarkeesian, presented events to encourage females to explore game design and to promote an inclusive gaming culture.

- Guest lecture by editors of *The Feminist Wire*, a peer reviewed feminist publication, led a discussion of a wide range of contemporary topics.

- OUTSpoken, an annual speaker series showcasing LGBTQ+ issues, presented Ian Harvie: Superhero, transgender comedian and star of the award-winning show, Transparent.

- Anti-racist writer and activist Tim Wise presented a student-focused session and a public lecture on social justice and advocacy.

- Podcast hosts Kid Fury and Crissle West participated in a roundtable discussion and live podcast to discuss the stigma of gender and sexual identity within the African-American community and the stigma of race and the influence of gender in the LGBTQ community.

Grants Awarded by Program Type

Figure 2. Percentage of diversity grants awarded between 2007-2018 by program type.

- Bittersweet Harvest: The Bracero Program 1942-1964, a bilingual exhibition which examined the experiences of bracero workers, provided rich insight into Mexican American history and historical background to today's debates on guest worker programs.

OBJECTIVE 2: Recruit and graduate a diverse student body that reflects community diversity and addresses the state's need to increase access to higher education for historically underrepresented and economically disadvantaged students.

Enrollment Trends

UNC Charlotte enrolls and graduates one of the most diverse student bodies in the UNC System[1]. In fall 2018, UNC Charlotte enrolled 29,710 undergraduate and graduate students – the University's largest enrollment to date. Of these, a record 10,818 students (37%) identified as members of racial/ethnic minority groups or as multi-racial. This is the largest enrollment of students that identify in a racial/ethnic minority group in the history of UNC Charlotte. The growth in Hispanic students has been particularly striking increasing from 2.6% in 2005 to 9.4% in 2018.

The changes in the student body represent both demographic change and the efforts of our admissions offices and colleges to address the mission and goals of the university. As part of recruitment efforts, the Office of Admissions conducts outreach to a wide-range of high schools, including those with a high percentage of under-represented minorities. The University also houses two public high schools on campus to bring further diversity through the lottery-selected student bodies. The first class of students from the Charlotte Early Engineering College is graduated in 2018. A significant number are expected to enroll in UNC Charlotte.

Colleges have built specific programs to increase diversity and inclusion in disciplines in which participation by women and minorities has been lagging. For example, *Engage ME!* was developed by the William States Lee College of Engineering to recruit, retain, and graduate a diverse group of students in engineering, engineering technology, and construction management. Between 2013 and 2018, the percentage of under-represented minority students increased from 15% to 18.8%.The College of Computing and Informatics (CCI) has used extensive community outreach to K-12 through programs such as Lego Mindstorms, Robotics Clubs, and Saturday academies to increase the diversity of the student body. The percentage of underrepresented minority students has remained steady at 24%, as the number of undergraduates has grown from 1,071 to 2,179.

Race and ethnicity. As presented in Figure 3 for the undergraduate student body, underrepresented minority students grew as a percentage of total undergraduate enrollment between 2013 and 2018.

As shown in Figure 3, as the undergraduate population grew by nearly 3,000, the percentage of white students declined as the percentage of students identifying as Hispanic: Latino (Hisp), multiracial (2+), and Asian increased. The percentage of African American (Afr Amer) declined slightly over this period. Non-resident aliens (NRA) were unchanged. The populations of American Indian and Pacific Islanders were less that 1% of the total population in both years.
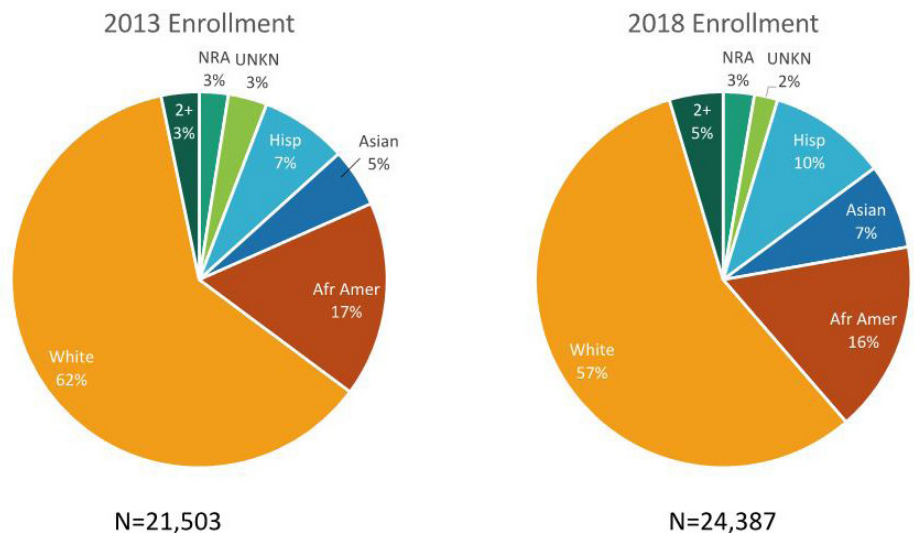
Figure 3. Changes in undergraduate enrollment by race/ethnicity. (Abbreviations: 2+, two or more races; UNKN, unknown; NRA, non-resident alien; Hisp, Hispanic: Latino; Afr Amer, African American.

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[1] Beginning in 2007, the US Department of Education guidance allowed individuals to self-identify their ethnicity and race and permit individuals to select more than one racial or ethnic category. Reporting expanded to seven categories: American Indian or Alaska Native, Hispanic, Native Hawaiian or other Pacific Islander, White, and Two or More Races.
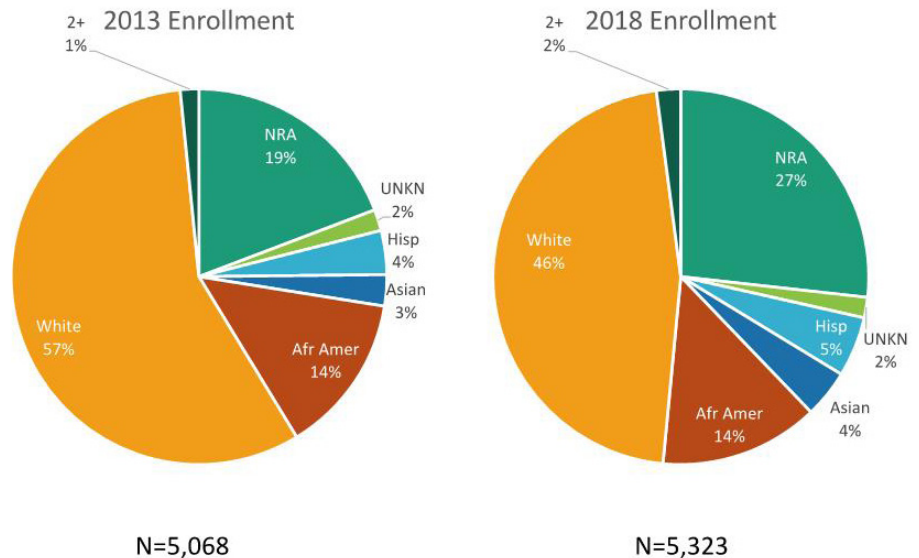
Graduate enrollment increased by 255 students between 2013 and 2018. The population of white students declined 11%. The largest increase was seen in non-resident aliens (NRA) as international enrollment increased sharply. Smaller increases were seen in Hispanic: Latino, Asian, and in students identifying as multiracial/ethnic (2+). The percentage of African American students remained at 14% of the total. American Indian and Pacific Islanders make up less than 1% of the graduate population and have shown no significant change over this period.

