



**THE UNIVERSITY OF
NORTH CAROLINA SYSTEM**

Diversity and Inclusion Annual Report to Board of Trustees

Institution: UNC Charlotte
Report Cycle: Fiscal Year 2020-21
Submission Date: August 31, 2022

In accordance with the UNC Policy Manual Sections 300.8.5 and 300.8.5[R], "Regulation on Diversity and Inclusion," the constituent institutions of the UNC System are required to present to their Board of Trustees (BOT) an annual report on the institution's diversity and inclusion (D&I) operations and activities.

Rev. 02-15-2022

PART 1: The impact of the institution's diversity and inclusion (D&I) programs and activities with respect to System-wide D&I metrics and institutional D&I goals

Describe institutional D&I goals and provide relevant available data on outcomes. If institutional D&I goals have not yet been developed or implemented, then describe the institution's plan to collect this data and expected date of implementation. The System-wide D&I metrics are in development and not required to be reported for FY 2020-21.

The Office of Diversity and Inclusion (ODI) at UNC Charlotte works to guide the campus toward inclusive excellence by developing and supporting programs and initiatives that enhance capability, build community and leverage diversity and inclusion (D&I) to guide innovation in education, training, research, practice and service to help everyone thrive academically and professionally. To drive progress, ODI has worked alongside institutional stakeholders to identify seven objectives (or institutional goals) to support and advance its commitment to diversity and inclusion. UNC Charlotte has a decentralized approach that reflects a shared commitment to diversity and inclusion efforts resulting in programs and activities spread across a variety of divisions and departments. This report conceptualizes said approach through a detailed list of campus-wide leadership strategies, programs and activities which emanate from the seven specific objectives of the Diversity Plan for the fiscal year 2020-2021. While this report does not present an exhaustive account of the D&I efforts it does highlight the work that has been done for fiscal year 2020-2021.

Seven Objectives:

1. Promote a broad understanding of goals for diversity, access, and inclusion for the University through active outreach to the campus and community.
2. Recruit and graduate a diverse student body that reflects community diversity and addresses the state's need to increase access to higher education for historically underrepresented and economically disadvantaged students.
3. Increase the recruitment of underrepresented faculty and advance their progression through the faculty ranks.
4. Increase the representation of staff from underrepresented groups.
5. Ensure the presence of institutional environments and course development that enhance learning and appreciation for diversity.
6. Develop external relationships with the community to enhance diversity off and on campus.
7. Ensure the success of the plan through assessment, accountability and recognition.

Key Leadership Strategies to Advance the Plan for Campus Diversity, Access, and Inclusion:

1. **Appointment of Special Assistant to the Chancellor for Diversity and Inclusion:** Dr. Cheryl Waites Spellman, a professor in UNC Charlotte's School of Social Work was hired to serve as Special Assistant to the Chancellor on Diversity and Inclusion on September 16, 2020. In her role, she was responsible for assessing the University's diversity, equity and inclusion (DEI) related functions for efficacy and efficiency, developing an organizational framework to strengthen DEI partnerships and strategy, providing counsel, and represent UNC Charlotte at system level, including serve on the UNC System Office's Diversity and Inclusion Council.
2. **Hispanic and Latinx Recruitment:** To better meet the needs of our Hispanic students, we have dedicated one of our existing Assistant Director positions to become an Assistant Director for Hispanic and Latinx Recruitment. This position will provide us with a Spanish speaking counselor to serve on various panels and assist our students and families for whom English is not their native language.
3. **Chancellor's Diversity, Equity, and Inclusion Council:** The Chancellor's Diversity, Equity, and Inclusion Council meets regularly throughout the academic year. Collectively, they develop and provide strategic oversight, coordination and collaboration of the University's inclusive excellence goals through ensuring the implementation, monitoring, evaluation and sustainability of the Strategic Plan for Inclusive Excellence. As council representatives, their role is to raise awareness, promote understanding, diversity education and serve as a consultant on matters of equity for their college, unit or division.
4. **Office of Diversity and Inclusion:** Launched in 2020, the Office of Diversity and Inclusion works to guide UNC Charlotte toward inclusive excellence by developing and supporting programs and initiatives that enhance capability, build community and leverage diversity and inclusion to guide innovation in education, training, research, practice and service to help everyone thrive academically and professionally.
5. **Charlotte Racial Justice Consortium:** UNC Charlotte entered into a partnership with Central Piedmont Community College, Queens University of Charlotte, and Johnson & Wales University-Charlotte Campus to develop a Truth, Racial healing, and Transformation Campus Center. The goal of the cross-institutional collaboration is *to encourage communities to understand its history of race and racism; and develop student, university and community leaders who work across the region toward truth, racial healing and equity.*
6. **Human Resources:** The Human Resources department has a contract with Graystone Group Advertising to facilitate the placement of job advertisements in/on a wide variety of websites and publications to raise awareness and encourage access to employment opportunities at UNC Charlotte. In addition to the Graystone Group Advertising partnership, Human Resources actively encourages departments and members of the campus community to share job postings with any professional associations and listservs they find relevant.

Key Definitions¹

Diversity means the ways in which individuals vary, including, but not limited to, backgrounds, personal characteristics, ideas, beliefs, cultures, and traditions that distinguish one individual or group from another, which may include, but are not limited to, Federal, State, University, and constituent institution protected classes.

Inclusion means the enablement of individuals, including those from underrepresented groups, to fully and equitably have access to, and participate in, the University's programs, services, facilities, and institutional life.

Diversity and Inclusion (D&I) collectively means the intentional efforts undertaken to create an institutional culture and a working and learning environment that offers acceptance, support, and respect for a diversity of individuals as they pursue their academic, research, and professional ambitions and interests.

Equity refers to eliminating barriers and providing various levels of support and assistance depending on specific needs or abilities to reach full potential.

Programs, Activity and Institutional Goals

Provided below are the seven objectives followed by selected programs, activities and notable data.

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

The Office of Academic Diversity and Inclusion (OADI)

The Office of Academic Diversity and Inclusion (OADI), while open to all students, emphasizes the student success and academic support of students from the following populations: African American, Asian American, Hispanic/Latinx, Pacific Islander, Native American, Multi-racial, LGBTQ, first-generation, students from rural communities, and students who have a reported disability. Services rendered include but are not limited to academic advising, transition programs, academic support workshops, peer counseling and tutoring, and personal counseling. Moreover, the office serves as a clearinghouse for information and referrals to other university resources and academic support services. While the focus remains on student success, OADI supports/assists in organizing the creation of curricular and co-curricular academic activities within the academic colleges and units of academic affairs.

¹ Definitions for diversity, inclusion, diversity and inclusion, and equity were extracted from UNC System Personnel Policy 300.8.5 and UNC Charlotte's Shaping What's Next strategic plan.

University Transition Opportunities Program (UTOP). Founded by Dr. Herman Thomas, Religious Studies Professor Emeritus, the University Transition Opportunities Program (UTOP) began in 1986 to facilitate the underrepresented student's transition from high school to college. By involving incoming UNC Charlotte freshmen in a rigorous six-week summer collegiate experience, UTOP builds upon the scholastic abilities of the students through college courses and contact with University academic support services. UTOP's success came immediately and has continued for over 30 years through increased retention and graduation rates. UTOP students have taken leadership roles such as UTOP mentors, SAFE counselors, Student Alumni Ambassadors, orientation counselors, and student government and organization leaders.

Notable Data

According to recent 2020-2021 Institutional Research data, students who participated in UTOP were retained after one year at a rate nearly 11 percent higher than underrepresented students who did not go attend the program and almost 13 percent higher than all first-time, full-time freshmen. The percentage of UTOP students who graduated after six years was more than 11.5 percent higher than underrepresented students who did not participate and ten percent higher than all first-time, full-time freshmen. The average grade point average for students who attended UTOP is 3.8. The program recently expanded to offer more students the opportunity to attend. In that year the program grew to just over 100 students with a future capacity of 250 students. During the pandemic, UTOP offered virtual options for students to connect daily with a peer mentor virtually. The program has also begun to offer various specialized tracks for students interested in getting a jump start within their major and connecting early with their majors' faculty and advisors.

