2013/14 Diversity and Inclusion Report

Diversity and Inclusion Committee Membership

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2013/14 Diversity and Inclusion Report

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INTRODUCTION
This report proposes recommendations and action items to address the Chancellor’s charge to the UNCW Diversity and Inclusion Council.

“In the current era, we do not have to guess how to diversify our faculty applicant pools, create powerful general education diversity requirements, eliminate retention & graduation disparities establish diversity plans that work, or document diversity’s educational benefits. For more than 50 years, scholars have dedicated their lives to creating an evidence-based understanding of how to do strategic diversity leadership work in the academy.”


BACKGROUND AND CHARGE
During the fall of 2013, the Chancellor appointed a committee of faculty, administrators, and students to rethink the university’s approach to diversity and inclusion. He explained that UNCW “must not waiver in our commitment to create a diverse and inclusive campus environment.” His charge asked that the committee review previous reports. Additionally, the Chancellor stated that he was particularly interested in understanding what internal structures and organizational arrangement of the Office of Institutional Diversity and Inclusion (OIDI) would give us the best opportunity to meet the needs of current students, faculty and staff, and moving institutional diversity goals forward.

CHALLENGES
Unlike prior diversity committees, this committee was not made up of the senior leadership, but rather a passionate group of faculty, staff, and students. While we are in no way diversity experts, our findings are clear and unbiased and our recommendations are data-driven. The committee faced several challenges in completing this task: getting up the learning curve on this complex issue; coordinating tasks and schedules among a group comprised of faculty, staff and students; collecting and analyzing copious amounts of data to determine what was relevant; losing a committee member to another university and one to significant injury.

APPROACH
To address the charge, the committee organized into subcommittees that explored several critical areas. The committee solicited written responses to questions that included future plans to remediate current concerns or issues in their area. The areas were: OIDI Interim Associate Provost and Center Directors; Enrollment Management (Admissions, Financial Aid, Registrar and University College), Advancement, Human Resources, Disability Services, a former senior administrator and the Deans of the Colleges. Not all groups provided a written response nor met with the committee. The group also studied similar-sized campuses that are successfully integrating diversity policies and practices into their campus life.

Moreover, the committee explored the terms diversity, ethnicity, and minority, in an effort to understand how they are interpreted and understood at UNCW. The committee reviewed a plethora of books and articles discussing the latest research, reviewed videos of scholars and administrators discussing diversity and inclusion, read websites, examined results of surveys, etc.
The committee also examined data from a number of UNCW departments, and reviewed prior UNCW diversity reports and climate surveys. All of these data were used to help formulate the committee’s recommendations.

EXECUTIVE SUMMARY

Without question, there are many at UNCW working diligently and passionately with UNCW’s concerns regarding diversity and inclusion. It is apparent however, that significant work is yet to be done.

The committee is greatly concerned about the state of diversity at UNCW, most notably are the lack of an institutional plan for diversity that has measurable goals, and holds individuals and units accountable. During the convening of the committee, there were several additional racial incidents involving students. However, there was no written protocol to respond to incidents of intolerance regarding students on campus.

Our research unveiled a seemingly insouciant attitude from some senior leaders towards recruitment and retention of students, faculty and staff. As we delved into these complex issues it was evident to the committee that there seems to be a lack of acknowledgement of the magnitude of the issues and our lack of progress in resolving them, particularly to comparative institutions.

The Chancellor has made it clear that this is a priority for the university and will be articulated from the top. In order to successfully achieve this, there must be a thoughtful, intentional, and sustained multi-pronged approach to this issue. Best practices support that institutional efforts toward diversity must come from the top to be effective.

COMMON THEMES

Our findings revealed some common themes:

- **Climate and Cultural Competence**
  
  UNCW has an opportunity and, more importantly, a responsibility to address climate and cultural competence on its campus. This is a daunting task, but it must be a collective university-wide effort. Diversity and Inclusion is a part of the UNCW Mission, thus it must be supported by faculty, staff, and students. These issues must constantly be in the forefront and a part of all university initiatives.

- **Data**
  
  It is essential that UNCW continue to systematically gather data regarding diversity and inclusion on its campus. These are the most efficient and effective ways in which we can enhance best practices, further develop programs, establish goals in these areas, and determine responsibility.

- **Financial Support**
  
  In order for UNCW to enhance diversity and inclusion, there must be financial support. Development of programs, student, staff, and faculty recruitment and retention require funding.
Sharing Best Practices

UNCW must constantly review its practices in diversity and inclusion, and be willing to adjust and share findings across the university. The committee spent considerable time reviewing practices at schools with success in these areas, and explored how they could be used effectively at UNCW. This should be an ongoing practice.

- Institutions that are making significant strides in weaving inclusion into the fabric of their campuses have a chief diversity officer reporting at the highest level.
- There should be constant community engagement
- UNCW strives to be a catalyst in the community on variety of areas where we feel we bring expertise. In the area of the diversity we cannot take on that role effectively until we have made significant changes internally.

<table>
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<tr>
<th>INSTITUTIONAL RECOMMENDATIONS</th>
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<tr>
<td>Following are the committee’s institutional recommendations</td>
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<tr>
<td>1 Hire a Chief Diversity Officer that reports to the Chancellor.</td>
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<td>2 Create institution-wide plan for diversity and inclusion with measurable goals and accountability.</td>
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<td>3 Establish Annual Diversity Audit to measure progress towards goals</td>
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<td>4 Develop a clear and accessible bias response protocol that includes university relations and the police department.</td>
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<td>5 Commit appropriate resources to areas of critical need to achieve the established goals.</td>
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<td>6 The university’s marketing and communication materials must reflect diversity as one of our core values.</td>
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<td>7 Particular attention must be paid to overcoming the University’s perception regarding diversity in the community.</td>
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UNIVERSITY-WIDE RECOMMENDATIONS

Following are detailed findings and recommendations regarding diversity and inclusion that address the major components of UNCW’s campus: students, faculty, and staff. The section discusses recommendations germane to the mission of UNCW. The committee is also aware that these issues are deeply intertwined. Thus, whenever possible it is vital that approaches address climate and cultural competence, be data-driven, supported financially, and are consistently in the best interest and practices for the success of diversity and inclusion at the university.

University Mission
After reviewing the missions of other institutions known for their commitment to diversity and inclusion, as well as practices at UNCW the committee recommends that we must implement a multi-faceted approach to increase the diversity of our faculty, staff and students and enhance the campus climate. Only then can we provide the essential foundation to further the excellence of our teaching, research, and scholarship. This approach will have a transformative effect on our campus culture and equip our graduates to succeed in a diverse, global society.

Diversity and Inclusion at UNCW must be ubiquitous and perpetual. In the schools that we researched, we found that one of the universal themes was that diversity and inclusion was embedded in all university initiatives. It was also noted that universities that have been recognized for inclusion excellence have demonstrated commitment from senior leadership. UNCW must take and maintain an intense focus to enrich the student, faculty and staff experience on our campus.

RECOMMENDATION
A. Chief Diversity Officer.
The committee recommends that UNCW establishes a Chief Diversity Officer. This position should report to the Chancellor and be a member of his Cabinet.

The Chief Diversity Officer must have:
- Current expertise on diversity issues;
- The political savvy and knowledge of organizational change to navigate a higher education environment;
- The ability to cultivate an institutional vision and the symbolic and substantive actions to achieve it;
- The organizational ability to lead the development of a strategic plan and its related accountability measurement.

The chief diversity officer will be charged with facilitating the institutional diversity agenda.

The position will need to be appropriately resourced with funding and staff positions, as well as the ability to recommend the resources needed by the program areas within the Office of Institutional Diversity and Inclusion. The issue of resources, whether to grow scholarships, increase key staffing, or incentivize research and programs must be approached in a concrete manner if these overarching efforts are to succeed. Senior leadership needs to articulate and commit resources to sustain these efforts. Examples include:
• Adding development or grant writing positions exclusively devoted to diversity funding,
• Developing specific fundraising campaigns to increase funds for diversity,
• Allocate funds from revenue-producing areas to diversity initiatives and other strategically important goals (Adapted from Williams, 2013, p. 224-227).

Significant sources of sustainable funds must be identified and committed to, in order to generate the improvement in all of our graduates that commitment to diversity will yield.

The prior position of Associate Provost for Institutional Diversity had seven major duties (per the 2006/2007 Diversity report):

1. Leading a university-wide effort to evaluate existing programs, policies and practices at the university (with regard to diversity);
2. Coordinating the refinement of the Diversity Plan to guide the formulation and creation of new initiatives as needed to support diversity and equity at UNCW;
3. Monitoring the achievement of the university’s diversity objectives and proposing strategies as necessary;
4. Designing and implementing programs to increase awareness and appreciation of individual and group differences;
5. Fostering intercultural competency in the student body, faculty and staff;
6. Developing and promoting programs, practices and policies that will reduce structural inequities and result in a more inclusive, egalitarian and collaborative learning community; and
7. Coordinating community collaborations.

These duties are still relevant. However, examination of recent similar postings (such as Appalachian State and UNC Chapel Hill) and scholarship about the Chief Diversity Officer role suggest several key concepts to consider:

• This role may be best understood as one of equity, diversity, compliance and even workforce development (i.e. preparing a global-ready workforce).
• This role should include oversight of key compliance issues related to equity, such as Equal Employment Opportunity Compliance, the Americans with Disabilities Act, and even Title IX.
• While the qualification to be appointed to the academic rank is important, equally important will be knowledge and ability to aid in compliance with state and federal guidelines.