Gender. The gender makeup of the undergraduate population has also undergone change. In 2013, female students made up 48% of undergraduate enrollment.

Graduate Students (2013-18)

Figure 4. Changes in the graduate student population by race/ethnicity. Abbreviations as in Figure 3.

In fall 2018, this number had declined to 46.7%. This runs counter to the change in undergraduate populations in many institutions over this time period. Much of this is due to growth in the College of Engineering and the College of Computing and Informatics. Unlike the undergraduate population, women continue to make up the majority of graduate students, although the percentage of women has declined from 59.2% to 56.9%.

Currently students are categorized based on historic categories as male or female in the enrollment statistics. Therefore, this report does not include numbers for students who identify as non-binary or in other gender identity groups. As the University adjusts the admissions application and the Banner data system, we are exploring ways to allow students to self-identify. The "Get to Know Me" project, which is in progress, is designed to personalize the UNC Charlotte experience. For example, students are able to update Banner Self-Service to their preferred name on an ID card and diploma as well as in MyUNCCharlotte, Connect, Salesforce, and Housing room assignments. More work is to be done to extend this personalization to class rosters and grade reports.
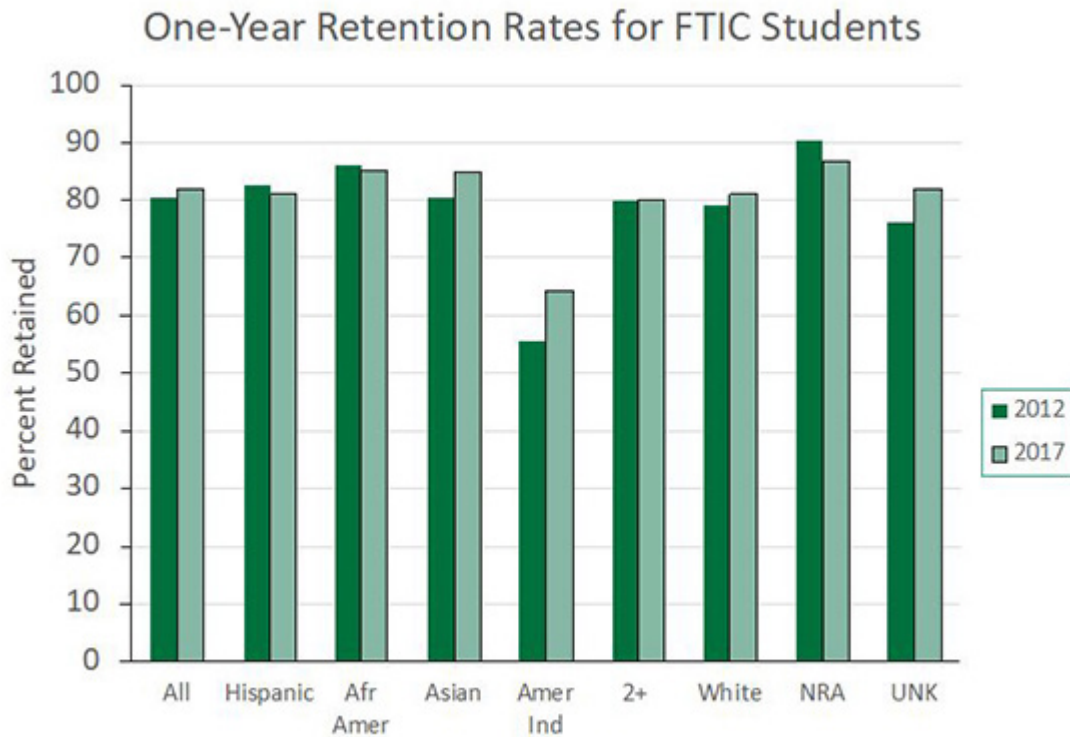
Retention and Graduation Trends

Retention. The University has a strong focus on improving retention and graduation rates for all students and has a special commitment to closing any gaps that exist for underrepresented minorities. One-year retention rates for FTIC students have exceeded 80% since 2012. While the retention rates vary across racial and ethnic groups, the one-year retention rates for the 2017 cohort were 81% White and Hispanic students, 84.9% for Asian students, and 85% for African American students. The small numbers (14 in 2017) of American Indians enrolled leads to highly variable year-to-year rates, although this group tended to lag others. Comparisons for the 2012 and 2017 cohorts are shown in Figure 5.

Figure 5. One-year retention rates for First Time in College Students (FTIC) from the 2012 and 2017 cohorts by race/ethnicity. For abbrevations see Figure 3.

Graduation. Timely graduation of all students is an institutional goal.We have focused on increasing the four-year graduation rate because extended enrollment can lead to increased debt and failure to complete. The overall graduation rate for FTIC students has increased from 26% for the cohort entering in 2009 to 37.8% for the 2014 cohort. While there is variability in graduation rates, all racial and ethnic groups except for American Indians, for whom we have relatively little data, have shown improvement (Figure 6). Over this time period, women students increased graduation rates from 31.8% to 44.4% and men, from 20.1% to 32%.