Building Better Brothers. Building Better Brothers (B3) is designed to increase the retention and graduation rates of Black and African American men. The central goal is to help you matriculate through your collegiate career at Charlotte, and produce graduates with high academic achievement and preparedness for post-graduate life. B3 will also create a brotherhood among its participants that supports and expects excellence academically, socially and professionally.

Notable Data

During the 2020-2021 academic year, Building Better Brothers (B3) met monthly for professional staff-led conversations related to academic success. Consistently 20-60 UNC Charlotte Black males attended the meetings. Monthly engagement opportunities included Shop Talks, Adopt-A-Spot clean-ups, and meetings with Black male faculty and staff. The average GPA of B3 participants is 3.32. The executive board of B3 bolsters members of NPHC organizations, leaders from the Black Student Union, and members of the Student Government Association. B3 was represented in the UNC System Black Male Mentoring Initiative, led by the former UNC System assistant vice president for student affairs Dr. Toya Corbett.

Inspiring Greatness, Nobility, and Integrity Through Empowerment (IGNITE). Inspiring Greatness, Nobility, and Integrity Through Empowerment (IGNITE) is designed to foster the advancement of underrepresented female-identified students to make positive life choices and to maximize their academic, personal and professional potential. IGNITE is committed to creating a community of support in which every participant is empowered to make informed decisions, establish healthy relationships, and be self-sufficient. Through mentorship, IGNITE nurtures goals, aspirations, and ambitions. IGNITE provides and cultivates resources while teaching participants how to leverage those tools to facilitate their academic, personal and professional growth.

Notable Data

During the 2020-2021 academic year IGNITE was inactive. The group reformed during the summer of 2021.

Forty-Niner Intensive Transition (FIT). This initiative is an intensive transitional program offered prior to the beginning of the fall semester to newly admitted students. Students in FIT receive structured advising, an array of support services, and college engagement activities that are designed to promote a successful transition into UNC Charlotte. Participants are enrolled in a 1-3-credit hour course, assigned a peer mentor, encouraged to engage with campus partners to learn about campus resources, and introduced to academic support services and student engagement opportunities on campus. At the conclusion of the program, students should be able to identify graduation requirements for their major, effectively identify and use library support services, demonstrate financial literacy in areas of financial aid, scholarships, and credit/debt, as well as demonstrate the value of peer relationships to support their transition to the University.

Notable Data

FIT was in the pilot year in 2020-2021. 134 students in five cohorts took part in the pilot. The areas/departments that participated in the pilot included the College of Computing and Informatics, the Athletic Academic Center, the Chemistry Department, the University Transfer Center (in collaboration with the Department of Math and Statistics), and the Office of Academic Diversity and Inclusion. The average GPA of students who participated in FIT courses was 3.62. 100% of the students matriculated into the fall semester and 100% were retained going into the spring semester.

The Office of Identity, Equity, and Engagement (IEE)

IEE is designed to create, educate, develop, and engage students in their various social identities (gender identity, socioeconomic status, race, ethnicity, religion, and sexual identity). Their mission is to provide students an affirming and equitable environment committed to fostering a campus community that celebrates and supports the expansion of identities. IEE activities include programs, workshops and dialogues that provide transformative learning experiences to help students critically explore the world in which they live and engage.

SAFE (Student Advising for Freshman Excellence). peer mentoring program designed to help students successfully transition through their first year of college. Entering first-year students apply to participate in SAFE Voyage, a summer pre-orientation program where they explore the campus a week before classes begin. SAFE minimizes academic, social, and economic challenges by providing information about UNC Charlotte support services to facilitate a smooth transition for students. Due to the pandemic, SAFE was held in a fully virtual format with 28 peer mentors and 58 participants.

Notable Data

The *Summer Voyage* program survey garnered a **75% response rate**.

- On a 6 point scale with 1 being strongly disagree and 6 being strongly agreed, some of the results were as follows.
 - Please indicate your level of agreement with the following statements: As a result of attending SAFE Voyage:
 - I am better prepared to start classes. - 5.44
 - I feel socially connected on campus. - 5.25
 - I am more aware of academic resources. - 5.51
 - I am more aware of support services. - 5.60
 - I am excited to continue engaging with SAFE throughout the academic year. - 5.67
- Open Response Question: Describe your SAFE Voyage experience in your own words.
 - *My experience was awesome! I enjoyed my small group time and I can only imagine how much fun it would have been had it been in person! It was also super informative which I really appreciated. I have a lot more insight about clubs and other ways to get involved on campus.*
 - *The virtual SAFE Voyage was beneficial to me and others as well, because we got exposed to things about UNCC that a lot of incoming freshmen won't know. In all it was a good experience, it wasn't all just boring information, it was fun and interesting. I would definitely recommend this to any first year student at UNCC.*

Students who continued their participation in the SAFE Program for the first academic year received ongoing mentoring support. There was a **40% survey response rate** for the Fall 2020-2021 cohort.

- On a 6 point scale with 1 being strongly disagree and 6 being strongly agreed, some of the results were as follows.
 - Please indicate your level of agreement with the following statements: As a result of my participation in SAFE
 - I am well informed of campus resources that are available to support me. - 5.38
 - I was more inclined to join clubs and activities. - 5.13
 - I am confident in my ability to communicate with campus faculty/staff. - 4.50
 - I was able to find a community on campus where I feel valued. - 5.50
 - I was able to find a community on campus where I feel supported. - 5.63
 - Please indicate your level of agreement with the following statements: My SAFE Mentor
 - helped me make informed decisions. - 5.63
 - encouraged me to join clubs and organizations. - 5.38
 - aided me in finding a social group on campus. - 5.25
- Open Response
 - The best part of my SAFE experience thus far has been:
 - Having someone be there checking in on me and making sure I'm good . It helps to have someone thinking about you when you might forget.

Safe Zone. Safe Zone aims to create an affirming and supportive campus climate through identifying and educating members of our campus community who are open to and affirming of all individuals regardless of sexual orientation, gender identity, or gender expression.

Notable Data

Due to COVID-19 and an intentional realignment and restructuring of the Safe Zone Program IEE hosted 1 Safe Zone training for the 20-21 academic year.

- Majority of individuals who attended a Safe Zone training strongly agreed or agreed that they were able to identify campus, local, and national LGBT issues (93.3%), understand and define allyship (91.6%), understand the ways in which systems of oppression intersect and how that affects LGBT individuals lives (91.6%), and implement the skills they learned to be a better ally to LGBT faculty, staff, and students (83%).
- Qualitative Feedback: The instructor “was informed, patient and enthusiastic about the material for the course.”

Additional Yearly Programming. IEE researches, designs and implements a series of yearly programs to promote education around identity, culture, and heritage. Each activity is designed to expand students' cultural horizons while honoring their respective cultural experiences. In addition, IEE provided 36 virtual presentations to faculty, staff, and students on topics focused on implicit bias, microaggressions, and LGBTQ initiatives for over 1200 participants.