“What distinguishes the current executive diversity officer from its historical predecessors is the functional definition of diversity as a resource that can be leveraged to enhance the learning of all students and is fundamental to institutional excellence.” (Williams & Wade-Golden, “What is a Chief Diversity Officer?”) The CDO position should combine an inspirational appeal to help the institution want to improve and the concrete capacity to guide the development of a strategic diversity plan and an associated continuous improvement process.
A.1. Prior Reports, First Year Students, and Climate Surveys

One of the Chancellor’s charges to the committee was to review and give feedback on prior institutional diversity reports. The following reports were reviewed:

- 2002 Blue Ribbon Committee Diversity Report
- 2003 Chancellor’s Task Force on Diversity
- 2004 Diversity Initiative Planning Committee
- 2006/2007 Diversity Report

Prior Reports:
Review of prior reports revealed a very consistent identification of key themes and issues, which reflects both their perennial need for sustained attention and a sobering moment to reflect on our continued challenges on these key issues.

Every report iterated the need for deep institutional commitment. The “institutional commitment to diversity must permeate mission, academic programming, public service, educational essence, curriculum, and the study of people and cultures. It must be integrated into every aspect of the campus.” (Blue Ribbon Committee, 2002). Each recommended a long-range strategic plan with responsibility and accountability for every institutional unit.

Each prior report recommended that UNCW:

- Enhance efforts to recruit and retain diverse faculty and staff
- Recruit and retain a diverse student body, with a focus on increasing diversity scholarships
- Implement institution-wide diversity training for students, faculty, staff, and senior administrators
- Insure that the curriculum offered exposure to global issues and diversity
- Generate and follow an overarching institutional diversity plan with coordinated plans from each institutional unit
- Better coordination of diversity and multi-cultural events and programs

This committee recommends continued commitment to these key issues. There are many diversity initiatives on campus, but they continue to be uncoordinated and lack of an overarching model and strategic plan, and associated accountability and progress measures.

The 2006-2007 Diversity Report stands out in its clear delineation of a set of long-term objectives that were designed to be tracked and scaled on, and to create campus-wide accountability. One annual report was issued in 2008.

This report and its planned accountability measures, called the Diversity Implementation Plan and Reporting Process, is an example of articulating specific actions in order to create change. Its five themes continued to be articulated as problem areas in the committee’s exploration.

1. Coordinate diversity activities across campus with a unifying framework for direction and coordination;
2. Provide methods of communicating diversity-related information
3. Clarify the role of the Office of Institutional Diversity & Inclusion
4. Provide support for diversity initiatives on campus, including diversity scholarships and faculty and staff recruitment and retention.
5. Strengthen diversity training and orientation

Each unit and department was to develop a Diversity Implementation Plan by Spring 2008 and submit them to the Provost or appropriate Vice Chancellor.

A number of the action items planned for FY2007-2008 were achieved, including:
- The proposed institutional vision and definition of diversity (which this group affirms),
- The creation and dissemination of the Campus Respect Compact,
- The inclusion of a diversity training for new staff and first-year students in the orientation process,
- Development of diversity climate survey and dissemination of results,
- Revision and reaffirmation of the role Associate Provost for Office of Institutional Diversity and Inclusion,
- Growth of OIDI programs,
- Require EEO briefing for all search committees.

Initiatives that were initially implemented but subsequently lost priority included:
- Funding set aside by the Provost for outreach and recruitment of diverse faculty hires,
- The prominent placement of Diversity resources on the homepage.

However, continued tracking of these action items and evolution of the action items for the following years are not in evidence. This model of a cycle of continual planning, funding, and accountability has the potential to generate continual progress, rather than the need for repetitive Diversity report processes like we have done over the last 10 years. A strong example of this principle in action can be found at University of North Carolina, which established a five-year diversity plan and generated a high-profile annual report of progress on its key goals from constituencies across the institution. ([http://diversity.unc.edu/research-and-publications/diversity-plan-reports/](http://diversity.unc.edu/research-and-publications/diversity-plan-reports/))

**Climate Surveys:**
Climate surveys were a common recommendation of prior reports, with suggestions that they be conducted annually or bi-annually. Recently, UNCW has conducted a climate survey in 2006 and 2011. In comparing the 2006-2011 surveys, many core attitudes about diversity and its value to the university have stayed the same or improved. This was particularly true among the student body.

Between 2006-2011, UNCW was increasingly perceived as a positive environment for diversity, particularly by students. Participants reported significantly lower incidents of being treated rudely by faculty, staff, and students. Faculty and student reported hearing fewer insensitive or disparaging remarks about gays and lesbians, racial or ethnic minorities or religious or spiritual values similar to their own.

However, there were a few notable decreases:
- Fewer students believed that UNCW placed a priority on recruiting minority students.
• Fewer students believed that UNCW placed a priority on increasing representation of minorities on the faculty and staff.
• 64% responded that not enough is being done to recruit and retain minority staff.
• Faculty and staff increasingly named salaries as a roadblock to recruitment of both women and minorities.
• Students participated in fewer ethnic or cross-cultural activities or organization in 2011 than in 2006.
• No increases were found among students on questions about UNCW’s priority of creating a multi-cultural environment.
• Students participated in fewer diversity trainings than expected. (Staff received more than expected and faculty came in as expected.) The trainings attended were seen as less valuable.

The committee recommends the continuation of climate surveys as part of an overall monitoring of campus climate. We suggest that they are offered more regularly and as part of a paradigm that gathers quantitative, qualitative and benchmark data for example the number of harassment complaints or diverse faculty and student retention data.

Special attention should be paid to places where the perception and reality diverge. For example, fewer students believed that the university placed a priority on recruiting minority students during a period when the percentage of minority students was increasing.

**FINDINGS:**
While more needs to be done to achieve our diversity and inclusion goals, this issue of what people believe about diversity at UNCW, a concept called a “diversity brand,” will need significant sustained attention to overcome the historical internal and external perceptions of UNCW.
A.3. Intentional Educational Efforts with New Students

FINDINGS:
Each prior diversity report spoke to the need for “diversity training” among students (and faculty and staff). Numerous parties raised questions to the committee about how new students receive diversity and inclusion messages. Opportunities to educate students about Diversity exist well before the admissions process through viewbooks, web-based tools, etc. Once they have matriculated, additional experiences for new students include new student orientation diversity sessions and freshmen seminar (UNI) classes. Exceptional examples exist of experiences for new students, such as “ExCEL” learning communities which heavily feature social justice learning experiences for students. Other common experiences have the potential to be linked to this effort, such as residential living or university studies classes with a high census of first-year students.

RECOMMENDATIONS:
The committee recommends the need for better-coordinated series of messages and programs for new students that are intentionally designed to achieve measurable learning outcomes.

Learning outcomes for students could include:
- Examine how their background and experiences impact their values and assumptions and explain the influence these have on their relationships with others.
- Describe concepts of diversity and recognize diverse perspectives.
- Describe and demonstrate principles of responsible citizenship within and beyond the campus community.

*Outcomes adapted from University of South Carolina, “Prepare Students for Responsible Lives in a Diverse, Interconnected, and Changing World”

UNI 101: First-Year Seminar
A key common experience for new students is the required First Year Seminar class (a.k.a. UNI 101). This is a natural area of inquiry about how first-year students are exposed to diversity and inclusion through the curriculum.
- Currently, diversity and inclusion is included in the five goals of the FYS, “students will demonstrate self-knowledge and appreciate the value of human differences,” which includes the specific learning outcome, “demonstrate an awareness of and a greater willingness to consider a wider range of ideas, attitudes, bias, and behaviors regarding cultural, racial, ethnic, and global diversity.”
- The UNCW-designed and written textbook includes a chapter on “Learning About and from Human Differences;” several of the Synergy Common Reading books generate a rich opportunity to discuss themes of diversity and inclusion.
- For fall 2014, students will be required to attend at least one multi-cultural/diversity event as part of their five required events paired with critical reflection essays.
- Instructor training, and follow-up round table discussions throughout the fall include topics related to issues of diversity. Examples from 2013 included: “Working with
Students with Disabilities” and “Developing and Inclusive Classroom and Facilitating Teachable Moments on Diversity.”

- Instructors can choose among presentations and workshops to invite, after the required library, career center, and study abroad/international programs. In Fall 2014, three additional workshops will be available through OIDI in addition to current offerings.

Each of the over 80 instructors has the expectation of achieving the diversity learning outcomes within the course, but the freedom to choose how to achieve it.

**RECOMMENDATIONS:**

The committee recommends that Diversity training become a required component in the UNI 101 class in the same way that the library, career center and study abroad components are required. It is essential that the content is universal, consistent and closely monitored within course delivery. The committee also recommends measurement of the desired learning outcomes. We also recommend continued professional development for instructors on national best practices related to first-year students and diversity.

**New Student Orientation**

The two-day New Student Orientation program for first-year students has included a one-hour program called “Fostering an Inclusive Seahawk Nation” for over five years. Written by the Student Affairs Diversity Committee and facilitated by colleagues from Student Affairs and OIDI, the program is delivered by pairs of facilitators to small groups of 25 students. This program has focused on introducing the Campus Respect Compact and diversity as a core institutional value, exploring difference and identity, and encouraging student to plan to participate in the diversity of our campus culture upon arrival in the fall.