Four-Year Graduation Rates for FTIC Students
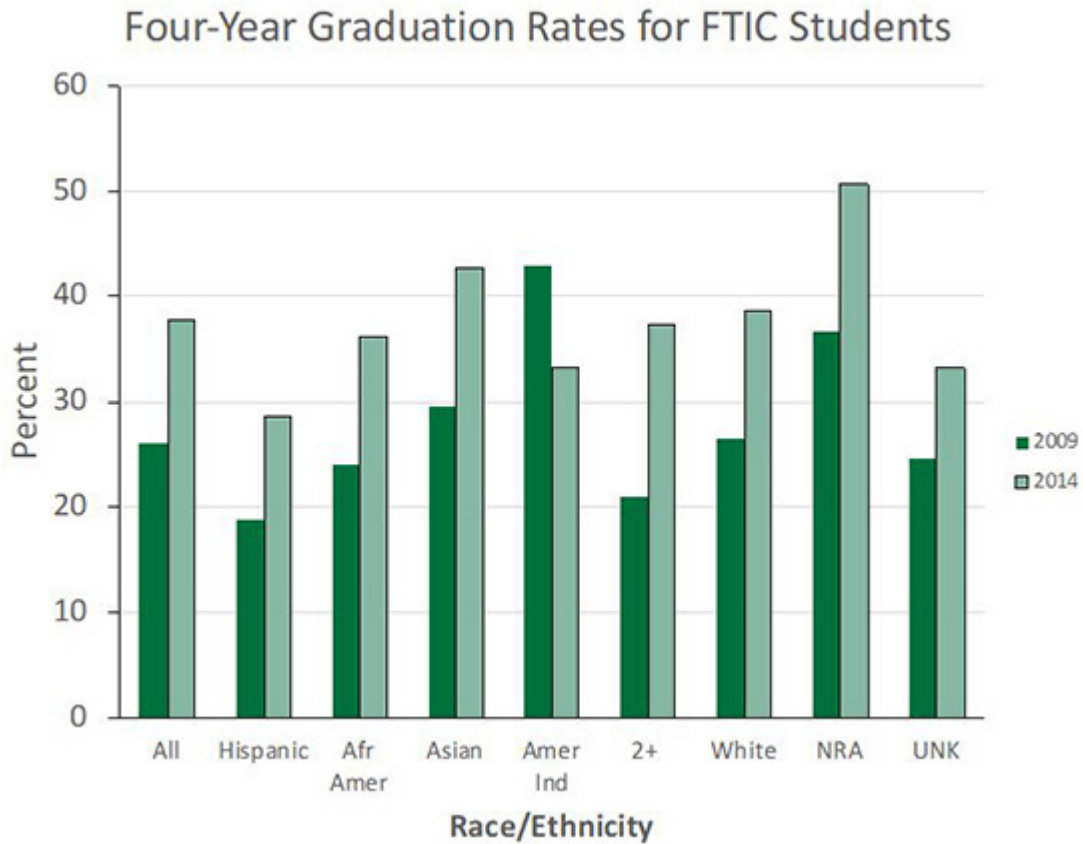
Figure 6. Four-year graduation rates for First Time in College (FTIC) students by race/ethnicity for the 2009 and 2014 cohorts.

The six-year graduation rates also show steady improvement. Data for the 2007 and 2012 cohorts are presented in Figure 7. The average six-year graduation rates increased from 50.3% to 58.9%. Hispanic, Asian, White, and Non-resident alien students exceeded the 2012 average rate. Graduation rates for women students increased from 54.5% to 63.7% and for men, from 52.9% to 54.7%.

Six-Year Graduation Rates for FTIC Students
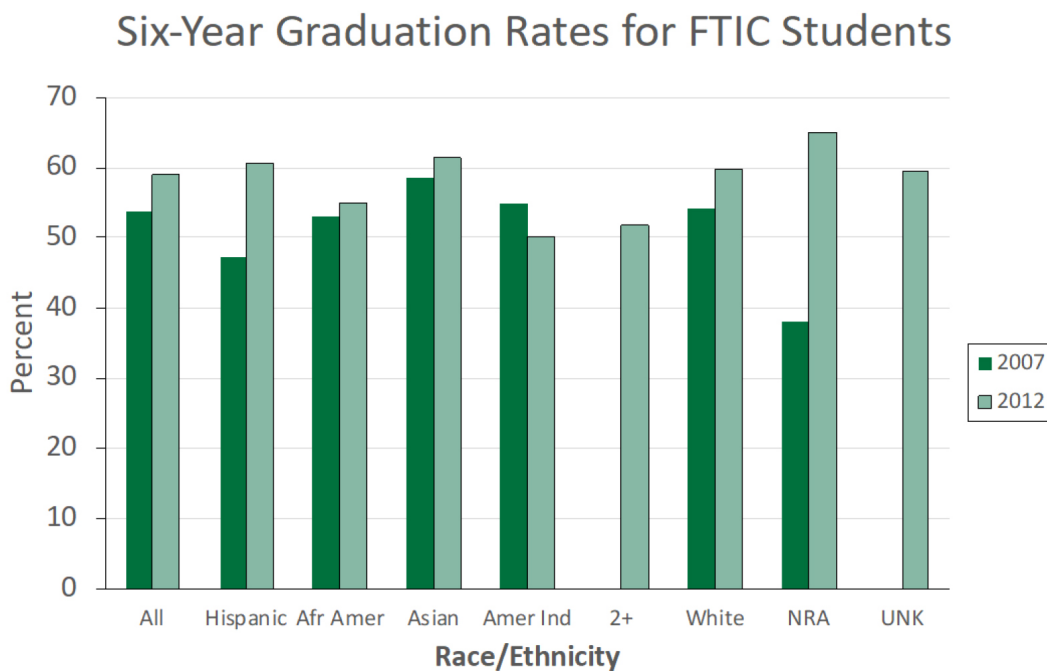
Figure 7. Six-year graduation rates by race/ethnicity for First Time in College Students entering in 2007 and 2012.

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Chancellor's Diversity Challenge Fund Projects for Objective 2

During the past five years, several projects aimed at Objective 2 were supported by the Chancellor's Diversity Challenge Grants. The list below is a sample of the initiatives in place to support the recruitment and retention of a diverse student body:

- The Office of Admissions initiated *Discover UNC Charlotte*, a campus visit experience providing the opportunity for underrepresented, first-generation, low-income students from various rural areas of North Carolina to explore UNC Charlotte.
- GROUP was a one-day workshop held Fall 2016 for promising prospective graduate students in Philosophy from traditionally underrepresented groups (such as African Americans, Chicano/as and Latino/as, Native Americans, Asian Americans, women, LGBTQ students, and students with differing physical abilities of all races). The program was designed to increase the diversity of the academic pipeline in the discipline at UNC Charlotte by recruiting undergraduates from North Carolina and near by South Carolina.
- The annual Hmong Student Association College Tour promotes higher education within the Hmong community and other historically underrepresented groups. Over the past 15 years, HSA College Tour has served approximately 500 students representing 23 different schools in the region.