- **Heritage Months:** These monthly programmatic efforts honored the range of heritage months and cultural celebrations including Hispanic Heritage Month, LGBTQ History Month, Native American Heritage Month, Black History Month, Women's History Month, and Asian/Pacific American Heritage Month, among others. Due to the COVID-19 pandemic, Heritage Month programming was transitioned to virtual, interactive Instagram events. Approximately two to three posts per week were published to maintain student engagement.
- **For Us:** Launched inaugural cohort for QTBIPOC-identified students in Spring 2021. Nine students attended six sessions during the semester.
 - 100% of survey participants felt supported with facilitators engagement, session topics, and the sessions contributing to a wider world view.
- **Race Consciousness Conversations for Faculty and Staff:** 92 individuals participated in sessions during the 2020-21 academic year. 30 participants completed the end of program assessment
 - 93% strongly agreed that the workshop would lead them to a wider world view; 3% agreed; and 3% who strongly disagreed
- **QueerYear 1:** This bi-weekly cohort based program engaged first year LGBTQ+ students through virtual community building, intentional dialogue, and connects students to both campus and community resources. 39 students attended 14 sessions during the 2020-21 academic year.
 - 100% of survey participants felt supported with meeting structure and resources provided
- **Poverty Simulation:** The annual Poverty Simulation is a learning tool created to help people understand the realities of poverty. It is a simulation that enables participants to look at poverty from a variety of angles and then to recognize and discuss the potential for change within their local communities.
 - Over 108 participants in the morning and afternoon sessions
 - Student learnings included, "everyone isn't given the same playing field, challenges that people in poverty face, people are treated unfairly in several ways, and poverty is more complicated than it seems."
 - 70% of students strongly agreed and 38% agreed that the concepts discussed in the workshop will contribute to a wider world view.
- **Annual MLK Program:** UNC Charlotte and the Office of Identity, Equity, and Engagement planned and carried out the Annual MLK Celebration. The annual celebration honors the life and legacy of Rev. Dr. Martin Luther King, Jr.

- 150 faculty/staff and students attended the annual MLK program. The keynote speaker was Theodore Shaw. Student leaders from across campus were involved in the program.

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

Undergraduate Admissions

UNC Charlotte welcomes students from all backgrounds across the globe. The university offers 171 majors that lead to 79 baccalaureate (bachelor's degree) degrees, 66 master's degree programs, and 24 doctoral programs through nine colleges: the College of Arts + Architecture, the College of Liberal Arts & Sciences, the Belk College of Business, the College of Computing and Informatics, the Cato College of Education, the William States Lee College of Engineering, the College of Health and Human Services, the Honors College, and the University College. Fifteen degree and certificate programs are offered via distance education, from 25% to 100% online.

FALL 2020 UNDERGRADUATE AND GRADUATE ENROLLMENT: BY RACE AND ETHNICITY

	FR	SO	JR	SR	FYR	DB	GRAD	Grand Total
Non Resident Alien	80	97	136	186	9	1	1,073	1,582
Unknown	91	78	100	108	7	28	113	525
Hispanic	519	581	872	821	28	70	357	3,248
American Indian	9	17	14	18	3	0	13	74
Asian	395	465	573	592	22	30	272	2,349
African American	666	829	1,075	1,211	56	91	927	4,855
Pacific Islander	4	2	8	8	0	0	4	26
White	2,421	2,796	3,624	3,985	178	99	3,056	16,159
2+ Races	227	237	344	349	13	2	156	1,328
Grand Total	4,412	5,102	6,746	7,278	316	321	5,971	30,146

Notable Data

- UNC Charlotte enrolls and graduates one of the most diverse student bodies in the System, with 32% and 30% URM².
- UNC Charlotte is the No. 1 institution in North Carolina in awarding bachelor's degrees to Latinx students (Excelencia in Education). Not only does UNC Charlotte enroll more Latinx students than any other four-year college or university in North Carolina, it also graduates Latinx students at a higher rate.
- Gaps in graduation rates are decreasing with small differences across racial/ethnic groups – see the table below.

Office of Undergraduate Education - Academic Affairs

The Office of Undergraduate Education offers a broad range of initiatives promoting student success, ensuring access, and enhancing the educational experience of all students.

Proactive Advising. UNC Charlotte implements a comprehensive proactive advising system that is designed to provide early intervention for students who have been identified as showing emerging signs of academic risk. This advising effort, coordinated through CONNECT (the university's advising system), screens three times per semester for students who fall into the following categories:

- *Returning at Risk* – targeting students who are beginning the semester with some indication that there were academic performance issues – low term GPA, low completion ratio, or the need to repeat a progression course – that needs to be addressed.
- *Early Alert* – targeting students who have concern flags raised by their faculty in two or more courses or in one course if that course is critical for their progression in their major.
- *Mid Term Grades* – like the early alert effort but based on midterm grade data.

Notable Data

To assess the impact of the early alert proactive advising we ran a 2x2 analysis dividing students based on two independent criteria: URM³ (underrepresented minority or non-URM non-underrepresented minority) and Pell (student financial aid) or non-Pell. For each of the four groups we then calculated the percentage of students who were flagged for the early alert campaign, and the percentage of those flagged who followed up with their advisor. In both Fall 2020 and Spring 2021, URM (both Pell and non-Pell) were more likely to be flagged for an early alert campaign than non-URM students. For example, in Fall 2020, the percentages of students flagged for the early alert proactive outreach and the percent of those students flagged who responded to advisors' outreach was as follows

² URM is defined as Hispanic, Black or African American, American Indian, Pacific Islander, and Two or More Races.

³

Student group	Flagged for Early Alert	Responded to advisor
URM Pell	9.3%	35.1%
URM non-Pell	7.9%	27.9%
Non URM Pell	5.4%	26.8%
Non URM non-Pell	5.2%	26.5%

Although this data suggests that URM students are at higher risk, they also seem to be more responsive to advisors' outreach and that is significant since the early alert proactive advising effort results in consistent improvements in end of semester outcomes and those improvements persist to the next semester.

Funds to Finish. The Funds to Finish™ project helps students align their academic plans with their finances in order to support students' timely graduation with less debt. The project consists of the following components:

- Identification of undergraduates at-risk for dropping out or taking more than four years to graduate. Data on current students is fed into a machine learning algorithm (nicknamed the 'Index') that is trained to predict students' graduation outcomes.
- Identified students are entered into an educational intervention program to assess if engagement with our project resources increases students' financial knowledge and confidence, decreases their financial stress levels, and reduces students' time-to-degree.

Intervention participants completed (a) an online course on financial aid literacy, personal budgeting, and managing financial stress, (b) a financial aid plan using a web application tool designed to project future educational costs and federal financial aid usage through graduation, (c) an academic plan of courses through anticipated graduation, and (d) an academic advising meeting to discuss plans.

Notable Data

Two hundred and seven UNC Charlotte undergraduates completed the Funds to Finish™ educational intervention program as research participants for a financial incentive (Spring 2021 - Fall 2021). Analyses of survey scales measured before and after students went through the program show notable increases in students' financial aid knowledge and confidence and a decrease for certain subgroups in financial stress. Interviews with participants revealed increased awareness of academic program requirements. The project team also tracked academic outcomes for over 2,000 undergraduates as part of a randomized control trial looking at how program participation altered students' academic outcomes such as credits earned, GPA, and time-to-degree. The estimated intent-to-treat effects of the Funds to Finish™ program on academic outcomes were inconclusive. Descriptive matching analyses showed evidence of positive impacts: Compared to matched controls,

students who completed the Funds to Finish™ program earned 1.15 more credit hours in the semester they participated and 1.17 more credits the following semester. The program students showed higher semester GPAs (0.36 higher term GPA semester participated, 0.42 higher term GPA the following semester). The program students were also 18% more likely than controls to file a FAFSA application for financial aid by the regular deadline. There was descriptive evidence that the positive effects observed were especially notable for subpopulations of students who tend to be at higher risk of noncompletion or experience higher financial stress, such as minority, first generation, female, and Pell-eligible students. Time-to-degree outcomes are currently being assessed.

FULL-TIME UNDERGRADUATE FRESHMAN GRADUATION RATES – FALL 2015 COHORT

Race/Ethnicity	Four Year	Five Year	Six Year
International	38.0%	62.0%	69.0%
Unknown	52.0%	62.7%	65.3%
Hispanic/Latinx	39.3%	63.3%	69.1%
Native American	37.5%	37.5%	37.5%
Asian	46.9%	71.5%	74.9%
Black/African American	40.0%	63.8%	66.7%
Pacific Islander	66.6%	66.6%	66.6%
White	43.8%	61.7%	64.8%
Two Races	32.7%	51.0%	54.4%

The Graduate School

UNC Charlotte is committed to creating a welcoming environment for all students who come to study at our University. As North Carolina and the Charlotte region undergo dramatic demographic changes, the graduate school has endeavored to serve an increasingly diverse population of students seeking advanced degrees. Student recruitment and retention of racial and ethnic groups historically underrepresented in higher education is identified as one important focus area. In some areas of study, underrepresentation by gender is also at issue. Recruitment practices and approaches were reviewed in order to be consistent with the University's goal of greater access for students from underrepresented groups. To this end some initiatives and outcomes are listed below.