For summer 2014, this program has been re-designed to focus more on the institutional expectation of students to participate in an inclusive environment and recognizing and addressing micro-aggressions. The message of expectation to adhere to the Campus Respect Compact and consideration of the meaning of joining a community with those guiding principles will be more heavily featured.

**Institution-wide Diversity Educational Initiatives**

OIDI currently includes professional staff and faculty dedicated to their unique missions, each of which has demonstrated the need for more resources and personnel, rather than more duties. However, there is a need for institution-wide educational initiatives to promulgate the broader messages of diversity and inclusion as an institutional value. The committee finds that there is a pervasive lack of commitment to respond to current local or national issues surrounding diversity. Furthermore, this extends to addressing student concerns. Examples from this year include a lack of any institutional programming about the 50th anniversary of the Civil Rights Act or messages about responding to on-campus harassment. This strengthens the argument and rationale for a Chief Diversity Officer to create and implement policy as it relates to institution-wide diversity. Again, as in previous reports, issues of coordination and communication of existing programs, as well as the need for well-delineated strategic plan with clear roles and duties is in evidence.
The university has developed and maintained several prior recommendations regarding student education, such as diversity programs in New Student Orientation. However, a stronger coordination of the messages and associated outcomes will enhance student learning and allow for adjustments to achieve better outcomes. These efforts for new students can be mapped together with diversity outcomes within the academic colleges right through senior capstone experiences to achieve our comprehensive student learning goals. Examples of these efforts have been showcased by the Deans’ reports.

“Diversity graduation requirements are among the most important diversity capabilities that an institution can develop.” Williams, 2013, p. 391

B. Findings and Recommendations: Useful Practices at Other Institutions: Bias Response and Diversity Councils

B.1 Bias Response

CONTEXT
In light of several racial incidents on campus and questions regarding reporting these types of incidents, the committee reviewed practices in this area at a number of universities an effort to better understand how UNCW could better report and address bias response on campus.

FINDINGS
Response to bias and harassment has been an institutional conversation during the 2013-2104 year; issues of concern included whether it was clear to community members, particularly students, to whom to report incidents, which policies governed the incidents, and what a student who reports an incident should expect.

At writing, there had been the publication of a webpage and a post campaign encouraging the campus community to report harassment, with a plan for an on-line reporting form on said page.

An exploration of best practices in responding to bias incidents reveals the importance of a high-profile reporting procedure, a team to respond, and clear expectations of next steps or possible remedies.

RECOMMENDATIONS
The committee recommends the incorporation of the following practices to help bolster reporting, recording and response to incidents. Moreover, a clear, concise and accessible protocol will go far in instilling confidence that the proper action will be taken by the university.

- Institutional definition of bias incident;
- Published list of places to report the bias, including how to report on-line, by phone, and in-person;
- Prominent link to all relevant policies and campus and community resources.
- A pre-established response team that will be convened when the coordinator receives an incident report, including clear naming of its members;
  - Bias response teams at other institutions work to:
    - Determine if it is a bias incident
• Refer the incident to the pre-determined institutional contact for investigation and resolution
• Support affected student, staff or faculty through actions like assigning an advocate and offer existing campus and community resources
• Develop a communication plan
• Recommend an educational response
• Recommend if campus conduct proceedings are warranted
• Arrange a facilitated discussion between parties or educational programs.
• Involve media relations immediately in order to manage fast-moving incidents.

B.2. Diversity Councils and Committees

RECOMMENDATIONS

While UNCW has had an established Diversity Council (http://www.uncw.edu/diversity/council.html) and units across campus have Diversity committees or councils, there should be better unified goals, strategies and outcomes across the various units. The committee recommends that the each division of the university establish a diversity council/committee with specific goals and responsibilities as established by that division and the Chief Diversity Officer. See appendix for examples from select institutions.

C. Student Recruitment and Retention

Admissions Process

FINDINGS

It has been stated that financial cuts have impacted student recruitment and retention. However, clearly there is significant work that needs to be done to ensure that this campus is reflective of the region it serves.

Admissions’ data shows numbers based on prior year versus this year, total minority applications are up 8.49% (2965 vs. 2733) and total minority admissions are up 10.65% (1205 vs. 1089). UNCW has one of the best 4-year graduation rates for African American students in the UNC system (second out of 17 schools). This is good news, if African-American students come here, they are successful. But we have to actively recruit and offer them admission.

On closer examination of the UNCW Student Admissions Tracking report from 2000-2013, there is a marked decrease in the percentage of African-American students offered admission - 34.5%. Conversely, Hispanic students had the highest offer rate at 53.6%, with White students offered admission at 48.4%.

African-American students have the lowest SAT/ACT, 1110 vs. 1200 for white students and 1163 for Hispanic students. However, African-American students have GPAs that are on par with Hispanic students. In fact, this past year, African American students’ GPAs are slightly higher. Yet in 2012-2013, African-American students show the steepest decline in offer rate.

This data is cause for major concern! Why is this happening? Statistically this does not make sense.
RECOMMENDATIONS:

The committee recommends thorough analysis of this data strategies and a plan of action that addresses the incongruity. This is essential to a long-range strategic plan to diversify the student body, since African-American students have the highest deposit and enrollment rates of the student population.

We acknowledge Admissions’ future plans that are found the Appendices. However, priority must be placed concern shown in the data.

Figure: African-American Admissions Tracking (Source: UNCW Enrollment Services)

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| ACT | 20  | 19  | 20  | 21  | 21   | 21  | 21   | 20   | 21   | 22   | 22   | 22   | 22   | 22   |
| GPA | 3.31 | 3.23 | 3.24 | 3.44 | 3.47 | 3.65 | 3.63 | 3.74 | 3.74 | 3.85 | 3.90 |

Figure: White Admissions Tracking (Source: UNCW Enrollment Services)

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| SAT | 1192 | 1095 | 1115 | 1115 | 1133 | 1148 | 1186 | 1187 | 1187 | 1171 | 1174 | 1133 | 1133 | 1260 |
| ACT | 24   | 24   | 24   | 28   | 24   | 25   | 28   | 28   | 28   | 28   |
| GPA | 3.72 | 3.75 | 3.78 | 3.78 | 3.79 | 3.82 | 4.90 | 4.92 | 4.09 |

Figure: Hispanic Admissions Tracking (Source: UNCW Enrollment Services)
Marketing to Prospective Students

The work of attracting diverse applicants begins well before they come to campus through promotional materials, websites, etc. Once they visit, they are attempting to see how they fit in at UNCW.

FINDINGS

Currently there is minimal acknowledgement of diversity as a core value during student visits. There is inconsistency in the acknowledgement of the OIDI Centers and the roles they play in the lives of students.

In reviewing Admissions recruitment messages in print and online, Diversity as a core value is negligible. In the Digital Viewbook reference to Diversity was only mentioned at the very end in the last two sentences of the UNCW Fast Facts. In the Virtual Tour there is buried reference to any of the Centers or resources related to Diversity. For Student Ambassador tour guides, it is optional for them to discuss the Centers. It is anecdotally noted that the guides seldom visit the Centers.

RECOMMENDATIONS

The committee recommends that the OIDI Centers be embedded in all campus tours. These groups should place more emphasis on what UNCW has to offer regarding diversity and inclusion in campus tours. It should not be optional for students to deviate from the university’s message of supporting and including diverse student populations as they interact with all perspective students. However, they must receive training about the Centers that will be conducted by OIDI.

The committee also recommends that Admissions utilize its resources to develop more inclusive materials to attract perspective students. Continued concentrated efforts to reach out to potential students by phone, translating material on all admission pages and recruitment material will help to demonstrate the sincerity of the diversity and inclusion efforts at the university.

Moreover, the committee recommends that the university track and support students of color throughout their years at UNCW, with specific concentration sophomore and junior year, as students are moving into their majors. Focused support during the freshman and sophomore
years is also important. An illustration of such an effort is The Excellence Project, an initiative developed by the Upperman African-American Cultural Center to support excellence in academic achievement among African-American students at UNCW by tutoring and supplemental instruction. An analogous effort is also in place at Centro Hispano that participates in a nation-wide initiative called Excelencia in Education that supports Latino students by providing data-driven analysis of the educational status of Latino students and by promoting education policies.

The committee also recommends creating an online feedback mechanism for students who decide to leave UNCW to share their thoughts, particularly with students of color. The university needs to continue efforts in making all students feel welcome throughout their years at UNCW. It is true that we want students to attend UNCW, but measurable efforts to retain them must be implemented.

E. Faculty and Recruitment and Retention

FINDINGS
The UNCW data show that identified faculty of color has grown from 10.6 (2004) to 13.6 (2013) (http://uncw.edu/oira/documents/FactSheets/Faculty%20Staff/Faculty_Race_Gender_Fall_2013.pdf). Although this is a positive trend, it is not a reflection the population composition of the region, state, or nation. If we are preparing our students to be globally ready, one strategy is to have them engage with faculty that mirrors the world they will encounter.

RECOMMENDATIONS
The committee recommends a variety of strategies to recruit and retain diverse faculty to include:

Employing post-doctoral fellowships for faculty diversity in order to develop postdocs for possible tenure-track appointments at UNCW.