OBJECTIVE 3: Increase the recruitment of underrepresented faculty and advance their progression through the faculty ranks.

Faculty Diversity

The ADVANCE Faculty Affairs & Diversity Office (FADO) has been the focus of programming to increase faculty recruitment for diversity and to support the work of the colleges in this endeavor. ADVANCE FADO partners with the Office of Academic Budget and Personnel, Human Resources, and the Office of Legal Affairs to lead faculty recruitment training workshops. Required for search committee members, these workshops are designed to help faculty search committees share best practices in their searches to ensure departments conduct fair, inclusive, and effective searches, consistent with university and department goals. In 2017-2018, ADVANCE FADO facilitated 11 workshops, reaching 178 faculty members.

Between 2013 and 2018, the full-time teaching faculty grew by 108 and modest changes were seen in the make-up of the faculty. Faculty hiring during this period is illustrated in Figure 10, which shows total hiring of tenure track and non-tenure track faculty. As Figure 8 shows, the greatest impact of faculty hiring on diversity is in the non-tenure earning ranks where the largest number of faculty have been hired to keep up with the growing student enrollment.

White faculty made up 54% of all tenure track faculty hired during this period. The next largest group was Asian faculty at 15%, international (non-resident alien) faculty at 14%, followed by African American faculty at 9% and Hispanic/Latino faculty at 4%.

Among the 318 non-tenure track faculty hired during 2013-18, 59% were White, non-resident aliens made up the next largest group at 15% followed by African Americans at 10%, Hispanic faculty at 7% and Asians at 5% (Figure 8).
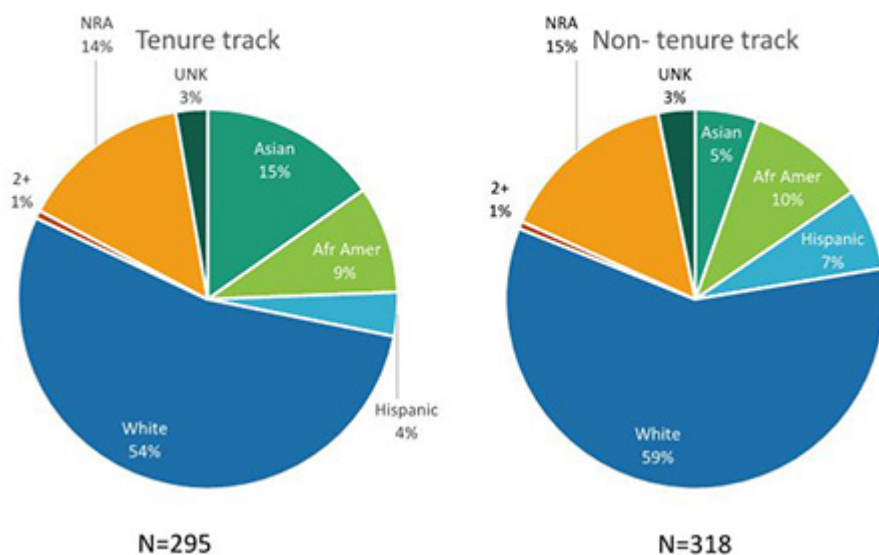

Figure 8. Faculty hiring for tenure track and non-tenure track positions from 2013 to 2018 by race/ethnicity. Groups constituting less than 1% of hiring have been omitted.

Figure 9 compares the composition of the full-time faculty in 2013 and 2018. The percentage of White faculty declined from 74% to 69% and small increases were seen in international faculty (NRA) as well as Asian, African American and Hispanic faculty. Although significant numbers of faculty were hired during this period, the net change in the composition of the full-time faculty was modest.

Full-time Faculty

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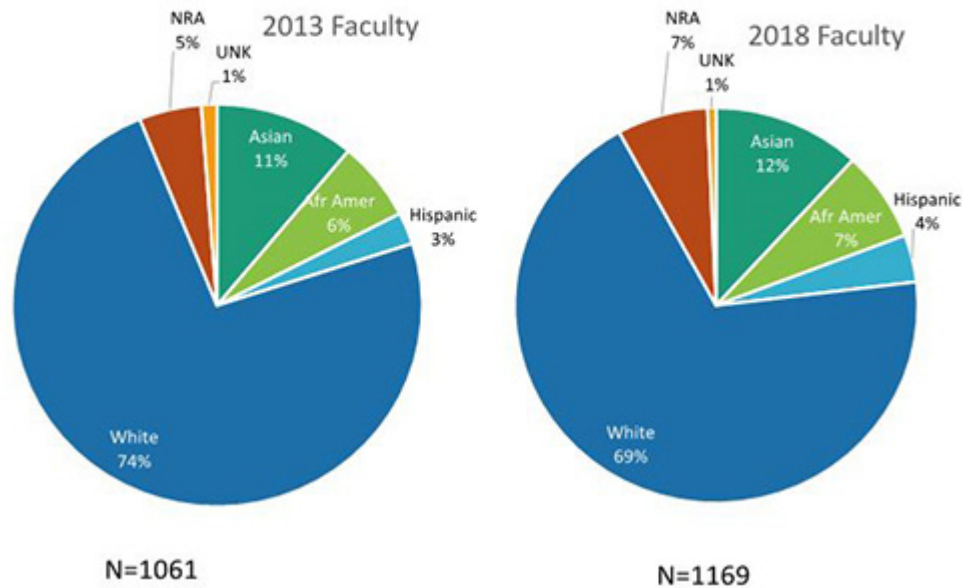
Figure 9. Full-time faculty by race/ethnicity in 2013 and 2018.

When examined by rank (Figure 10), the greatest racial and ethnic diversity is found at the Associate and Assistant Professor level. All racial/ethnic groups increased in number at all ranks between 2013 and 2018, although the patterns were different across ranks. During this period, at the level of full professor, the largest increases were among Asian faculty. At the associate professor level, the largest increases were among Asian, international (NRA) and African American faculty. At the assistant professor level, the largest increase was in international (NRA) faculty.