Graduate Recruitment and Enrollment

- In Fall 2020, a record 5,971 students enrolled in the University's 88 graduate programs. Of these, 1,729 students (29%) identified as URM. Of significant note is that URM enrollment in fall 2021 was 1,857, 29% of the record graduate enrollment of 6,332 students.

- Both Graduate Admissions and the individual graduate programs worked to recruit a diverse class of scholars. Outreach included recruitment at academic, professional and research conferences like ABRCMS and SACNAS, in addition to individual student groups/populations like the Ronald McNair Scholars; marketing and advertising; individual contact; regularly scheduled Information Sessions (both on campus, uptown, off site, and online).
- Graduate enrollment increased 654 students between 2016 and 2020. While the percentage of enrolled white students increased by 365 students, and international enrollments decreased (352 students), significant increases (+619) were celebrated in students who identified as Hispanic, American Indian, Asian, African American, Pacific Islander, and two or more races. The percentage of African American students increased slightly at 16% of the total, while American Indian and Pacific Islanders comprise less than 1% of the graduate population.
- In Fall 2020, female students made up 61% of graduate enrollment, an increase of 654 students since 2016. Of significance is that female enrollment comprised 61% of graduate enrollment in fall 2021.
- The Graduate School is proud that 1,712 students completed master's degrees in 2020-2021 with an average time to degree of 1.88 years; of those 442 were URM students. Similarly, 159 EdD and PhD students completed in 4.82 years; of those, 24 were URM students. 33 professional practice doctoral students completed in 2.40 years; of those, 12 were URM students. 564 certificate students completed in 1.39 years; of those, 208 were URM students. And 62 post-master's certificate students completed in 1.17 years, 26 of whom were URM students.

FALL 2020 GRADUATE STUDENT (Enrollment by Ethnicity)

Race/Ethnicity	Total
International	1,073
Unknown	113
Hispanic/Latinx	357
Native American	13
Asian	272
Black/African American	927
Pacific Islander	4
White	3,056
Two Races	156
Total	5,971

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

The ADVANCE Faculty Affairs & Diversity Office (FADO)

The ADVANCE Faculty Affairs & Diversity Office (FADO) has been the focus of programming to increase faculty recruitment for diversity and to support the work of the colleges in this endeavor. This includes faculty hiring, retention and mentoring, faculty diversity Initiatives, and leadership training. The complete list of programming can be found at advance.charlotte.edu. We have highlighted 3 of our initiatives below that address the recruitment of underrepresented faculty and to advance their progression through the faculty ranks. Selected FADO programs are listed below.

Faculty Recruitment Training Workshops to Promote Best Practices for Faculty Search

Committees to Diversify the Applicant Pool. To ensure that our graduating students are successful in the global environment of the 21st century, it is critical that they are exposed to a diverse faculty whose experiences, beliefs and perspectives are different from their own. Diversity challenges preconceived stereotyped beliefs and encourages critical thinking and effective communication with individuals from varied backgrounds. UNC Charlotte ADVANCE FADO partners with The Council on University Community, The Office of Academic Budget and Personnel, Human Resources and The Office of Legal Affairs to lead Faculty Recruitment Training Workshops, which are designed to help faculty search committees share best practices to use in their searches, taking into consideration diversity strategies, so departments can conduct fair, inclusive, and effective searches, consistent with university and department goals around diversity.

Monitoring Participation in Required Faculty Recruitment Training Workshops and Job Postings. ADVANCE, through the Equity Officer (Dr. Yvette Huet), reviews NinerTalent postings to check whether members of search committees have participated in the required on-line and face to face training prior to sitting on a faculty search committee, and informs faculty if they have not completed the required training. Our office provided 11 workshops, reaching a total of 274 faculty during the 2021-22 academic year. The Equity Officer also checks all new faculty job descriptions in NinerTalent to ensure that the advertisement is sent to a sufficiently diverse audience, and that appropriate rubrics for evaluation are included in the job posting. Ensuring that faculty have taken the appropriate training allows departments to conduct fair, inclusive, and effective searches, consistent with university and department goals around diversity.

Best Practices in Faculty Review. A collaborative workshop initiative between ADVANCE FADO and Legal Affairs for members of departmental/unit/college Review Committee Members focused on: clarifying expectations around promotion criteria; informing committee members about the legal process associated with the promotion of faculty; providing information related to bias in the review process; and providing strategies for committee members to recognize and remove bias from the review process. Our office provided 2 workshops, reaching a total of 268 faculty during the 2021-22 academic year.

FACULTY DATA

The table shows that for fall 2020 Black or African American faculty comprised 7.78%, Hispanic or Lantinx faculty comprised 4.11%, Asian comprised 12.33%, Hawaiian or Other Pacific Islander comprised 0%, and American Indian or Alaskan Native comprised 0% of the total faculty composition.

FULL-TIME TEACHING FACULTY - BY RANK, SEX, AND RACE - FALL 2020						
	PROFESSOR	ASSOCIATE PROFESSOR	ASSISTANT PROFESSOR	LECTURER	TOTAL	FACULTY %
AMERICAN INDIAN OR ALASKAN NATIVE						
Male	0	0	0	0	0	0.00
Female	0	0	0	0	0	0.00
Total	0	0	0	0	0	0.00
ASIAN						
Male	45	23	18	5	91	7.95
Female	16	13	12	9	50	4.37
Total	61	36	30	14	141	12.33
BLACK OR AFRICAN AMERICAN						
Male	11	7	10	4	32	2.80
Female	5	19	23	10	57	4.98
Total	16	26	33	14	89	7.78
HAWAIIAN OR OTHER PACIFIC ISLANDER						
Male	0	0	0	0	0	0.00
Female	0	0	0	0	0	0.00
Total	0	0	0	0	0	0.00
HISPANIC						
Male	7	5	6	2	20	1.75
Female	4	6	4	13	27	2.36
Total	11	11	10	15	47	4.11
WHITE						
Male	156	106	58	75	395	34.53
Female	90	97	77	115	379	33.13
Total	246	203	135	190	774	67.66
TWO OR MORE RACES						
Male	0	0	2	0	2	0.17
Female	0	1	3	0	4	0.35
Total	0	1	5	0	6	0.52
NON-RESIDENT ALIEN						
Male	7	12	18	2	39	3.41
Female	2	7	21	6	36	3.15
Total	9	19	39	8	75	6.56
UNKNOWN						
Male	0	0	2	0	2	0.17
Female	0	0	7	3	10	0.87
Total	0	0	9	3	12	1.05
GRAND TOTAL	343	296	261	244	1144	100.00
Note: The above data includes IPEDS Teaching Faculty as well as department chairs. All deans, associate deans and assistant deans have been excluded.						

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

Human Resources

The Human Resources Department maintains responsibility for the development and execution of all policies, programs, and strategies designed to recruit, assist, motivate, develop, promote, compensate, reward, and retain the best qualified employees while supporting continued University growth with a focus on cultivating a diverse workforce. In addition, Human Resources identifies and provides students with meaningful, and developmental, on-campus employment opportunities.