F. Deans

The committee supports the following recommendations from the university Deans. The recommendations should be reviewed by all departments and implemented as effectively as possible:

“UNCW must make an institutional commitment to support the academic study of diversity. To do this, as faculty expansion positions become available, a subset of those positions should be specifically targeted to the academic study of diversity. These positions would be awarded on a proposal driven basis in which academic departments across the university submit requests for positions related to diversity in their respective disciplinary areas.
A second related strategy is an extension of transdisciplinary efforts currently underway in the College of Arts and Sciences. The College of Arts and Sciences has embarked on an effort to develop research groups across arts and science disciplines related to overlapping thematic areas of interest represented in the university. These interdisciplinary work groups are organized around topics in which different disciplinary perspectives may be beneficial and synergetic. The UNCW TIGER project on face recognition is one example. Other topics that have been considered include obesity, alcohol, the mind, and time. The College of Arts and Science would like to propose that the academic study of diversity be included among these interdisciplinary efforts which we would anticipate would have a similar multiplier effect as described above. To assist in this initiative, it would be useful to have funds available for developing grants and summer research initiatives related to such efforts.”

“The Watson College of Education outlined a list of 20 items that to some extent these have guided their efforts during the last couple of years. They also state that all of the items are viewed as significant, though some have commanded more attention from us than others. The details of WCE actions are included in the Appendices.

1. Discuss and develop recruitment strategies for the purpose of increasing the number of “underrepresented minority” students, faculty and staff.

2. Monitor retention rates and experiences of “underrepresented minority” students, faculty and staff. Discuss and develop retention strategies.

3. Review and develop policies and procedures to best serve the needs of a diverse population of faculty, staff and students.

4. Review the curricula of our academic programs and determine the extent to which multicultural (and global) understandings and experiences play an integral role in our courses and field placements. Develop strategies whereby we can enhance the extent to which the theme of diversity is appropriately prominent in our programs.

5. Organize a support system or study group for faculty who teach diversity courses and faculty who seek to broaden their knowledge and skills of cross-cultural pedagogy. Support increased involvement by faculty and students in professional organizations and scholarly conferences dedicated to diversity issues. For example, recruit a faculty or staff member to consider serving as National Association for Multi-cultural Education (NAME) Region Four Director. Seek seed money for the purpose of encouraging and supporting active research on related issues.

6. Support increased involvement by faculty and students in community activities related to diversity issues. Seek seed money for the purpose of encouraging and supporting active community engagement related to such issues.

7. Establish a Center for Diversity Studies in Education (or other title) that promotes, coordinates and supports professional development on and off campus and related scholarship in the field.
8. Create a support services office focused on the needs of diverse students regarding “race, sex, age, color, national origin (including ethnicity), creed, religion, disability, sexual orientation, political affiliation, veteran’s status, gender, educational disadvantage, socio-economic circumstances, language, and history of overcoming adversity.” Review the need to hire a staff member (perhaps part-time) to serve such an office and work as a liaison with the Office of Institutional Diversity and Inclusion on campus.

9. Establish a student organization with a focused interest on multicultural understandings and experiences. Encourage students to play more of a leadership role in general on internal and external diversity issues. Encourage faculty and staff members to serve as advisors.

10. Develop and review assessments of student learning outcomes that are related to issues of diversity in schooling.

11. Sponsor forums, events, activities, and the like to foster understanding and affirmation of diversity in P-12 schooling and on the college campus.

12. Discuss and possibly develop appropriate rewards and recognition (involving WCE faculty, staff and students) for exceptional efforts made on behalf of a more inclusive and affirming climate in the School (and across campus).

13. Increase opportunities and options in all program areas for faculty, staff and students to participate in cross-cultural international study and experiences.

14. Develop improved strategies to publicize and market our diversity initiatives – e.g., website, Facebook, newsletter, etc. – to promote increased support for and visibility of our efforts.

15. Seek external grant funding and private donations to support the recruitment, retention, research, community, programming, etc. efforts of the Diversity Committee.

16. Work closely with colleagues across campus and in the community on our initiatives.

17. Review the School’s diversity initiatives at the end of every academic year and distribute a report on our efforts to School colleagues.”

CHHS has also incorporated several efforts to enhance diversity and inclusion in their college. Details regarding CHHS future action plans are included in the Appendices.

1. Developed a CHHS Strategic Plan that incorporates a number of values and objectives to guide our work in this area.

2. Established a CHHS Globalization, Culture, and Diversity (GCD) Committee to focus on particular diversity issues within the college. One particular focus of this group is
the CHHS Cultural Activity Programming, with special focus on diversity. These programs have afforded faculty, staff, students, and community members many opportunities to increase their exposure to critical thinking and culturally diverse people and concepts.

3. Established an Office of Student Success, with a primary focus to strengthen program supports for students, particularly those in under-represented and at risk groups (e.g., first-generation, low-wealth, African American, Hispanic, Native American, LGBTQUIA, differently abled, non-traditional).

4. The CHHS Curriculum Committee is working together with the CHHS GCD Committee to plan ways in which we can integrate and deliver content on diversity and inclusion throughout the curriculum. In concert with the Office of Diversity and Inclusion we will provide opportunities for faculty, staff, and students to become more culturally competent through delivery of content modules, workshops, and training sessions throughout the coming year.

5. Established an Office of Community Engagement and Impact to increase our interactions with and connections to diverse communities and regional groups so that we can recruit students, staff, and faculty interested in UNCW who may not yet see UNCW as a place where they are welcomed, supported, and represented in a meaningful way.

6. Established 7 CHHS Strategic Initiatives, one of which focuses on global health, health equity and vulnerable Populations. This initiative is broad and cross-cutting, providing the opportunity for a wide range of CHHS, UNCW and UNC System faculty, students and staff to be involved in programs and services focused upon the topic. We hope to build upon our strengths, address community needs and stretch us in areas of local and global importance and responsibility in our teaching, research and service roles.

G. Staff Recruitment and Retention

During the April 25-26, 2014 Navigating Challenging Waters: Achieving Success in the Academy Summit at UNCW, Dr. Brenda Allen, Provost, Winston-Salem State University echoed the same approach in her response to a question presented by UNCW staff member regarding retaining staff with the same vigor as retaining faculty. She explained that we must consider looking at yearly evaluations differently. We should take the same time and approach for supervising staff. We should develop and mentor staff. We should not be quick to fire someone if they have not been given useful feedback and the opportunity to improve. She concluded that it is important to remember that universities must have a strong staff base as well as strong faculty base. The two cannot exist without each other.

FINDINGS

For example, currently at UNCW, those leaving the institution only receive a questionnaire that can be completed anonymously. This opportunity is only presented after the employee is
gone. The response rate is about 25%. If information is uncovered that is in the best interest of UNCW, Human Resources will follow up or refer the information to the appropriate party. It is perceived that there is no active mechanism to share feedback about the work environment while they are an employee.

RECOMMENDATIONS

Although much of this is in place in a number of units, the committee recommends that after minority staff is hired, each supervisor be responsible for implementing efforts to enhance the success of each minority staff member. These efforts should include a professional development program, which revolves around UNCW’s annual evaluation program.

More in-depth interviews within divisions and colleges should be regularly conducted to explore issues of climate and transition and maintained in a centralized database that is reviewed regularly.

The committee also suggests the use of staff exit interviews as a feedback mechanism. Although each exiting employee meets with Human Resources, the exit meeting is mainly focused on issues of benefits and other details of transition.

H. OIDI

The committee affirms the role of the programs and the Centers of OIDI in creating a multi-faceted approach to diversity and inclusion on our campus. The Centers include Women’s Studies and Resource Center; Upperman African-American Cultural Center; LGBTQIA Resource Office and Centro Hispano. Each center serves a unique student population and provides diverse cultural programming that enriches the on and off-campus community.

RECOMMENDATIONS

Although each Center serves different populations, the committee’s recommendations are common to all:

- Visibility to attract prospective students and foster a welcoming climate for current students.
- Appropriate space to achieve the Centers’ missions, e.g. study space; confidential space and space for peer interaction and support.
- Funding for outcome-based initiatives based on best practices that increase academic success.

As noted above, the identified needs of the Centers should be incorporated into a strategic diversity plan. The Centers should be part of the portfolio of the Chief Diversity Officer.

I. Disability Services

RECOMMENDATIONS

The committee recommends that the university move towards “universal design,” the design of products and environments to be usable by all people to the greatest extent possible without the need for adaptation or specialized design. This includes:
• Recognize students, faculty and staff with disabilities as integral to the university and that their presence positively impacts the cultural climate of the institution.
• Discuss issues related to disabilities and access
• Incorporate recommendations provided by www.virgina.edu/vpdiversity/DAC.html
• Develop policies and procedures in purchasing and adaption of materials. i.e. electronic textbooks, course materials, classroom technology, office equipment, etc.

J. Advancement

FINDINGS

Our discussions with each group for this report reveal that several initiatives from the 2007 Diversity Report are still relevant in the area of funding. Specifically:

• Allocate and target funding to support diversity recruitment initiatives at the university level and in each unit (e.g., Admissions, Colleges and Schools, Student Affairs, Public Service) including recruitment events, brochures, mailings, travel, website designs, etc.).
• Allocate and target funding to support diversity programming and curricular initiatives at the university level and in the units.
• Increase the amount of scholarship funding available for diverse students in both need-based and merit-based awards.

Clearly there continues to be a need for funds allocated to fuel diversity initiatives.