Tenure-Track Faculty by Rank
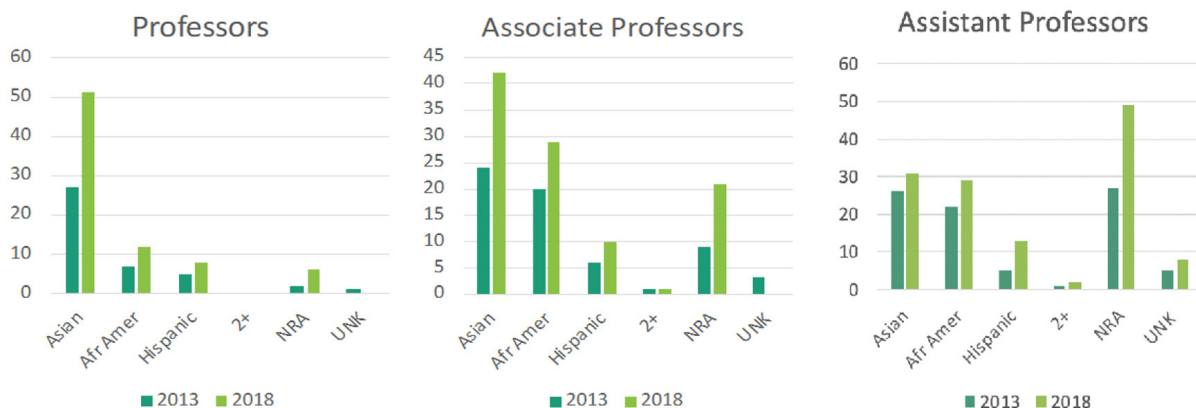
Figure 10. The number of non-white faculty is shown by rank for 2013 and 2018.

To assess progress through the faculty ranks, promotion and tenure data were examined for all assistant professors hired between 2008 and 2011. A total of 117 assistant professors were hired. The percent promoted to associate professor by race and ethnicity is shown in Figure 11. Overall, 60% of the faculty hired during this time were retained at the University and promoted to associate professor with tenure. White and international (NRA) faculty were promoted at higher than average rates, followed by African American faculty (50%) and Asian (38%) and Hispanice (33%) faculty. Of the 46 faculty who left the University before promotion and tenure, 28% left six years after hire. Others left throughout the seven years following hire. The majority of promotions occurred six years after hire, regardless of race or ethnicity. Sixty-three of the 117 faculty hired were women. Thirty-six were promoted to associate professor with tenure. One was promoted to full professor. Of the fifty-four men hired, 34 were promoted to associate professor with tenure.
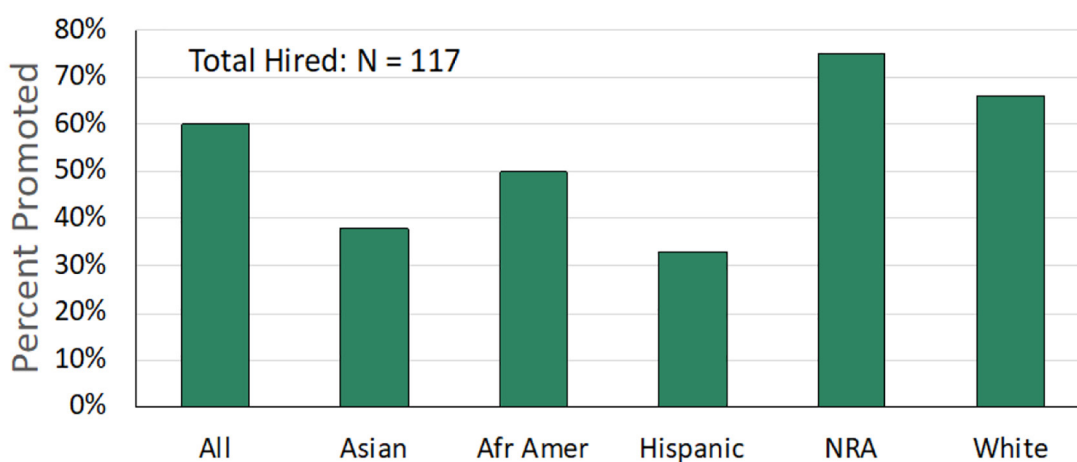
Figure 11. Promotion to associate professor with tenure by race and ethnicity for all assistant professors hired between 2008 and 2011. For abbrevations see Figure 3.

Faculty Diversity Initiatives

In addition to hosting recruitment workshops, the ADVANCE Faculty Affairs and Diversity Office (FADO) develops and disseminates Diversity Scorecards to each College based on the results of biannual faculty job satisfaction surveys administered by COACHE (The Collaborative on Academic Careers in Higher Education). The COACHE survey offers the University community unique insights into the faculty experience at UNC Charlotte. It captures faculty sentiment regarding teaching, service and research, tenure and promotion, departmental engagement and collegiality, and other aspects of the academic workplace.

The Scorecards developed by ADVANCE FADO based on the COACHE survey results display data on faculty demographics such as gender, ethnicity, and rank by college, in addition to faculty perceptions of climate. The use of these scorecards has been institutionalized as a commitment to the value the institution places on these diversity tools. Thus, each time a climate survey is conducted, Scorecards are generated to showcase the faculty demographics and climate in each College, disaggregated to the unit level. Scorecards are provided to each of the Deans and are available on the web for review by faculty. The COACHE survey is used by senior leadership to monitor faculty perceptions and experiences relevant to research, teaching, services and support of the university. The data can be disaggregated by rank, gender and race and ethnicity in order to identify issues that may be specific to faculty sub-groups.

COACHE reports can be found at https://advance.uncc.edu/advance-fado-research/coache-faculty-climate-survey/results-recent-coache-faculty-climate-surveys.

Although conducting the COACHE survey every two-three years does not provide a longitudinal dataset, it gives university administrators the opportunity to not only assess faculty climate at a particular point in time but also to identify patterns or trends related to faculty job satisfaction. In the most recent survey, differences in responses were found between white faculty members and faculty of color and faculty of underrepresented racial/ethnic minority groups on certain benchmarks. The areas of greatest concern for faculty of color were promotion to full professor and departmental collegiality. Promotion to full professor was also an area of dis-satisfaction for underrepresented minorities (Black/African American and Hispanic). Both African American and Hispanic faculty have increased in number at the rank of full professor, the presence of underrepresented minorities at this rank is small. Responses from Asian faculty members indicated concern about tenure policies, departmental collegiality, and departmental engagement.

The ADVANCE FADO is reviewing the most recent COACHE survey responses and will be doing further analysis of the COACHE and institutional data as well as interviews to inform the development of future programming or the modification of existing programs to address these issues. This includes the annual Faculty Forum sponsored by ADVANCE FADO and led by the provost and deans. This forum is offered to associate professors and departmental- and college-review committee members to encourage faculty to apply for promotion to full professor and to discuss the development of compelling dossiers.