- For fiscal year 2021, \$7227.50 dollars were spent on advertising targeting groups such as women and underrepresented minorities. This accounted for 24% of the total amount spent on advertising for staff positions. Examples of the advertising sources include the National Organization of Minority Architects, the National Action Council for Minorities in Engineering, the Society of Women Engineers, and Diverse Issues in Higher Education.
 - This was an increase from the amount spent on targeting advertising for staff positions in fiscal year 2020. In fiscal year 2020, \$4602 dollars were spent on targeting advertising, which accounted for 17% of the total amount spent.
- UNC Charlotte is a member of the Higher Education Recruitment Consortium (HERC) of the Carolinas. Being a member of the HERC increases the visibility of the University's job postings, which increases the number of applicants.
- UNC Charlotte also lists all job postings with Circa (formerly the Local Job Network), which consists of locally-focused employment and diversity websites.
- In fiscal year 2021 there were a total of 187 staff new hires.
 - Females accounted for 57.75% of new hires.
 - Black or African Americans accounted for 29.95% of new hires.
 - Hispanic/Latinos accounted for 8.56% of new hires.
 - Asian or Pacific Islanders accounted for 4.28% of new hires.
 - American Indian/Alaskan Natives accounted for 0.53% of new hires.
- In fiscal year 2021 there were a total of 64 competitive promotions.
 - Females accounted for 68.75% of competitive promotions.
 - African Americans accounted for 20.31% of competitive promotions.
 - Hispanic/Latinos accounted for 6.25% of competitive promotions.
 - Asian or Pacific Islanders accounted for 7.81% of competitive promotions.
- Limit Waivers of Search
 - There are procedures in place to limit departments from waiving the recruitment process and placing pre-selected candidates into positions. Permanent waivers of search must be approved by the Chancellor and have a compelling reason to be implemented. Promoting diversity is one factor considered when waivers are reviewed.
- In fiscal year 2021 there were fifteen waivers of search for EHRA Non-Faculty positions.
 - Three were temporary waivers.
 - Twelve were permanent waivers (eight in Athletics, two in Academic Affairs, one in Student Affairs, and one in University Advancement).

On Demand Search Committee Training is available online 24 hours a day

- The University of North Carolina System Office created three virtual training modules for hiring managers and search committee members. The Office of Learning & Organization Development was instrumental in making this training available to the employees here at the University through the University's online Learning and Development Portal. As a result, all employees can access the modules as needed. The modules cover topics such as Equal Employment Opportunity, best practices, the importance of having a diverse search committee, outreach and advertising, and what not to ask during an interview.
- In addition to the online offerings, best practices for search committee members/hiring managers are covered during other training classes conducted by Human Resources, such as Targeted Selection, EHRA Non-Faculty Recruitment, and Equal Employment Opportunity and Diversity Fundamentals (EEOFDF).

UNC Charlotte's Affirmative Action/Equal Employment Opportunity (AA/EEO) Plan

- The University is a government contractor. This designation means that we are subject to several rules and regulations during the employment process and beyond.
- An Equal Employment Opportunity/Affirmative Action Plan is prepared annually by Human Resources. This document contains information and statistical analysis on all hiring actions, incumbency, applicant pools, availability, and outreach efforts (many of which are listed above).
 - The analysis specifically looks at incumbency and hiring actions by job groups to identify areas of underutilization.
- As a government contractor, the University is subject to audits by the Office of Federal Contract and Compliance Programs (OFCCP).

Equal Employment Opportunity and Diversity Fundamentals (EEOFDF)

- The training is offered and encouraged to be completed within one year of assignment per UNC Charlotte policy and NC G.S. 126. EEOFDF consists of six online modules and a full day class. The modules are accessed through the UNC Charlotte Learning & Development Portal and may be accessed at any time via the internet. The in-person class is offered three to four times per year.
- The purpose of the EEOFDF curriculum is to help develop culturally competent managers and supervisors. EEOFDF is embedded in the LEAD Program and is designed to address and discuss the history and evolution of Equal Employment Opportunity concepts and principles, expose managers and supervisors to workplace equity and fairness issues, education managers and supervisors on how to incorporate equal employment opportunity into their management responsibilities, and create awareness of the effects of stereotyping, prejudice, biases, microaggressions, and microinequities in employee-related management decisions (such as assigning work and approving professional development).
- EEOFDF addresses workplace harassment, reasonable accommodation for individuals with disabilities, and gives participants real life scenarios to respond to.
- The training is delivered by a certified EEOFDF instructor.

Staff Below Director									
	Total	White	Black or African American	Hispanic/ Latinx	Asian	American Indian/ Alaska Native	Two or More Races	Notable Data	
Male	906	631	191	42	27	3	12		
Female	1291	787	363	82	41	4	14	59%	Female
Total	2197	1418	554	124	68	7	26		
%		64.54%	25.22%	5.64%	3.1%	0.32%	1.18%		
Staff Director & Above									
	Total	White	Black or African American	Hispanic/Latinx	Asian	American Indian/ Alaska Native	Two or More Races	Notable Data	
Male	81	64	11	2	3	1	N/A		
Female	65	53	12	0	0	0	N/A	45%	Female
Total	146	117	23	2	3	1	N/A		
%		80.15%	15.75%	1.37%	2.05%	0.68%			
All Staff									
	Total	White	Black or African American	Hispanic/Latinx	Asian	American Indian /Alaska Native	Two or More Races	Notable Data	
Male	987	695	202	44	30	4	12		
Female	1356	840	375	82	41	4	14	58%	Female
Total	2343	1535	577	126	71	8	26		
%		65.51%	24.63%	5.38%	3.03%	0.34%	1.11%		

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

Chancellor's Diversity Challenge. Chancellor Diversity Challenge Fund FY 2021, funded 47 awards to faculty, staff, and student initiatives promoting diversity, equity and inclusion in the intellectual life of the campus.

Cato College of Education Committee for Equity, Justice, and Belonging. The Education Committee for Equity, Justice, and Belonging is dedicated to fostering equity, diversity and social justice for COED faculty, staff, students and the broader Charlotte community by disrupting educational inequity through development of an environment of acceptance and respect that values the expression of individual talents and differences, advocacy of equitable treatment of all persons, and promotion of education, practice and policy that contributes to a healthy and inclusive workplace, community, and society.

Atkins Library Diversity & Inclusion Committee - Moving Forward. The Atkins Library Diversity and Inclusion Committee focuses its initiatives on developing concrete steps for staff to increase their understanding of diversity issues and facilitating opportunities for broadening awareness of diversity as an essential way of creating a fair and open-minded work environment. The Diversity/Inclusion Committee provides leadership and guidance to the Library by encouraging awareness about and discussions of diversity and inclusion.

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

The University students, faculty and staff are engaged with a wide variety of community initiatives related to our D&I efforts.

Urban Research and Community Engagement

The Office of Urban Research and Community Engagement serves as the hub of UNC Charlotte's engaged scholarship ecosystem, mobilizing, assessing and advancing efforts that connect the University's interdisciplinary, urban research resources to community assets in order to co-create a thriving, inclusive region. The office is actively engaged in DEI efforts as described in the programs listed below.

Engaged Scholarship

- Convened each month UNC Charlotte's Community Engagement Advisory Council, a network of faculty and staff that champions community-engaged research and teaching. The CEAC promotes community campus partnerships, and advocates for resources to cultivate a culture of engagement and create a community of engaged practice.
- Hosted the NC Campus Compact Networking Meeting for 45 community engagement practitioners from across the state.

- Mobilized the 49er Democracy Experience, which served as the hub of UNC Charlotte's voter engagement and Census 2020 information. Worked with the strategy team and student leaders team to develop and implement voter engagement (registration, education, mobilization) strategies for local and primary elections.
- Served on the Census Complete Count Committee for Mecklenburg County. Spearheaded communication efforts on campus.

Urban Institute

- Completed a tour of the region's 14 counties through the Urban-Rural Connections project funded by the Duke Endowment.
- Conducted several publicly funded projects that contributed to equity and inclusion, including Minority-Owned Business Ecosystem, Good Jobs Charlotte, SAFE Charlotte, Housing First Charlotte-Mecklenburg and Brookhill Community Asset/Needs Assessment.
- Secured funding from The Gambrell Foundation to create a Gambrell Fellows program for UNC Charlotte faculty to engage in social impact research.
- Hosted the Norm and Marianne Schul series of conversations and forums. The 2021 Schul Forum, hosted virtually, featured Brookings Institute Fellow, Dr. Andre Perry, and a local panel including Chancellor Sharon Gaber. The Forum was preceded by five webinars that featured national expertise, local leadership, and UNC Charlotte researchers.
- Conducted virtual Data Walks through several Charlotte neighborhoods following a resident-led and engaged process to develop data and data narratives.
- Created and disseminated and translated research findings to public stakeholders through multiple venues, including a regular newsletter, the Future Charlotte podcast, panel presentations and facilitation, organization presentations, and written reports.

