

Final Campus Work Group Summary and Recommendations

8/14/17

Purpose:

At the request of Chancellor Sartarelli, the Campus Climate Workgroup (CCWG) was convened following significant concerns about our climate and how it informs the UNCW experience for our faculty, staff, and, in particular, our students. The workgroup was charged to discuss a variety of issues and to make recommendations to the university's senior leadership to implement initiatives and/or policy changes to mitigate, improve, and monitor progress toward maintaining a more inclusive and welcoming campus. Bradley Ballou, Chief of Staff, Kent Guion, Chief Diversity Officer, and Liz Grimes, Director of Human Resources co-chaired this workgroup and the full roster of participants is below.

Auton, Lauren	President, Staff Senate
Ballou, Bradley	Chief of Staff
Benison, Malia	Student
Boykin, Patrick	Alumnus
Carrington, Destine	Student
Coburn, Haven	Human Resources
Desalu, Carolyn	Student (graduate)
Donaldson, David	Chief of Police, UPD
Fernandez-Villa, Jennifer	Director of International Student and Scholar Services, International Programs
Fernandez, Rebecca	Student
Figueroa, Jorge	Chair, Faculty Senate, Student Matters Committee
Finelli, Chris	Chair, Department of Biology and Marine Biology
Grimes, Liz	Interim Associate Vice Chancellor, Human Resources
Guion, Kent	Chief Diversity Officer
Harris, Emmanuel	Professor, World Languages and Cultures
Jenkins, Venita	Content & Communications Specialist, OUR
Jones, LaTasha	Admissions Coordinator, President of AAGA

Lambert, Brooke	Program Coordinator, LGBTQIA Resource Office
Lugo, Gabriel	Chair, UNC Faculty Assembly
McCord, Dan	Student Body President
McLaughlin-Smith, Kimberly	Diversity Specialist, OIDI
Meinhold, Steve	President, Faculty Senate
Mensah, Othillie	Student
Montwieler, Katherine	Director, WSRC
Palmer, Sean	Director, Upperman Center
Sanchez, Marta	Watson College of Education
Sartarelli, Jose V.	Chancellor
Scherer, John	General Counsel
Segovia, Edel	Director, Centro Hispano
Stanley, Jorey	Student
Swinney, Adrienne	Deputy Director, Athletics/SWA
Vaca-Tricerri, Giuliana	Student, Director of Diversity and Inclusion, SGA
Victor, Brian	Associate Vice Chancellor, Student Affairs
Walker, Mike	Associate Vice Chancellor, Dean of Students
Whatley, Gloria	NC General Administration Inclusion Fellow (Guest)

The CCWG met on February 13th (2:00-4:00), March 20th (2:00-4:00), April 10th (11:00-1:00) and April 17th (11:00-1:00) to review documents and compose recommendations. (Meeting agendas, presentations, and referenced documents, are available to view via SharePoint: <https://share.uncw.edu/sites/chancellor/ccwg/SitePages/Home.aspx>).

The initial draft recommendations were dispersed via email on April 6th, and additional comments and edits were collected throughout the Summer). A final gathering occurred on July 24th to get any comments, gain consensus to move to forward to the Chancellor and thank the work group members for their contributions. These recommendations were sent to Chancellor on 8/15/17 and suggested that a smaller group be continued to track implementation phase.

Suggested New membership:

Kent Guion, Bradley Ballou, Liz Grimes, Steve Meinhold, Brian Victor, Megan Allred, Venita Jenkins, Otilie Mensah, Malia Benison, Ashley George, (Alternate – BriAuna Daye), Hannah Jo Hopkins, Chantea' Swinson-Rhoe, (Alternate Carly Hagg), Rich Ogle, David Donaldson. Ex-Officio – John Scherer

UNCW Campus Climate
Re-imagining UNCW Campus Climate
Through

Listening, Engaging, Learning By...

- Holding regular forums
- Working on in class/out of classroom interactions
- Improving interactions throughout campus
- Educating for success

Attracting, Developing, Retaining High-quality, Diverse Talent By...

- Intentionally focusing on attracting diverse, underrepresented minorities
- Fundraising for diversity and inclusion
- Ensuring presence of “Equity Advisors” in the recruiting phase

Re-imagining UNCW Campus Climate By...