RECOMMENDATIONS

The committee recommends that Advancement make a concerted effort to raise funds that would assist admissions in attracting students of diverse backgrounds and provide funds for the Centers to achieve their missions. In discussions with the Vice Chancellor for University Advancement, he believes this goal can be achieved by:

• Effectively engaging all alumni.
• Broadening the portfolio of donors.
APPENDICES

APPENDIX A: Longitudinal UNCW Undergraduate Enrollment by Ethnicity (Source: Enrollment Update to Student Affairs, September, 2013)

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APPENDIX B: Longitudinal UNCW Freshman Enrollment by Ethnicity (Source: Enrollment Update to Student Affairs, September, 2013)

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APPENDIX C: Longitudinal UNCW Freshman Enrollment by Ethnicity (Source: Enrollment Update to Student Affairs, September, 2013)

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<td>Hawaiian/ PI (New as of 2009)</td>
<td>1.2%</td>
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<td>1.6%</td>
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<td>1.5%</td>
<td>1.6%</td>
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<td>3.1%</td>
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<td>3.6%</td>
<td>4.2%</td>
<td>3.9%</td>
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<td>5.4%</td>
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<tr>
<td>Total Enrollment</td>
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<td>1013</td>
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<td>1072</td>
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<td>1117</td>
<td>1174</td>
<td>1229</td>
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APPENDIX D: Longitudinal 6 Year Graduation Rate by Ethnicity (Source: Enrollment Update to Student Affairs, September, 2013)
APPENDIX E: Longitudinal 4 Year Graduation Rate by Ethnicity (Source: Enrollment Update to Student Affairs, September, 2013)

APPENDIX F: Additional Universities and College Considered to have “Best Practices” in Bias Response:

Schools that are considered “Best Practices” on this (by HSU): University of Oregon, Ball State U., Grand Valley State University, Ohio State University, Tufts U., U. of Richmond, Coe College, Vassar College, Rutgers University.

(http://www.humboldt.edu/biasresponse/what_do_other_school_do.html)

Links:
Skidmore College: http://www.skidmore.edu/bias/biasprotocol.php
Delaware Valley College: http://www.delval.edu/events-campus-life/tolerance-diversity
UNC: http://lgbtq.unc.edu/programs-services/report-harassment
University of Mary Washington: http://diversity.umw.edu/bias/reporting-an-incident/
University of Oregon: http://bias.uoregon.edu/index.html
University of Rhode Island: http://www.uri.edu/brt/
Northwestern U: http://www.northwestern.edu/inclusion/respectnu/birt.html (note that their on-line reporting form is really strong.)
Ohio State University: http://www.studentaffairs.osu.edu/bias/report.asp
Humboldt State University: http://www.humboldt.edu/biasresponse/index.html
Ball State University: http://www.humboldt.edu/biasresponse/index.html
Grand Valley State U.: http://www.gvsu.edu/inclusion/bias_incidents.htm

APPENDIX G: Best Practices for Bias Response

The select samplings of practices at universities listed below are in use to effectively enhance diversity and inclusion. The committee recommends that we work to incorporate these practices. Additional “Best Practices” are contained in the Appendices.
1. Direct Reporting of Racial Bias, Discrimination, Harassment, Etc.
Given the recent racial incidents on UNCW’s campus and concerns regarding reporting procedures, the committee recommends that the university make the process clearer, more accessible, more streamlined, and serve as a means of establishing a permanent record. It should also outline the university’s response.
As noted above, here are examples from universities that can be effective at UNCW.

1.1 George Mason University http://www.gmu.edu/
- Department of CDE (Compliance, Diversity, and Ethics)
  http://integrity.gmu.edu/compliance/

The CDE GMU page also has a link to an electronic Intake Form that allows anonymous reporting of discrimination. The electronic form provides a record and makes sure the information gets to the proper personnel and appropriate action is taken (http://odime.gmu.edu/bias-incident-report-form/).

1.2 University of Virginia www.virginia.edu
- University of Virginia takes a similar approach with their page Just Report It.
  http://www.virginia.edu/justreportit/

In addition to electronic anonymous reporting (https://netbadge.virginia.edu/), the page explains:
- What a bias is
- How the university will respond to a particular situation
- Suggestions regarding evidence preservation

1.3 Towson University http://www.towson.edu/
- Towson employs Hate/Bias Reporting (Hate/Bias Reporting).

This link connects directly to an electronic form titled the Hate/Bias/Title IX/VAWA Reporting Form. This 10-question document can be electronically submitted immediately to the proper channels. The person reporting can also remain anonymous. This method of reporting provides documentation, streamlines the reporting process, and gets the information to the proper personnel.

1.4 Florida State University www.fsu.edu
- Florida State employs a Bias and Discrimination Response System (http://thecenter.fsu.edu/Report-Bias-Discrimination)

This page explains FSU’s expectations regarding the response system, terms and definitions of prejudice, bias, and discrimination. The link allows direct anonymous reporting of incidents.

APPENDIX H: Diversity Councils and Committees
2.1 University of Virginia
UVA has a Diversity Council consisting of 47 members. The Council consists of representatives from every department on campus from the President’s Office to four students
from the student body. The Chief Officer of Diversity and Equity leads this group (http://www.virginia.edu/vpdiversity/diversitycouncil.html).

The objectives of the council are:

To provide a forum where representatives from various segments of the University community can come together to discuss and consider forward-looking, proactive strategies, methods, and approaches that will help to make the university a more diverse and welcoming environment at all levels;

To create a setting in which representatives can present diversity-related issues and considerations that are occurring either within their own administrative unit, or within other areas that they have either knowledge about or interest in; and

To review information and materials that are intended to enhance and celebrate diversity that are being used or discussed in other higher education institutions, or in other settings, to determine whether they might have any applicability to the university.

UVA also has two additional committees linked to this council: LGBT Committee and Disability Access Committee. Each has specific charges and goals:

http://www.virginia.edu/vpdiversity/LGBT.html
- Discussing and addressing items of interest to the LGBT community;
- Reviewing best practices of other institutions;
- Making regular reports to the Diversity Council about the work of the group;
- Providing recommendations, where appropriate, to the Diversity Council and/or senior administration;
- And strategizing as to how to implement recommendations.

http://www.virginia.edu/vpdiversity/DAC.html
- Discussing issues related to disabilities and access;
- Reviewing best practices related to disabilities and access;
- Presenting information about disabilities and access to units and departments;
- Reporting to the Diversity Council;
- Supporting a disability studies symposium;
- Advocating for a disability studies minor;
- Providing recommendations, where appropriate, to the Diversity Council and/or senior administration;
- And strategizing as to how to implement recommendations.

It is important to note that recurring themes with these groups are to:
- Constantly review best practices and how to implement them;
- Making regular reports,
• Providing recommendations, and strategizing.

These approaches demonstrate that diversity and inclusion are constantly being studied working to be improved. Each group has accountability.

2.2 Towson University
TU takes a similar approach with The President’s Diversity Coordinating Council (http://www.towson.edu/odeo/diversity_resources/diversity_coordination_council/). With the Provost-Vice President of Academic Affairs serving as chair, the goals of this specific nine-member committee are as follows:

• Identifying data needs and gathering necessary information;
• Monitoring the pulse of the campus climate by reviewing data and information;
• Identifying the resources needed to address issues, concerns, and/or problems that may negatively impact the campus climate;
• Developing an institutional action plan consisting of measurable short- and long-term goals and periodic assessment; and
• Monitoring the development and maintenance of division-wide, department, or unit level plans to support the institutional action plan.

TU also has an Office of Diversity and Equal Opportunity, Diversity Resources, Diversity Coordinating Council, Diversity Action Committee (http://www.towson.edu/odeo/diversity_resources/diversity_coordination_council/)

2.3 William and Mary University www.wm.edu/
UWM has a College Diversity Advisory Committee that assists and advises the Chief Diversity Officer/Assistant to the President in matters of diversity and inclusion. The group consists of representatives from university departments, colleges, and programs, as well as alumni. This 20-member council is challenged with a number of duties, not limited to:

• Facilitate the implementation of existing diversity strategies, programs, and activities within area/department;
• Serve as voice from your area regarding concerns, ideas, etc. for advancing diversity and report to CDO on a regular basis;
• Submit information to the CDO by the 20th of each month for the ODCI newsletter, VOICES;
• Attend and support diversity programs and initiatives on campus (schedule provided at the beginning of each semester);
• Share and vet diversity strategies, initiatives and information with campus departments/schools and other constituents;
• Foster a climate that promotes a better understanding of, and an appreciation for, diversity within your sphere of influence and encourage others to do the same;
• Help educate members of the campus community about diversity issues in order to enhance understanding, respect and appreciation for all members of the campus and community.
APPENDIX I: Admissions

Discussions and materials from the Director of Admissions also raised concerns regarding:
- Money for scholarships.
- The effects of budget cuts on recruitment efforts.
  - Current minority prospects in the First-Year database:
    - 14K+ names for 2015
    - 2K+ names for 2016
  - Continues to purchase new names which include:
    - Predictive Modeling
      - 1st public school in NC to have a predictive formula
      - Ability to purchase names w/ the highest possibility of enrolling
    - OOS (out of state) (from our 10 key states) –1,300 African American students (9000 total)
    - Issue is not with our prospect database – issue is mainly with yield
      - Studies show diverse students are attracted to scholarship opportunities – the lack of scholarships available to UNCW students is a huge challenge
  - to reach out to students
    - Studies show us that diverse students more than white students are using social media such as Facebook, Twitter and blogger in the college search.
    - Posts could include, but are not limited to: Travel, Important Dates, Events, General UNCW Information, Wilmington Information, UNCW Happenings
- Current Programs in Admissions:
  - Two Gear Up programs – Seniors this past fall, middle school early spring
    (http://uncw.edu/diversityadmissions/)
  - Seahawk Saturday Diversity Social – More than 60 prospective minority students attended, which was the largest social to date. Purpose is to generate applications.
  - Dare to Soar Diversity Social – Saturday, April 5th, 2014 – More than 35 admitted minority students attended. Purpose is to increase yield
  - Digital Viewbook
    - An innovatively designed approach to reaching as many students as possible – sent to over 70,000 seniors in our database, over 17,000 juniors, over 3600 transfer students
  - Virtual Tour
• Provides students who may not have the opportunity to come to UNCW a chance to tour our community
  • **Campus Mobile Tours**
    • For visitors unable to visit campus during our designated schedule, UNCW offers a **FREE** App for the iPhone and Android

**APPENDIX J: UNCW RETENTION, GRADUATION & PERSISTENCE RATES**


**RETENTION OF FACULTY:**

UNC-CH has a model program ([http://research.unc.edu/carolina-postdocs/](http://research.unc.edu/carolina-postdocs/))

**RETENTION OF FACULTY:**

The program supports 10 postdoctoral scholars, engaged full-time in research and writing for a two-year term starting July 1. Fellows are provided in the program with research funds, program laptop, as well as department mentor, office, computer, health benefits and an annual salary. Meetings and workshops are structured for the purposes of networking, social interaction and supporting professional development of diversity postdoctoral scholars within the program.