Women + Girls Research Alliance

The Women + Girls Research Alliance (W+GRA) at UNC Charlotte, conducts and disseminates research on the social and economic status of women and girls in the Charlotte-Mecklenburg region. W+GRA research is used to promote public dialogue, inform public policy and programmatic priorities, focusing on the following key areas: (1) Education, Employment and Earnings, (2) Civic and Political Engagement, (3) Economic Security, (4) Health and Well-Being, and (5) Violence Against Women.

- Secured funding for diversity research projects with Girl Scouts Hornets Nest Council and the YWCA Central Carolinas.
- Successfully hosted the bi-annual Women's Summit, which focused on disparities affecting women and girls of color.
- Hosted five public presentations based on research conducted by faculty who received seed grants for research on women and girls. And funded five new seed grant

Community Building Initiative's Leadership Development Initiative (LDI). The institute committed to a third consecutive year of participation in this premier leadership program addressing equity, inclusion and diversity at the organizational level. As of 2021, UNC Charlotte has sponsored eight participants for the LDI program.

UNC Charlotte Bonner Leaders Program. This initiative develops civic leaders by connecting students to Charlotte-area organizations through curriculum, internships, and community-based research in order to achieve a just and equitable society. Bonner Leaders are embedded in Charlotte-based institutions and agencies, participate in weekly skills development seminars, earn course credit, conduct community based research, and contribute to public policy initiatives. Bonner Leaders are selected through a highly competitive process open to incoming first-year students eligible for federal work-study awards. In 2020-2021, the students are working on two of the action items. The first is housing sustainability: connecting residents -- many of whom are Habitat for Humanity homeowners -- to critical home repair and tax relief resources as well as hosting conversations -- to critical home repair and tax relief resources as well as hosting conversations about understanding rezoning policy and home assets. The second is an oral history project in which students work with local artist, Hannah Hasan, to collect residents' stories for a neighborhood-based performance. This project encourages students to develop a deep and intimate understanding of residents' concerns about the uncertainty of home and the fear of erasure. These concerns are embedded in Charlotte's historical and systemic racial and socioeconomic fabric.

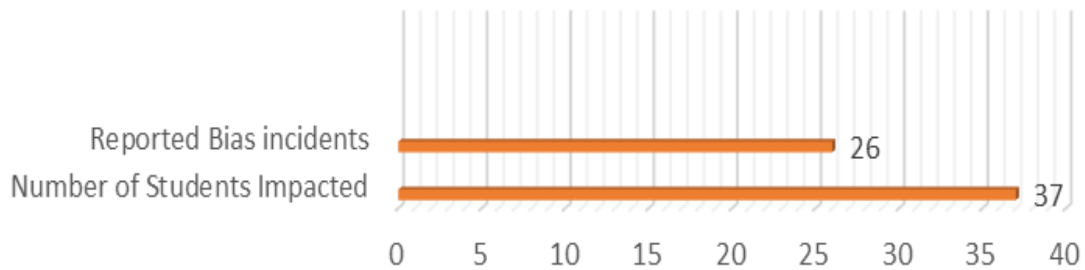
The Charlotte Action Research Project (CHARP) and Hidden Valley Community Development Corporation's Community Reinvestment Plan. CHARP develops partnerships between the University of North Carolina at Charlotte and marginalized communities throughout Charlotte. This initiative seeks to integrate teaching, research, and action to work towards a larger agenda of social justice, enable neighborhoods to advocate for themselves, and create sustainable neighborhood coalitions to implement structural change. In partnership with Hidden Valley CDC, CHARP assisted in updating the 2020 [plan](#) and developing recommendations for 2021 projects in the areas of homeownership assistance funding, homeownership assistance information, and community engagement.

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

Bias Incident Report 2020-2021. The Division of Student Affairs' Office of Student Assistance and Support Services (SASS), a unit of the Dean of Students Office, coordinates the Bias Advisory Resource Team (BART). BART provides an avenue for students and faculty/staff to report instances where alleged bias(es) may impede them from experiencing an equitable and inclusive community. BART provides support and connects individuals to resources on campus. The tracking provided by BART alerts campus leadership to adverse events to prevent re-occurrence and better understand the campus climate.

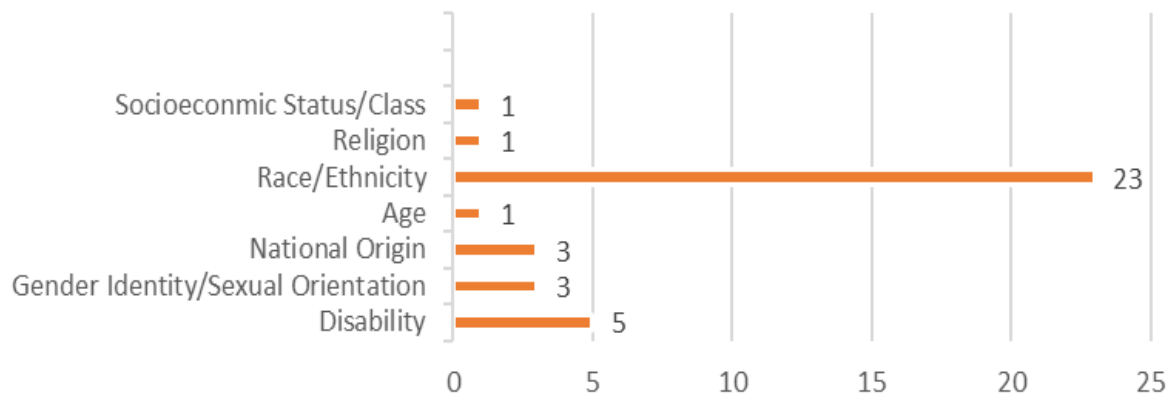
During the 2020-2021 academic year, 26 incidents were reported impacting 37 individuals and one student organization. Out of the 37 individuals that were impacted, 9 individuals were accused students, 24 individuals, including a student organization were complainants, and 4 individuals were witnesses to a bias incident. Race and ethnicity were the most selected bias incident type that was reported. The majority of bias incidents occurred electronically using e-mail or social media.

REPORTS RECEIVED



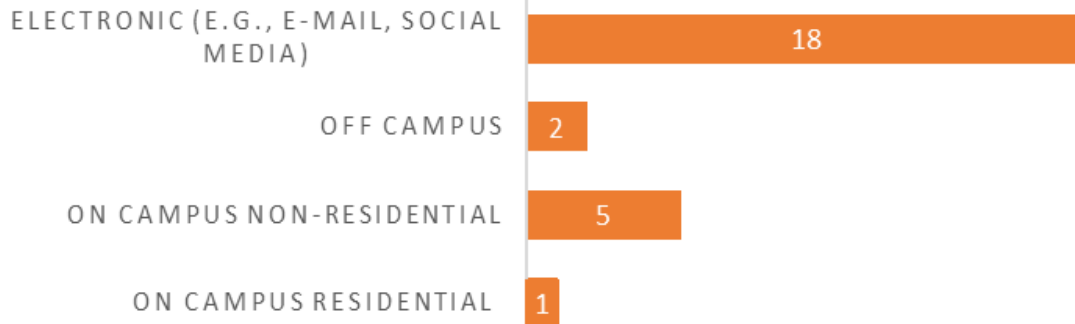
Note: Multiple reports may be filed involving an individual(s) for one incident of perceived bias(es).

INCIDENT TYPE



Note: More than one bias type can be selected when submitting a bias report.

INCIDENT LOCATION



Collaboration on Academic Career in Higher Education (COACHE)

Every 3 years, UNC Charlotte, through FADO in academic Affairs, conducts an external survey to assess faculty climate at the institution. The Collaboration on Academic Career in Higher Education at the Harvard School of Education Climate Survey (**COACHE**) is employed by the university to conduct the survey. In addition to evaluating faculty perceptions of climate at UNC Charlotte, the COACHE data also allows faculty to compare measures of faculty climate satisfaction at their institution with a number of peer institutions. A new survey was administered, completed, and the data is currently being analyzed.