Chancellor's Diversity Challenge Fund Projects for Objective 3

The Chancellor's Diversity Challenge Fund has supported efforts in the colleges to recruit and promote a diverse faculty. The following are some of the more recent funded activities:

- Guest scholar Dr. Felicia Moore Mensah presented two workshops focused on women and racial/ethnic minority faculty, Navigating the Academic Pipeline: Preparing the Tenure Binder & Strategic Planning for Junior & Senior Faculty.
- Several Colleges and departments collaborated to sponsor Tenure and Time Management, a faculty development workshop with Kerry Ann Rockquemore, founder of the National Center for Faculty Development and Diversity (NCFDD).
- The Feminist Decolonial Politics Workshop offers theoretical and practical venues for engagement with diverse forms of knowledge production within academic philosophy; and serves the interests of graduate students and junior scholars from underrepresented groups in philosophy, and seeks to create a space for the rigorous study of philosophical theorists who have been marginalized within the discipline of philosophy.

As a follow-up to the Rockquemore visit, the Office of Academic Affairs supported membership in the National Center for Faculty Development and Diversity for several new faculty members as part of their start-up packages to provide external mentoring. This augments the larger mentoring program for new faculty offered annually by the ADVANCE FADO.

OBJECTIVE 4: Increase the representation of staff from underrepresented groups.

EHRA and SHRA Staff Diversity Initiatives

UNC Charlotte has recently completed a two-year, rigorous review by the US Department of Labor Office of Contracts Compliance Programs (OFCCP) focused on compliance with federal laws pertaining to affirmative action, veterans and persons with disabilities. The University received "no findings," a very favorable outcome.

The UNC Charlotte Human Resources Department oversees the Equal Employment Opportunity and Diversity Fundamentals (EEODF) program for managers and supervisors of staff. This program features training on diversity and inclusion in relation to hiring and retention of staff. In-person workshops also are offered throughout the year. Examples include: Diversity and Generations in the Workplace, Disability as Diversity: Creating an Accessible Workplace, and Interpersonal Communications.

SHRA Staff Diversity

In 2013, 31% of UNC Charlotte's SHRA staff identified as racial/ethnic minority or multiracial, and the majority of those staff (76%) were employed in Service, Office and Administrative positions.

From 2013 to 2018, the percentage of SHRA staff that identify as racial/ethnic minority or multiracial increased to 37% (Figure 12). There was an increase in racial/ethnic minority participation in each job category.
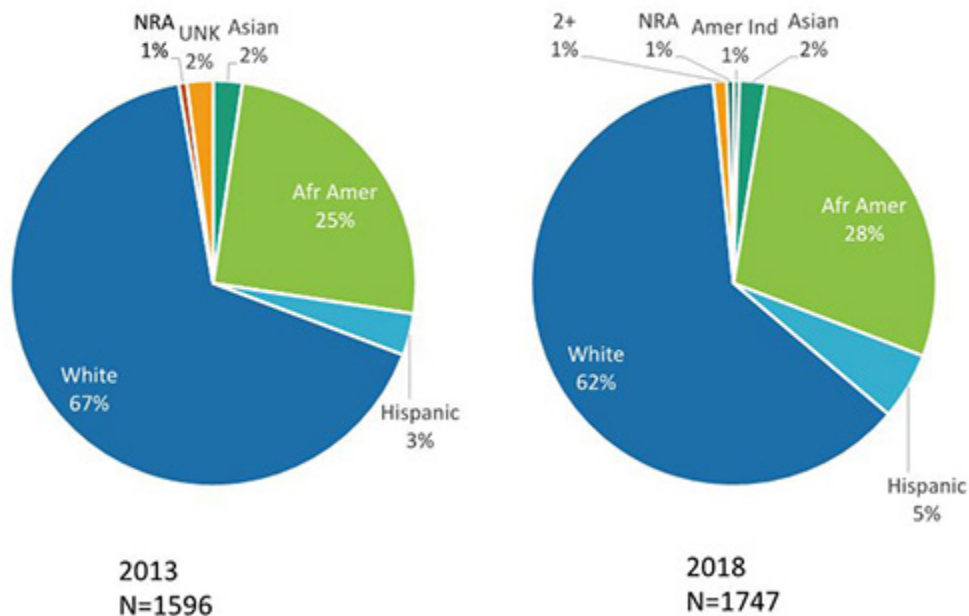

Figure 12. Racial/ethnic composition of the SHRA workforce in 2013 and 2018.

Notable changes are seen in the number and percentages of Black or African American staff in certain occupations. The percentage of Black or African American staff in the Business and Financial Operations sector increased from 12% in 2013 to 22% in 2018. In Office and Administrative Support positions, Black or African American employment increased from 20% to 26%.

There is also increased representation of Hispanic SHRA staff – from 3% in 2013 to 5% in 2018. The percentage of Hispanic employees in the Service area increased from 8% to 12%. The percentage of Hispanic employees in the Office and Administrative Support arena increased from 1.4% to 4.3%.

The categories with the smallest percentages of Black, Hispanic, Asian, and other racial/ethnic minority groups include Computer, Engineering and Science; Community Service, Legal, Arts and Media; Healthcare Practitioners and Technical; and Non-Postsecondary Teaching. There was an increase in racial/ethnic minority representation in the Healthcare Practitioners jobs – from 11% in 2013 to 28% in 2018.

Women comprise the majority of the SHRA staff (56%). Women are most concentrated in the Office and Administrative Support and the Business and Financial Operations arena, where they represent 89% and 74% of the staff, respectively. Women are least represented in the Computer, Engineering, and Science (29%) and the Natural Resources, Construction and Maintenance (12%) fields. There has been an increase in the presence of women in Computer, Engineering, and Science jobs, from 25% in 2013 to 29% in 2018.