• Hold hiring managers accountable for taking affirmative steps and making good faith efforts towards diversifying applicant pools.
• Offer mentoring and professional development opportunities for current staff to enhance their experience and qualifications.
• Meet with hiring managers, recruiters, and human resource representatives to discuss the entities current demographic representation and placement goals, current labor market availability, review any potential obstacles, and brainstorm diverse recruitment sources and strategies.

Network with colleagues from other universities to recruit upcoming graduates from doctoral programs and fellowships that meet the need of your Department/ School/College

There are numerous actions universities are taking, which can be found in the Appendix

The following are items from the Duke University Office of Institutional Equity Faculty Guidelines. Many of these are being used in UNCW faculty searches, but the committee recommends that the list be reviewed and implement practices we are not employing.

Diversity can be defined as taking full advantage of the rich backgrounds and abilities of all by recognizing and valuing differences, seeking inclusiveness and considering and honoring differing points of view.

**DO’s**
- Develop a Recruitment Plan Checklist
- Develop a Recruitment Plan Checklist (please see the checklist provided in this section)
- Advertise the positions widely to attract a diversified candidate pool. The following is a list of selected resources:
  - Professional organizations
  - Publications
  - Historically Black Colleges & Universities
  - Radio stations
  - Electronic newsletters & news groups
  - Job fairs at women or HBCUs colleges
  - Develop list of community resources and contacts
  - Seek assistance from OIE and HR
  - Utilize recruiting resources that are available at Duke (see list below).
- Develop a familiarity with Duke’s Professional Development Institute to offer/advertise opportunities to graduates of the “Office Staff Development” and the “First Time Supervisor” program, for selected positions.
- Document all recruitment sources and develop a database for future recruitment activities.
- Monitor the diversity of your applicant pool and expand your advertising efforts if you find that you have not been able to reach a diverse applicant pool.
- Post open positions internally to ensure that your current staff, if qualified for the position, has an opportunity to apply.
- Take responsibility for creating diverse applicant pools.
- Promote Duke’s message of “Building an Inclusive Work Culture” both internally and externally.

DON’Ts
- Don’t assume that qualified minority, female, disabled or veteran candidates are not present in the labor market (internally or externally).
- Don’t continue to advertise through the same general recruitment resources and expect to increase the diversity of your applicant pool.
- Don’t overlook internal candidates by assuming all positions should be filled externally.
- Don’t assume your internal staff members are not interested in or capable of advancing into higher level positions.
- Don’t feel compelled to hire a member of the underrepresented group, if they are not qualified for the position.

The committee also suggests creating an online or face-to-face feedback mechanism for faculty who decide to leave UNCW to share their thoughts, particularly faculty of color. A link for this could be placed on the university webpage, which would create a database.
The committee recommends 10% of designated faculty hires be dedicated to recruit and hire faculty of color.

APPENDIX K: Reports from Deans

UNIVERSITY OF NORTH CAROLINA WILMINGTON
WATSON COLLEGE OF EDUCATION

Diversity Initiatives Report: April 2014
Kenneth Teitelbaum, Dean

The following 20 ideas were discussed at a meeting of the Watson College of Education (WCE) Diversity Committee in fall 2011. To some extent they have guided our efforts during the last couple of years. All items are viewed as significant, though some have commanded more attention from us than others.

18. Discuss and develop recruitment strategies for the purpose of increasing the number of “underrepresented minority” students in all academic programs.

- We have worked on a diversity student scholarship and are seeking donors.
- We have increased recruitment efforts at the high school and community college levels.
- The expansion of the EdD Program through the off-campus sites has brought a greater number of students from diverse backgrounds into the program. To continue this effort, we need additional (faculty and other) resources.
- The change to online instruction for several programs – e.g., MEd in CIS and the new MEd in Leadership, Policy and Advocacy in Early Childhood should also increase numbers of students from diverse backgrounds.

19. Discuss and develop recruitment strategies for the purpose of increasing the number of “underrepresented minority” faculty and staff in all academic programs.

- We have been successful in recruiting diverse pools of applicants, but not successful in hiring colleagues from “underrepresented minority” backgrounds.

20. Monitor retention (and graduation) rates and experiences of “underrepresented minority” students. Discuss and develop retention strategies.

21. Monitor retention rates and experiences of "underrepresented minority" faculty and staff. Discuss and develop retention strategies.

22. Review and develop WSE policies and procedures to best serve the needs of a diverse population of faculty, staff and students.
23. Review the curricula of our academic programs and determine the extent to which multicultural (and global) understandings and experiences play an integral role in our courses and field placements. Develop strategies whereby we can enhance the extent to which the theme of diversity is appropriately prominent in our programs.

- **We sponsored a Diversity Student Panel in January 2014 in part to address these issues. It revealed some concerns from students. As a result, each department in the college will engage in “diversity training/discussion” during this semester.**

24. Organize a support system or study group for faculty who teach diversity courses and faculty who seek to broaden their knowledge and skills of cross-cultural pedagogy.

- **We have initiated a Research sub-committee as part of our WCE Diversity Committee. It meets monthly and shares information electronically with others. It is open to all faculty.**
- **The Diversity Committee has a Curriculum Sub-Committee that is in the process of creating a minor/certificate for diversity courses.**

25. Support increased involvement by faculty and students in professional organizations and scholarly conferences dedicated to diversity issues. (For example, recruit a faculty or staff member to consider serving as NAME Regional Four Director.) Seek seed money for the purpose of encouraging and supporting active research on related issues.

- **The Research sub-committee of the WCE Diversity Committee is collaborating on a NAME (National Association for Multicultural Education) proposal for a symposium at its 2014 national conference. Additional resources would be helpful to support this effort.**

26. Support increased involvement by faculty and students in community activities related to diversity issues. Seek seed money for the purpose of encouraging and supporting active community engagement related to such issues.

- **Community members participate in forums for faculty, staff and students – and many of our faculty, staff and students participate in diversity-related events sponsored by**
community groups. Our work with the Dropout Prevention Coalition and our Community Non-Profit Series are just two examples.

- Mini-research grants from the WCE’s Dean’s Office during the last several years have provided support for some faculty to participate in community engagement activities and events related to diversity issues.

27. Establish a Center for Diversity Studies in Education (or other title) that promotes, coordinates and supports professional development on and off campus and related scholarship in the field.

- The campus has the Office of Institutional Diversity and Inclusion, Upperman Center, Centro Hispano, sororities and other groups intended for this purpose. Nevertheless, WCE could perhaps do more to highlight our efforts to address diversity issues in and out of the classroom, on and off campus.

28. Create a support services office focused on the needs of diverse students regarding “race, sex, age, color, national origin (including ethnicity), creed, religion, disability, sexual orientation, political affiliation, veteran’s status, gender, educational disadvantage, socio-economic circumstances, language, and history of overcoming adversity.” Review the need to hire a staff member (perhaps part-time) to serve such an office and work as a liaison with the Office of Institutional Diversity and Inclusion on campus.

- WCE has sponsored Safe Zone training, with increasing numbers of faculty and staff participating or attending such training on their own. Students are made more aware of SZT by stickers/posters that can be found outside and inside offices.
- Our Outreach Liaison has served as an important link between WCE and the Office of Institutional Diversity and Inclusion. We have partnered on several events and activities with the Upperman Center and Centro Hispano, e.g., to host speakers and the Rosenwald Conference on African Americans and Education.

29. Establish a student organization with a focused interest on multicultural understandings and experiences. Encourage students to play more of a leadership role in general on internal and external diversity issues. Encourage faculty and staff members to serve as advisors.

- We have established a WCE Student Leaders organization, comprised of about 20 students from primarily our undergraduate programs. It is our intention for the group to focus on multicultural understandings and experiences during the next several years.
- We have initiated an Education Living and Learning Community, to start in fall 2014. Students will be provided with outreach experiences and other programming that will focus on learning about and helping in communities with diverse populations.