PART 2: The number of positions and FTEs with D&I responsibilities, indicating the percentage of each associated with D&I responsibilities

Indicate the staffing provided to support the institution's D&I program. This includes positions that have designated D&I-related work duties, whether centrally administered or located in various schools, colleges, or divisions. **This report is not intended to capture portions of positions less than half-time (0.50 FTE) unless the part-time position is fully dedicated to D&I functions.** It is recognized that many faculty and staff throughout the institution may spend some degree of effort on or contribute to institutional D&I activities, even though these activities do not represent the primary focus of their position; however, these should not be included in this report. Service- or compliance-related activities should not be included (eg, ADA accommodations compliance would not be included, but programming and outreach about or for disabilities communities would be included).

Name	Position Number	Department	Division	Percent of Work Time Assigned to D&I Activities	Position Title	Primary Purpose of Position
Cheryl Waites Spellman	7564	Diversity & Inclusion / School of Social Work	Chancellor	100%	Special Assistant to Chancellor and Professor	This role is responsible for assessing the University's diversity, equity and inclusion (DEI) related functions for efficacy and efficiency, developing an organizational framework to strengthen DEI partnerships and strategy, providing counsel, and representing UNC Charlotte at system level, including serving on the UNC System Office's Diversity and Inclusion Council.
Kerrie Stewart	34	Diversity & Inclusion	Chancellor	100%	Social Research Specialist	The purpose of this position is to keep the work of the Council on University Community moving forward by gathering information from campus entities, creating databases to store survey and research results, taking minutes and providing summaries of Council meetings, and communicating the Council's progress toward goals. This position reports to the Provost.
Regena Brown	1092	Academic Diversity & Inclusion	Academic Affairs	100%	Director of Academic Diversity & Inclusion	This position has complete responsibility for administrative duties including budget, personnel, administrations of programs, provision of quality services, strategic planning, and assessment. The person will be expected to assist with raising funds and possibly teach.

Name	Position Number	Department	Division	Percent of Work Time Assigned to D&I Activities	Position Title	Primary Purpose of Position
vacant	3920	Academic Diversity & Inclusion	Academic Affairs	100%	Assistant Director	Program development for the North Carolina Louis Stokes Alliance for Minority Participation (NC-LSAMP) program and the Student Advising for Freshman Excellence (SAFE); implementation and evaluation of program impact. Service provider for individual students and groups (i.e. secondary academic advising, monitoring of academic progress, mentoring, developing and conducting workshops, study halls, recognition of academic achievement, personal and leadership development, offering referrals to other campus and community resources).
William Simmons	3939	Academic Diversity & Inclusion	Academic Affairs	100%	Assistant Director	Program development for University Transition Opportunity Program (UTOP); Building Better Brothers (B3); UTOP Learning Community. implementation and evaluation Assessment of programs impact. Service provider for individual students and groups (i.e. secondary academic advising, monitoring of academic progress, mentoring, developing and conducting workshops. study halls, recognition of academic achievement, personal and leadership development, offering referrals to other campus and community resources).
Andrea Dulin	4405	Advance Fado	Academic Affairs	75%	Assistant Director/ Research Associate	Provide support to the Director in management and coordination of all aspects of the office projects, programs, and requests.
Yvette Huet	2591	Kinesiology / Advance Fado	Academic Affairs	100%	Faculty Director, ADVANCE FADO and Professor	The UNC Charlotte ADVANCE Faculty Affairs and Diversity Office builds faculty diversity and promotes faculty success through research and programming on recruitment, re-appointment, promotion and tenure practices; policy reform; mentoring; leadership and career development.

Name	Position Number	Department	Division	Percent of Work Time Assigned to D&I Activities	Position Title	Primary Purpose of Position
Janique Sanders	12626	Dean of Students - IEE	Student Affairs	100%	Assistant Director	The Assistant Director for Experiential and Equity Initiatives will provide educational, cultural, and social programming focused on equity and justice, identity development, and the intersections of identity. The Assistant Director will provide support and education for individual students and student organizations in their understanding of self and others for both dominant and minoritized identities. The Assistant Director will serve on university committees and will assist in departmental, division and university efforts impacting students based on their identities. Specific responsibilities include oversight and implementation of experiential learning trips, creating and facilitating student workshops, presentations, and dialogues on social justice, equity, and activism, and executing initiatives as assigned by the Associate Director of the Office of Identity, Equity, and Engagement.
Ryan McKeel	1214	Dean of Students - IEE	Student Affairs	100%	Assistant Director	The primary responsibility of the Leadership and Career Development Assistant Director within the office of Identity, Equity, and Engagement is to oversee the planning and coordination of comprehensive leadership and career development/education for students at various developmental levels with a focus on social justice. This position is responsible for the planning, organization, direction, and synergy of comprehensive student engagement and identity development. The Assistant Director will collaborate with the other assistant directors and infuse career and leadership aspects into other areas of the office, such as SAFE and Activate.

Name	Position Number	Department	Division	Percent of Work Time Assigned to D&I Activities	Position Title	Primary Purpose of Position
Kimberly Turner	808	Dean of Students - IEE	Student Affairs	100%	Director of Identity, Equity and Engagement	The Director of Identity, Equity and Engagement is responsible for providing leadership and strategic direction for a diverse, comprehensive offering of educational programming and resources focused on multiculturalism and identity. The Director also provides leadership in the design and implementation of unit programs and initiatives, as well as supporting culturally-related student organizations in their programming and organizational work. The Director provides leadership and management of area resources, including staffing and budgets. The Director also serves on committees and is asked to assist other Student Affairs staff regarding policy decisions and their impact on UNC Charlotte students.
Rachael Forester	817	Dean of Students - IEE	Student Affairs	100%	Associate Director for Identity, Equity and Engagement	Reporting directly to the Director of Identity, Equity and Engagement, the Associate Director assists in leading the division in creating and sustaining an equitable environment where members of the UNC Charlotte community are welcomed, valued, supported and can show up authentically without systemic barriers. The Associate Director is responsible for designing, implementing, and evaluating programs, as well as developing and administering educational programs and training that promote an understanding of and appreciation for the principles of identity, equity, and inclusion among members of the university community. The Associate Director will assist the Director in the development and implementation of the vision, strategic plan, and leadership of the Office of Identity, Equity and Engagement. The Office serves as a resource for the Student Affairs division regarding issues related to diversity, equity and inclusion. The Office provides students an affirming and equitable environment committed to fostering a campus community that celebrates and supports expansion of identities through holistic

						development, education, and intentional engagement. The Associate Director will assist in the delivery of educational programming and training, as well as partner with other areas across campus to develop opportunities for marginalized students. The Associate Director will also serve on University committees and advise student affairs staff regarding policies and their impact on students.
Tyris Gillis	763	Dean of Students - IEE	Student Affairs	100%	Assistant Director	Lead the Student Advising for Freshmen Excellence (SAFE) program. Supervise Student employees. Teach a Freshman seminar course. Complete associated and assigned administrative duties.
Chelsea Ortiz	774	Dean of Students - IEE	Student Affairs	100%	Assistant Director for Sexual/Gender Diversity	The primary responsibility of the Assistant Director for Sexual/Gender Diversity is to provide social, cultural, and educational programming for the university as related to gender and sexual diversity. This includes support and efforts that focus on the experiences, issues, and concerns of the LGBTQ+ student population as well as topics that give attention to gender and sexuality, paying particular attention to intersectional oppressions. The Assistant Director will oversee and coordinate resources, networks, and information for the Safe Zone Ally, Queer Year 1, and Friendly Peer programs. The Assistant Director will serve on committees and will assist in departmental, divisional, and university efforts impacting the LGBTQ+ student population as assigned by the Associate Director/Director. Other responsibilities include facilitating student workshops and classroom presentations; supporting student organizations who identify as LGBTQ+; completing initiatives as assigned by the Associate Director/Director of IEE; and serving as a liaison between LGBTQ+ communities on and off campus.