- Ensuring student-faculty evaluation is a comprehensive mechanism about interactions
- Reviewing, evaluating Seahawk Respect Compact
- Creating robust awareness, learning and easy-to-access resources to prevent discrimination and/or harassment

Chancellor's Campus Climate Workgroup Recommendations

- I. **Listening/ Engaging/Learning:** Throughout the course of the workgroup's many meetings, a clear theme emerged - the need for creating and/or expanding opportunities to increase understanding in several areas: unlawful harassment vs. ignorant or offensive comments vs. free speech/expression; racial profiling; incident reporting/underreporting; generational diversity; identities/sexual orientation issues; and implicit bias. A commitment to transparency of available information and customized approaches was suggested for administrators, faculty, staff and students.

Recommendation 1: The Chancellor and his senior leadership team will continue to hold open forums with students, faculty, and staff at least once per semester to discuss campus climate issues. Individual open forums may be held to address timely topics of interest specific to students, faculty and staff.

Recommendation 2: Improve in-class/non-class interactions by incentivizing learning opportunities, promoting culturally relevant mentoring, improving classroom management (focus on difficult/uncivil classroom interactions) and expediting relevant curriculum development.

Recommendation 3: Showcase learning opportunities to promote more participation in cultural arts and/or cultural competency programming. Begin as a part of onboarding and provide ongoing development that could be tracked via full-cycle performance appraisal. Promote participation in service learning.

Recommendation 4: Develop learning modules to address campus climate as part of orientation and linked to UNI courses. The content could include the Seahawk Respect Compact, implicit bias awareness, and definitions of free speech/expression and overview of available campus resources (ODOS and HR, Campus Police, OIDI). A potential tactic may be engaging Seahawk Links in train-the-trainer experiences to provide content to UNI class.

- II. **Attracting/Developing/Retaining High-Quality Diverse Talent:** A common theme during workgroup discussions was ongoing challenges in recruitment and retention

of diverse students, faculty and staff. Specifically, students reported limited exposure to racially and ethnically diverse students, faculty and staff, which may negatively affect the recruitment efforts of those very same groups. Further, participants remarked that progress has been made in the past few years but more has to be done! The workgroup acknowledged that to be competitive within the system and beyond, UNCW may need additional financial resources and efforts to recruit diverse students and employees.

Recommendation 5: Assess existing recruitment, completion, attainment and support strategies for increased outreach to diverse and/or underrepresented prospective students including rural and/or those who are low income.

Recommendation 6: Identify new and existing funding sources for scholarships to attract rural, low income and underrepresented minority students.

Recommendation 7: Implement faculty and staff search committee model using “equity advisors” for recruiting. Faculty and Staff can be trained to serve in this role and potentially receive service credit.

III. Re-imagining UNCW Campus Climate: Discussions around short- and long-term strategies to improve overall campus climate at UNCW were a consistent theme throughout workgroup discussions. These discussions included ideas about how to shift campus climate for the better at UNCW with both specific shorter-term strategies as well as more general, longer-term strategies. Overall, the suggestion of an ongoing Campus Climate committee of 12-14 members, with strong student representation was suggested.

Recommendation 8: Explore the feasibility of developing standardized question(s) as part of the existing IDEA instrument for student faculty evaluations that will measure perceptions of how appropriately and effectively faculty members manage difficult, uncivil, offensive, or disrespectful interactions (faculty/student, student/student, student/faculty) in the classroom. Once collected, this data could be evaluated with additional material by department chairs. Ensure there are adequate training and development opportunities for faculty to effectively manage these types of classroom interactions.

Recommendation 9: Make the Seahawk Respect Compact “come alive.” Plan and implement a renewed “reaffirmation” of the current Seahawk Respect

Compact through a potential campus-wide event with the current signatories (faculty, staff, student, and alumni leadership). This activity could potentially grow into a week of events focused on free speech, civility and related topics.

Recommendation 10: Reexamine and assess whether various campus resources for students, faculty, or staff who are the victims of harassment or discrimination are clearly promoted, understood, and easily accessible to the campus community. This effort will be tied to the possible creation of a mobile app for the university. Enhance and create robust points of accessibility to resources, to help prevent discrimination and harassment.