30. Develop and review assessments of student learning outcomes that are related to issues of diversity in schooling.
• A new diversity course for all elementary education students has been developed and is currently in the approval process. This occurred in part in response to a review of student learning outcomes and experiences.
• Similarly, middle and secondary school education students are required to take their specific diversity course.
• The doctoral program in Educational Leadership has a social foundations of education course that addresses understandings and skills in diversity and schooling.
• As part of a collaboration with NCSU, UNC-CH, Elon, and the UNC System on a Longview Foundation Grant, UNCW has established a research plan for all short-term field experiences held in foreign countries. Students complete the Cross-Cultural Identity Awareness assessment before they leave and when they return, respond to an established set of questions, and produce a media-based chronicle of their experiences (blog, documentary video, etc.). These items will be collected, analyzed and used by faculty for research and possible course development.

31. Sponsor forums, events, activities, and the like to foster understanding and affirmation of diversity in P-12 schooling and on the college campus.

• The Watson College sponsors many such events and activities. For example:
  o Student organizations such as SNCAE and SCEC also sponsor related events (e.g., Read Across America brought children [K-6] to campus)
  o The WCE Diversity Committee’s Student Engagement sub-committee is sponsoring a workshop on “Increasing Cultural Competencies through Cultural Center Engagement” on April 9
  o The College’s Speaker Committee hosted a Diversity Student Panel (open forum) on January 22
  o The WCE Public Speaker Series has sponsored talks and discussions with (inter)nationally respected scholars on the understanding and affirmation of diversity in P-12 schooling (Sonia Nieto and Lisa Delpit)

32. Discuss and possibly develop appropriate rewards and recognition (involving WCE faculty, staff and students) for exceptional efforts made on behalf of a more inclusive and affirming climate in the School (and across campus).

33. Increase opportunities and options in all program areas for faculty, staff and students to participate in cross-cultural international study and experiences.

• With the help of the WCE International Committee, there are more clearly defined paths and awareness of OIP grants and initiatives on campus. Likewise for international travel experiences.

34. Develop improved strategies to publicize and market our diversity initiatives – e.g., website, Facebook, newsletter, etc. – to promote increased support for and visibility of our efforts.

• We have significantly increased our ability to publicize related events and initiatives through our new bi-monthly publication, Watson Chronicle, and via Facebook posts, etc.
35. Seek external grant funding and private donations to support the recruitment, retention, research, community, programming, etc. efforts of the Diversity Committee.

36. Work closely with colleagues across campus and in the community on our initiatives.

- *WCE departments are partnering with the Office of Institutional Diversity and Inclusion to facilitate diversity workshops/discussions with faculty and staff.*
- *There have been many other instances of such collaborations as well, in terms of teaching, research and service.*

37. Review the School’s diversity initiatives at the end of every academic year and distribute a report on our efforts to School colleagues.

**College of Health & Human Service**

**University of North Carolina Wilmington**

**Diversity and Inclusion Plan**

In 2010, the College of Health and Human Services (CHHS) was established as a doorway for UNCW to make a positive impact on the health and well-being of residents of the state of North Carolina and beyond. As part of this impact, CHHS is committed to producing professionals in the health and human services professions that can meet the needs of our diverse Southeastern North Carolina region. Demographics of the region indicate a larger percentage of at risk populations (under-represented groups, persons below poverty level, lower household incomes, persons over 65 years of age, etc), thus, mandating that CHHS develop and implement plans that will support and serve our diverse region and its communities.

During our first three years of operation, we have engaged in a number of activities to enhance diversity and inclusion in the college. A brief description of these activities is provided below.
7. We have developed a CHHS Strategic Plan that incorporates a number of values and objectives to guide our work in this area.

8. We have established a CHHS Globalization, Culture, and Diversity (GCD) Committee to focus on particular diversity issues within the college. One particular focus of this group is the CHHS Cultural Activity Programming, with special focus on diversity. These programs have afforded faculty, staff, students, and community members many opportunities to increase their exposure to critical thinking and culturally diverse people and concepts. Apart from these activities, the team-spirit and can-do attitude that exists among CHHS members consistently encourages participation of students, faculty and staff in a wide variety of university, college, and community events and fundraisers. We are raising our visibility in new arenas.

9. We have established an Office of Student Success, with a primary focus to strengthen program supports for students, particularly those in under-represented and at risk groups (e.g., first-generation, low-wealth, African American, Hispanic, Native American, LBGTQUIA, differently abled, non-traditional). Targeted recruitment efforts are also the focus of this office, in order to include more persons as active and valued members at all levels of the university and college. We want these students to receive the great education we are able to provide so they can to return to their communities of choice to inform, build, and contribute to needed programs and services. Representation of these groups will broaden our understanding and appreciation of different life views and experiences as well as informing our research, teaching, and service efforts.

10. The CHHS Curriculum Committee is working together with the CHHS GCD Committee to plan ways in which we can integrate and deliver content on diversity and inclusion throughout the curriculum. In concert with the Office of Diversity and Inclusion we will provide opportunities for faculty, staff, and students to become more culturally competent through delivery of content modules, workshops, and training sessions throughout the coming year.

11. We have established an Office of Community Engagement and Impact to increase our interactions with and connections to diverse communities and regional groups so that we can recruit students, staff, and faculty interested in UNCW who may not yet see UNCW as a place where they are welcomed, supported, and represented in a meaningful way.
12. We have established 7 CHHS Strategic Initiatives, one of which focuses on global health, health equity and vulnerable Populations. This initiative is broad and cross-cutting, providing the opportunity for a wide range of CHHS, UNCW and UNC System faculty, students and staff to be involved in programs and services focused upon the topic. We hope to build upon our strengths, address community needs and stretch us in areas of local and global importance and responsibility in our teaching, research and service roles.

While we have made progress during our formative years as a college, we have much to accomplish in terms of inclusion and diversity. The following are areas that we must address to continue the progress in this most important area.

1. In our third full year of operation, CHHS is poised to enact more formally its vision related to diversity and inclusion. To this end, we will develop a comprehensive and coherent diversity and inclusion plan for CHHS by the end of December, 2014. CHHS identifies the need to augment and build programs and approaches that increase the presence and support of under-represented populations in all areas of university life. CHHS realizes that many of its challenges in this area are commonly shared throughout the university. Our plans and activities cannot be created, brought to life, or sustained in isolation from the larger, collective efforts of all relevant departments and programs of the university.

2. In order to increase our ability to attract members of under-represented populations at all levels of the university and college, we must address structural, fiscal, and representational issues. For example, we need better financial aid options and more scholarships. We also need dedicated mentors and advisors as well as academic and social supports for low-wealth and first-generation college students. Similarly, we need to recruit potential students from the HBCU and McNair Scholars programs. We can attract and move these applicants through the admissions process and retain them if we provide them the right combination of financial supports, dedicated advisors and mentors, and other programs to assure these students that we are fully invested in their success at UNCW and beyond.

3. We need to recruit, mentor, and support minority and other under-represented faculty members to be successful in achieving their career goals, as well as their family needs and goals. Our ongoing efforts to build and increase interactions with the community at
large should facilitate our new faculty members finding community beyond the university setting. Our understanding of people-in-environments is a great strength of CHHS and its programs that can be used to assist and support all those we seek to bring in under our inclusive umbrella.

In building a diverse and inclusive community we need to be mindful of the tipping point, which is that place where under-represented students, faculty and staff no longer feel that there are not many people who are representative of them on campus and in the larger environment. One way to begin this change is to use recruiting and marketing materials that accurately reflect the under-represented populations that are here. These important efforts must be about more than bringing in higher numbers of people from under-represented populations. To achieve our highest aspirations we need to expand our understanding of the world and the diversity of people in it. We must be committed to being more inclusive, not only on paper and in planning documents, but in the actions we take. To appropriately meet the needs of health and human services in Southeastern North Carolina, we must walk our talk. In setting our intention to reach these goals we are challenged to step out of our comfort zones, face our discomfort with changing expectations, and take active steps to make our stated commitments our shared reality. We must encourage all citizens of the university to not only understand and appreciate the meanings of diversity, inclusion, and cultural competence, but also to practice and be reinforced for the efforts we make toward reaching our goals.

McNamee Contribution

College of Arts and Sciences

Diversity Inclusion Committee,
In my estimation, UNCW is challenged both in terms of the extent of diversity and in terms of fostering a climate conducive to increasing diversity. The two are inextricably related. The more a climate conducive to fostering diversity exists, the more likely UNCW will be successful in its efforts to recruit, support, and retain diverse faculty, staff, and students. I am convinced that the UNCW leadership and the vast segment of UNCW faculty, staff, and students are sincerely committed to increasing diversity and inclusion at UNCW.

I would suggest two related strategies for increasing diversity and inclusion at UNCW. First, I recommend that the UNCW makes an institutional commitment to support the academic study of diversity. To do this, I suggest that as faculty expansion positions become available, a subset of those positions be targeted specifically related to the academic study of diversity. These positions would be awarded on a proposal driven basis in which academic departments across the university submit requests for positions related to diversity in their respective disciplinary areas. All of the professional schools and almost all of the departments in the College of Arts and Sciences could identify fields of study and areas of specialization related to diversity. The Provost and/or the council of deans would then select from those proposals those that would have the most impact and return on investment in advancing the study of diversity in the university as a whole. If several such positions were filled over several years, a multiplier effect would likely occur. For each position, there would be additional courses or sections of courses and applied learning opportunities related to diversity throughout the curriculum, added research programs devoted to the academic study of diversity, and added community and professional outreach efforts related to diversity issues. Overtime, there would develop a strong interdisciplinary critical mass of faculty with expertise in diversity studies that would likely result in intramural collaborations in the form of research, grants, colloquia, conferences, and community outreach efforts. Ideally, UNCW would overtime develop a national reputation in the academic study of diversity.