PART 3: An accounting of institutional budget expended on D&I operations and activities, broken out by personnel and non-personnel costs and by funding source

This section must include all staff included in Part 2 above. Personnel costs should reflect only the portion of the position's time associated with D&I activities over the fiscal year. Distinguish expenses by funding source.

Type of Expense	State Funds	Non-State Funds	Total Expenditures
Personnel Expenditures	656,663	356,066	1,012,729
Non-Personnel Expenditures	283,447	61,941	345,418
Total Expenditures	940,140	418,007	1,358,147

PART 4: A list of signature D&I programs that serve a critical role in helping the constituent institution accomplish its learning and D&I objectives, along with their purpose and any data on outcomes, including relevant participant feedback

This list is not intended to be exhaustive but should reflect the most significant D&I programming. If feedback or related data on outcomes is not available, indicate how this data may be captured in the future.

Undergraduate Education - Academic Affairs

Student Experience Project

UNC Charlotte is proud to be one of six urban serving institutions in the Student Experience Project (SEP) funded by the Raikes Foundation. SEP is a partnership between the Association of Public and Land-Grant Universities (APLU), the Coalition of Urban Serving Universities (USU), the College Transition Collaborative (CTC), the Project for Education Research that Scales (PERTS), EducationCounsel, and five partner institutions: Colorado State University, Portland State University, the University of Colorado-Denver, the University of New Mexico, and the University of Toledo. The project's focus is to understand the impact that social-psychological factors have on student success and to develop interventions that will reduce equity gaps by promoting an institutional growth mindset.

The SEP team at UNC Charlotte implemented a suite of change ideas in Spring 2020. These change ideas include a syllabus workshop to ensure that course requirements and expectations are conveyed using attuned language, activities to ensure that students, particularly students from structurally disadvantaged groups, develop a sense of belonging and connection to the instructional team and other students, activities and messaging designed to normalize the challenges students encounter, and feedback intended to promote a students' growth mindset.

Notable Data

Faculty participation

- 15 STEM faculty implemented the SEP Mindset/Belonging intervention suite in Spring 2020 and Fall 2020
- Approximately 40 faculty are implementing the SEP Mindset/Belonging intervention suite in Spring 2021 including 'whole course' implementations in BIOL 1110, CHEM 1200, MATH 1103, MATH 1241, MATH 1242, and STAT 1220, and STAT 1222
- An additional 30 faculty outside of STEM implemented a version of the SEP intervention suite in Fall and 10 additional faculty are doing so in Spring 2021

Impact

- Disruptions to 'normal' grading caused by Covid have limited our ability to assess outcomes data either in terms of average grades or DFW rates. We believe that the Spring 2021 semester will be close enough to 'normal' to attempt some assessment and the validity of Spring 2021 data will be enhanced by the fact that we can undertake 'whole course' analysis.
- As part of the SEP effort, one of the research partners – the Project for Educational Research at Scale (PERTS) – developed the Co-Pilot Ascend survey instrument that enables SEP faculty to take a pulse check on their students' sense of belonging, concerns about stereotype threat at multiple points in the semester. Data from the Co-Pilot survey for SEP courses in Fall 2020 showed that instructors who deployed the SEP Mindset/Belonging intervention were able to significantly increase students sense of belonging, identify safety, and social connectedness over the semester, with gains being equally strong for students of color, female/binary students, and students experiencing food/housing insecurity.

The ADVANCE Faculty Affairs & Diversity Office (FADO)

The UNC Charlotte ADVANCE Faculty Affairs and Diversity Office builds faculty diversity and promotes faculty success through research and programming on recruitment, re-appointment, promotion and tenure practices; policy reform; mentoring; leadership and career development. To this end they have led these programs.

Best Practices for Inclusive Faculty Recruitment Training. These workshops are designed to help members of search committees share best practices to use in their searches, taking into consideration diversity strategies, so departments can conduct fair, inclusive, and effective searches, consistent with university and department goals.

Leadership UNC Charlotte. This campus-based leadership effort offers department chairs and other leaders, identified by Deans of the colleges, an opportunity to explore and seek solutions to some of the challenges they might confront in the academic leadership environment. The format for Leadership UNC Charlotte consists of six to eight meetings (one each month) during the course of the academic year.

New Administrator Orientation. Workshops for new administrators are held at the beginning of each academic year in recognition of the critical and central role that administrators, particularly chairs play in setting climate for and fostering success in their faculty. A variety of speakers from across campus provide important information to the administrators to ease their transition to UNC Charlotte.

Faculty Mentoring Program. ADVANCE provides robust support for tenure-track faculty as they begin their professional journeys at UNC Charlotte, and as they advance towards promotion and tenure. The mentoring initiatives provided by ADVANCE include one-to-one and/or group support for new faculty. New Faculty are matched with a mentor outside of their home departments to forge connections across UNC Charlotte, and to allow new faculty to gain different perspectives.

New Faculty Learning Community Programming. The program, which was originally developed in 2009 under the name New Faculty Transitions, uses a proactive approach to quickly and thoroughly integrate new faculty into the campus community. The goals of the program are to:

- Welcome new faculty members and underscore their importance within the University community.
- Orient new faculty to the University's culture.
- Develop a lasting cross-discipline, cross-college collegiality within the new faculty cohort to complement that established within the department.
- Expose new faculty to the University's expectations on scholarship, teaching and service.
- Provide a clear and unequivocal understanding of the expectations of the University for faculty.
- Establish a network for faculty who are new to UNC Charlotte.
- Establish the practice of regular participation in professional development programming.

Year Two Learning Community (Y2LC). This professional development programming, which is a continuation of our New Faculty Learning Community, has been developed to provide second year faculty with opportunities to continue to learn about resources and strategies to help them be successful.

AGEP North Carolina Alliance: An Institutional Transformation Model to Increase Minority STEM Doctoral Student and Faculty Success. UNC Charlotte continues to partner with the NSF-funded AGEP North Carolina Alliance, a collaboration between UNC Charlotte, NC State and NC A & T. The primary goals of AGEP are to (a) significantly increase the number of underrepresented minorities (i.e., African Americans, Hispanics, American Indians, Alaska Natives, and Native Hawaiians or other Pacific Islanders) obtaining graduate degrees in science, technology, engineering and mathematics (STEM), and (b) enhance the preparation of underrepresented minorities for faculty positions in academia. AGEP-NC Fellows (typically 6 from each institution) serve two-year terms learning about cross cultural mentoring, promoting diversity in doctoral programs, and facilitating departmental dialog around how to promote and institute culturally responsive mentoring of URM dissertation students in their departments.

Multicultural Postdoctoral Fellow Program. University of North Carolina at Charlotte serves as an active participant with the University of California's Partnership for Faculty Diversity to help support the availability of Postdoctoral Fellowship opportunities at UNC Charlotte. Each year, the UNC Charlotte Multicultural Postdoctoral Fellowship Program supports 2 Postdoctoral scholars, engaged in full-time research and writing for a two-year term starting August 1. Fellows in the program are provided with a

\$47,476 annual salary plus a small research/travel fund as well as an office, computer, health benefits, and a formal mentoring plan. Teaching support and opportunities are available to fellows.

Aspire IChange Network. UNC Charlotte is one of 20 universities participating in an institutional change effort to develop inclusive faculty recruitment, hiring and retention practices known as [Aspire: The National Alliance for Inclusive and Diverse STEM Faculty](#). The Aspire IChange Network serves to address three mutually reinforcing strategic goals:

- Deepen the preparation of all STEM faculty to be inclusive and effective in their undergraduate teaching, research mentoring, and advising;
- Diversify the faculty through effective recruitment, hiring, and retention of URG STEM faculty via institutional transformation in practices, policies, and resources;
- Foster institutional cultures that recognize and value inclusivity and diversity broadly, and in the context of STEM faculty work specifically.