EHRA Staff Diversity

The percentage of EHRA non-teaching staff persons identified as being part of a racial/ethnic minority group or as multiracial in 2013 was 18%. The percentage of employees in these racial/ethnic groups increased to 23% by 2018 (Figure 13). Fifty-eight percent of the EHRA staff are women, up from 55% in 2013.
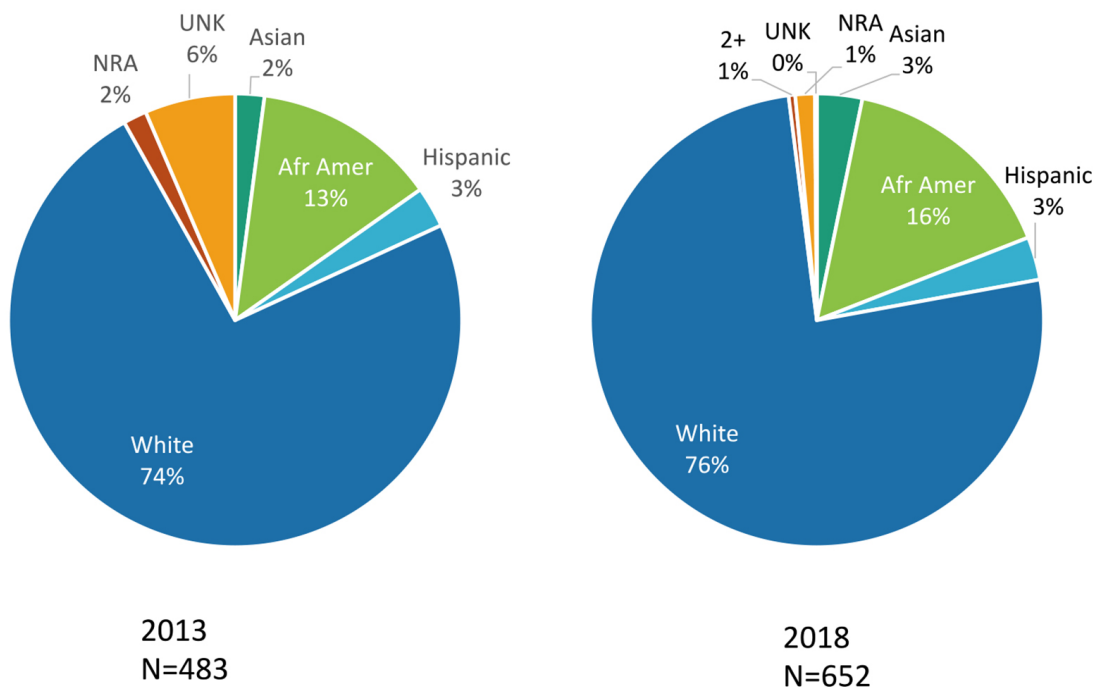
EHRA Non-Faculty

2013
N=483

2018
N=652

Figure 13 EHRA non-faculty staff by race/ethnicity in 2013 and 2018.

Within the EHRA staff pool, there are 18 Academic Administrators from racial/ethnic minority groups, comprising 20% of all Academic Administrators (Table 1). This is an increase from 15% in 2013. There has also been an increase in the number and percentage of women among Academic Administrators from 24 to 38, representing a 9% increase (Table 2).

Table 1. Full-Time Academic Administrators by Race/Ethnicity						
	Fall 2013			**Fall 2018**		
	Dean	Associate/ Assistant Dean	Department Chair	Dean	Associate/ Assistant Dean	Department Chair
Asian	1	0	3	0	1	6
Black or African American	0	1	4	0	4	5
Hispanic	1	0	0	1	1	0
White	7	13	37	9	21	36
Non-Resident Alien	0	0	0	0	0	1
Unknown	0	1	2	0	0	0
Total	9	15	46	10	27	48

Table 2. Full-Time Academic Administrators by Gender						
	Fall 2013			**Fall 2018**		
	Dean	Associate/ Assistant Dean	Department Chair	Dean	Associate/ Assistant Dean	Department Chair
Men	5	10	31	5	12	30
Women	4	5	15	5	15	18
Total	9	15	46	10	27	48

OBJECTIVE 5: Ensure the presence of institutional environments and course development that enhance learning and appreciation for diversity.

Student Perceptions about Diversity in the Classroom and Curriculum

As part of the institutional reaffirmation of accreditation in 2014, UNC Charlotte established the Prospect for Success as a central component of the first-year curriculum. One of the three goals of the program is Awareness. This goal was specifically designed to ensure that incoming students reflected on the experiences that shaped their thinking and assumptions and developed an understanding of themselves in a multicultural society where they would interact with students with different backgrounds, experiences, and worldviews. The first-year curriculum has also incorporated a Common Reading experience that generally includes a theme of diversity and inclusion. The 2018 selection, *Born a Crime: Stories from a South African Childhood* by Trevor Noah, was the topic of discussion for students in many freshman seminar and freshman writing courses. Over 800 students participate in these discussions each year.

While the impact of the Prospect curriculum is assessed through evaluation of student products against a common rubric, we also use the National Survey of Student Engagement to provide information about UNC Charlotte students' experiences with diversity in the curricula, in the classroom, and in campus life. The survey is administered to first-year and senior students. In recent surveys, slightly more than half of first-year and senior students responded that diverse perspectives were included in their course discussions or assignments. A majority of students also indicated that they have used perspective-taking to better understand someone else's views.

Most students found that that the University has encouraged contact with people from different backgrounds and contributed to their understanding of people from different backgrounds. Table 3 shows the response of first-year UNC Charlotte students and Table 4, seniors, compared to students at other southeastern public universities (SE Publics), other institutions in our Carnegie class, and other North Carolina public universities (NC Publics). The results suggest that the diversity of our student body leads to opportunities for students to engage with others who differ from them in race/ethnicity, economic background, religion, and political views at least as often, and in many cases more often, as students at comparison institutions.

Table 3. National Survey of Student Engagement Survey of First-Year Students (2018)

Discussion with Diverse Others*				
Percentage of students who responded that they "very often" or "Often" had discussions with . . .	**UNCC %**	**SE Publics**	**Carnegie Class**	**NC Publics**
People of a race or ethnicity other than your own	84	+11	+17	+12
People from an economic background other than your own	79	+6	+8	+5
People with religious beliefs other than your own	71	+2	+8	+3
People with political views other than your own	69	+1	+5	+3

*Percentage point difference = Institution percentage – Comparison group percentage. Because results are rounded to whole numbers, differences of less than 1 point may or may not display a bar. Small, but nonzero differences may be represented as +0 or -0.

Table 4. National Survey of Student Engagement Survey of Seniors (2018)

Discussion with Diverse Others*				
Percentage of students who responded that they "very often" or "Often" had discussions with . . .	**UNCC %**	**SE Publics**	**Carnegie Class**	**NC Publics**
People of a race or ethnicity other than your own	79	+3	+10	+7
People from an economic background other than your own	77	+1	+5	+2
People with religious beliefs other than your own	72	+1	+8	+4
People with political views other than your own	69	-1	+3	+3

*Percentage point difference = Institution percentage – Comparison group percentage. Because results are rounded to whole numbers, differences of less than 1 point may or may not display a bar. Small, but nonzero differences may be represented as +0 or -0.

Chancellor's Diversity Challenge Fund Projects for Objective 5

- Incorporating Diversity Initiatives Effectively in the Classroom, a workshop by guest presenter Dr. Derek Greenfield, provided faculty with teaching strategies and curriculum modifications to better incorporate diversity initiatives in the classroom.

- Nona McDuff, Director of Equality, Diversity and Inclusion at Kingston University, facilitated a workshop for faculty in the development and implementation of course and curricular goals for understanding diversity. Participants were engaged in learning about inclusive classroom methodologies as they apply to course content, teaching styles, and assessment.

- Nationally recognized urban revitalization strategist Majora Carter delivered the keynote address at the College of Arts and Architecture Urban Complexities Symposium, focusing on race, class and environmental justice in an era of rapid transformation in many of Charlotte's most vulnerable neighborhoods.

OBJECTIVE 6: Develop external relationships with the community to enhance diversity off and on campus.

The University students, faculty, and staff engage with a wide varity of community groups. The Civic Action Plan adopted by the University provides guidance and structure around engaged scholarship and student engagement in the community. Broad-based initiatives such as the UCity Family Zone under the direction of Dr. Mark DeHaven involves a partnership with University City Partners and a wide range of businesses and community organiations in the University City area around improvements to the social determinants of health.

Programs, such as Bonner Leaders, place students in non-profits across Charlotte for extended periods. Partners include the Camino Community Center, Carolina Refugee Resettlement, and Friendship Trays.

Through experience with community agencies and a curriculum that focuses on community challenges, leadership, and communication, Bonner Leaders learn the skills needed to help individuals and communities meet basic needs in education and food security as well as preservation of cultural history.

Business Affairs has also undertaken several initiatives to promote participation from historically underutilized businesses in the University's procurement of goods and services:
• Meet & Greet events to bring the business community together with University staff and contractors working on the campus
• Upcoming Projects Information postings on the University website apprising community on business opportunities
• Vendor Information Guide on how-to-do business with the University
• Participation in the annual Charlotte Minority Enterprise Development (MED) Week activities comprised of local, state, federal government agencies and the business community. The purpose of the MED is to promote small, minority and women-owned businesses.
• Participation in the NC Department of Administration Office for Historically Underutilized Businesses events such as the annual State Construction Office "Meet & Greet" event.

Representation on University boards is also an indicator of the way in which the university brings diverse perspectives from the community to campus. The Board of Trustees has made progress in gender parity since 2012 when there were nine men and three women on the Board. The 2018 UNC Charlotte Board of Trustees is comprised of 7 men and 5 women. IN 2018, there were two members from historically underrepresented racial/ethnic groups – both African American. College advisory boards also consider membership through the lens of diversity.

OBJECTIVE 7: Ensure the success of the plan through assessement, accountability, and recognition.

In addition to the COACHE survey of faculty and the College Scorecards discussed under Objective 3, the Division of Institutional Integrity's Title IX Office in conjunction with multiple campus partners in Student Affairs and Academic Affairs conducts an annual campus climate survey, assessing students' experiences on campus related to harassment, interpersonal violence, sex-based discrimination and bystander awareness. Survey results inform creation and revision of campus programs and policies related to harassment and gender-based violence.

Student Affairs also coordinates the Bias Assessment Resource Team (BART). BART provides an avenue for students and faculty/staff to report instances where bias(es) may impede them from experiencing an equitable and inclusive community. BART provides support and connects individuals to resources on campus. The tracking provided by BART alerts campus leadership to adverse events to prevent re-occurrence.
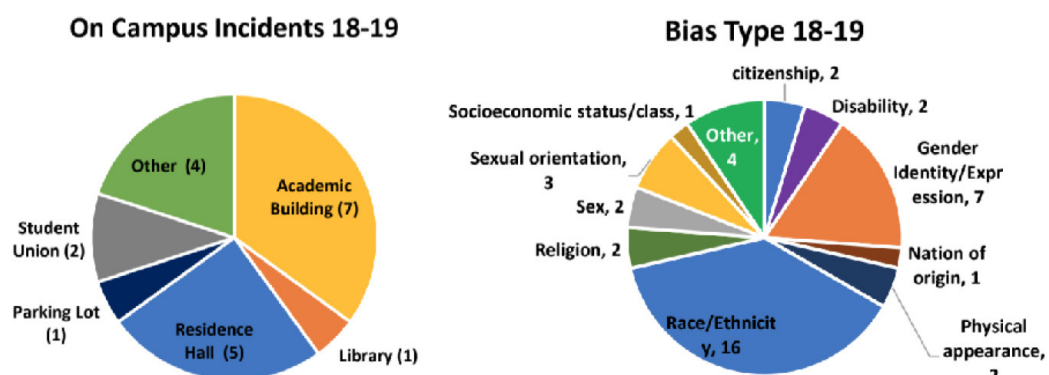
BART Incident Reports

Figure 14 shows the type of incidents reported through BART.

To further assess the living and learning environment at UNC Charlotte, the Division of Student Affairs initiated a student climate survey in Spring 2019. The forthcoming survey results will guide the Division in promoting an inclusive, diverse, and safe community.

In 2017, the Provost formed a Council on University Community Working Group (CCWG) to increase the visibility, coordination, and impact of the work being performed to enhance diversity, access and inclusion, and to provide input on how to better assess progress and make recommendations to achieve the goals of the the Plan, and to strategically implement change based on these assessments. Information access has increased through the new diversity website for the University. The work of the CCWG has yielded recommendations that include:
- Additional diversity training for campus leadership (see: https://www.racialequityinstitute.org/)
- Implementation of campus climate surveys for all faculty, staff and students to assess the effectiveness of the Diversity Plan implementation
- Inclusion of Diversity Plan objectives in the goals of the annual Student Success Summit
- Integrate a new institutional level outcome for diversity, inclusion, and access in the Institutional Plan.

Actions based on these recommendations will be developed by the Council on University Community in concert with the Working group.

Finally, annual evaluations represent an important tool to increase accountability around the goals of the Plan. For the deans, these evaluations include review of work accomplished during the calendar year associated with actions to promote diversity. The colleges have also used the annual report mechanism for similar purposes. For example, since the 2014-2015 academic year, the Cato College has required faculty members to list or describe in their annual reports how they address diversity.

The new annual evaluation tools for staff offer a way to identify goals for individuals around diversity and inclusion and to encourage participation in related professional development opportunities. Supervisors can work with staff to identify appropriate training opportunities that then become part of the performance assessment for the following year.

We have not yet established a mechanism for recognizing contributions to campus diversity and inclusion. This is a topic yet to be taken up by the Council on University Community or the Working Group.