The advantages of such a cumulative institutional commitment to diversity studies would be many. First, UNCW could demonstrate an obvious and concrete institutional commitment to diversity as a strategic initiative. Second, such a commitment would greatly enhance the prospects of recruiting diverse faculty, who are disproportionately likely to have a keen academic interest in the study of diversity related to a variety of disciplinary areas. Third, such a commitment would enhance a favorable climate and would be a welcoming factor for any potential diversity applicant throughout the university, regardless of nature of the position. Fourth, the added emphasis on diversity in the curriculum and throughout the university would be attractive to diverse students as well. Part of the challenge of recruiting diverse faculty to UNCW is that we are in intense competition with other institutions trying to do the same thing. To be competitive, we need to offer faculty, staff, and students both a welcoming climate and an opportunity to pursue academic and personal areas of interest.

A second related strategy is an extension of transdisciplinary efforts currently underway in the College of Arts and Sciences. The College of Arts and Sciences has embarked on an effort to develop research groups across arts and science disciplines related to overlapping thematic areas of interest represented in the university. These interdisciplinary work groups are organized around topics in which different disciplinary perspectives may be beneficial and synergetic. The UNCW TIGER project on face recognition is one example. Other topics that have been considered include obesity, alcohol, the mind, and time. The College of Arts and Science would like to propose that the academic study of diversity be included among these interdiscplinary efforts which we would anticipate would have a similar multiplier effect as described above. To assist in this initiative, it would be useful to have funds available for developing grants and summer research initiatives related to such efforts.

To summarize, I think it is essential to do more than invite minorities to apply to UNCW as students, staff, or faculty to maximize our likelihood of success in diversity and inclusion. We need to provide a welcoming climate,
atmosphere, and embellish a reputation for commitment to diversity that will attract and retain a vibrant and diverse university community.

Sincerely,

Steve McNamee

APPENDIX L: Disability Report

Students with Disabilities at UNCW
Dr. Turner
Disability Resource Center – April 2014

“Disability is not just another specialty with concerns loosely related to other minorities. The experience of disability is relevant to all marginalized groups—for all groups have people with disabilities in them. The persistent irony is that the experiences of people with disabilities have been noticeably absent from critical discourse within these groups. Indeed, people with disabilities are the world’s largest multicultural minority.”


Disability issues are relevant to all diverse groups.

To better understand UNCW in the discussion regarding disabilities it is important to examine the changes that have occurred during the past 17 years. The ADA of 1990 and Section 504 of the 1973 Rehabilitation act established: "No otherwise qualified handicapped individual in the United States shall, solely on the basis of his/her handicap, be denied benefits of, or be subjected to discrimination under any program or activity receiving federal financial assistance." However, UNCW had no full time office or full time personnel assigned to students with disabilities until 1997. In 1997 the office of Disabled Student Services was established to serve 50 students. This number was well below the average for the school’s population reflecting the perception of students with disabilities that UNCW was not an accessible place to attend. After a name change to Disability Services and the establishment of policies, procedures and a more inclusive climate for students with disabilities the university began to see an increase in the population. By 2012, the Disability Resource Center (DRC) had been established and was welcoming over 1000 students and was seeing a shift in the role the department was playing to a more resource orientation while still providing accommodations. Today the 1277 students are registered with the DRC which represents approximately 10% of the student population. This is on par with the national average (10.8% -2008 Department of Education figures). The DRC is discovering more and more university-wide access issues that go beyond the scope of the office. The challenges being faced by students with disabilities are no longer just about accommodations. The university needs to consider the variety of technology, on-line courses, increase in number of students registered as related to access and inclusion.
The future needs to Move towards Universal Design “universal design is the design of products and environments to be usable by all people, to the greatest extent possible, without the need for adaptation or specialized design” –Ron Mace

Employing universal design does not eliminate the need for specific accommodations for students with disabilities. (example: sign language interpreters for the deaf) However, using universal design concepts in planning will assure full access with no re-development necessary.

- Reduce or eliminate need for accommodations – building academic communities, buildings, products, environments that are inherently accessible to all.
  - University of Montana OCR agreement - Under the agreement, the University of Montana will develop a comprehensive set of policies and procedures to ensure that all electronic and information technology procured or deployed by the university. The agreement covers technology used in all aspects of education and campus life.
    - **Action** – UNCW should develop policies and procedures in purchasing and adaption of materials. i.e. electronic textbooks, course materials, classroom technology, office equipment, etc.
    - During the planning stages of all UNCW events, organizers should discuss potential accommodations in order for individuals to participate.
    - It is essential to include a disability statement in all university materials to describe the process for requesting accommodations and/or assistance.
    - Promote universal accessibility of all University web sites and adaptive computing technology
      - **Action** – advocate for a full-time, permanent position to serve as a liaison with instructional technology to ensure that all new and existing projects include plans for accessibility during the construction phase
      - **Action** – advocate for a Testing Center (non-high stakes)

- Recognize students with disabilities as integral to the university and that their presence changes the cultural climate of the institution.
  - Universities strive to recruit diverse populations to provide a diverse learning experience. This experience should be inclusive of individuals with disabilities.
  - Include representations of individuals with disabilities with in UNCW advertisements and messages.
  - Statements recognizing the responsibility of the entire university to ensure inclusion of student with disabilities. While the Disability Resource Center will serve as a resource and support center it is not one office’s responsibility to recognize and include this population in all facets of university life.
    - **Action** – include a statement from administration reaffirming commitment to inclusion of disability population. Example: "The University of Montana is committed to making sure that all students have access to education, and in today's world that includes access to technology," said University of Montana President Royce Engstrom. "We want to make sure that the technology we use on our Web site, in our classrooms, and in our offices is available to all."
    - **Action** – continue to include workshops, speakers regarding disability issues conducted and sponsored by the university/ Diversity office.
    - **Action** – have a person with a disability represented on diversity committees
FAST FACTS

Students with Disabilities at UNCW – Past, Present, Future

PAST

1997 – 2000  Disabled Student Services     approx. 50 students
- Focus on student’s disability and services and accommodations.
- No out-reach or campus resources
- No attention to access or existing barriers

2000  Disability Services       375 students
- Still focus on student’s disability and accommodations
- Some outreach and resource development
- Attention and identification of barriers and access issues but not proactive.

PRESENT

2012  Disability Resource Center     1135 students
2014          1277 students
Currently, students with disabilities represent approx. 9% of UNCW’s total student population. Identified minority students is approx. 14% of students registered with DRC
- Emphasis is shifting to becoming a resource for the university
- Proactive identification of potential access issues
- Collaboration focus developing to engage the entire university with the responsibility of ensuring access
  - Challenges – Use of a variety of technology, on-line courses, increase in number of students registered.

FUTURE

Move towards Universal Design “universal design is the design of products and environments to be usable by all people, to the greatest extent possible, without the need for adaptation or specialized design” –Ron Mace

APPENDIX M Advancement

University Advancement – Diversity

Role of Advancement in the Life of the University
The Division for University Advancement is responsible for the engagement of alumni, parents, friends, corporations and foundations in an effort to inspire philanthropy. In accordance with the strategic plan and the philanthropic priorities of the university, the Division encourages giving among university external and internal constituencies. Support for campus diversity, specifically merit recruitment scholarships, is a philanthropic priority for UNCW. The Division for University Advancement, in partnership with campus leaders, will endeavor to secure private resources to position the university to diversify our student community in way that elevates the educational experience for our entire campus.

Alumni Engagement

There are over 65,000 living UNCW alumni. The purpose of the Office of Alumni Relations and the UNCW Alumni Association is to engage our alumni through encouraging them to become partners, advocates, and investors. Although the objective is to engage all alumni, there are unique opportunities for the institution to partner with specific alumni groups to assist us in our diversity efforts. The African American Graduate Association (AAGA) is likely UNCW’s most well-structured alumni constituency. Efforts are underway to more closely link AAGA with the Upperman African American Cultural Center to foster greater collaboration between our alumni and the university. It is anticipated that efforts with other groups will begin to take shape as well as UNCW responds to the critical need for diversity within our campus community.

Broadening the University Portfolio of Supporters and Special Challenges

University Advancement faces two unique challenges: broadening the diversity of our donor portfolio and attracting highly qualified candidates to join the advancement team of development professionals. The university portfolio of major gift prospects under active management reflects the current makeup of our alumni base, which is largely not diverse. Steady progress is being made in identifying high capacity prospects that could make transformational differences in our diversity efforts, however progress is slow. Until the university can demonstrate its true commitment to the value of diversity on our campus, this will continue to be a challenge. We are encouraged, however, at the generosity that has been shown in this area and anticipate building on this success. Just this fiscal year, over $650,000 in private giving has been directed to diversity scholarships and other initiatives.

The Division for University Advancement team has traditionally struggled with attracting well-qualified candidates for leadership and front line development positions. Of our three most recent front line development position placements, two of the three are minorities. Through additional efforts in recruitment, we are fortunate to have been able to make additions to our team that is more reflective of our community and our commitment to diversity.

We are hopeful that despite our traditional challenges, the Division for University Advancement can take advantage of UNCW’s commitment to diversity through effectively engaging alumni, broadening of our portfolio of donors, and illustrating the power of a diverse team of development professionals.
REFERENCES:

