



**THE UNIVERSITY OF  
NORTH CAROLINA SYSTEM**

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

**Institution:** UNC Pembroke  
**Report Cycle:** Fiscal Year 2020-21  
**Submission Date:** August 29, 2022

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

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

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

In October 2020, Chancellor Robin G. Cummings created the UNCP Inclusion & Diversity (I&D) Council and tasked its eighteen (18) members (students, faculty, and staff) with developing inclusion and diversity strategies consistent the UNCP Strategic Plan and the long-held UNCP belief that education and the pursuit of knowledge is enhanced by a diverse population of students, faculty, and staff.

Among other tasks, the Council identified five (5) goals for 2020-2022:

**GOAL 1:** Assess the current state of university efforts in the recruitment and retention of students, faculty, and staff to identify strategies for improvement.

This goal aligns with UNCP Strategic Plan Goal 4: Objective 4.1 Develop recruitment strategies for targeted student populations and 4.2 Recruit and retain diverse faculty and staff.

This goal aligns with UNC System Racial Equity Taskforce recommendation #2: Representation and retention at all levels of the university; and recommendation #5: Programs and activities in support of racial equity and inclusion.

**GOAL 2:** Identify appropriate metrics to execute the assessment and accountability functions of the Council.

This goal aligns with UNCP Strategic Plan Goal 3: Operational Excellence - Objective 3.5 – Establish a culture of continual process improvement.

This goal aligns with Racial Equity Taskforce recommendation #3: Data and Accountability.

**GOAL 3:** Identify or establish resources, strategies, and initiatives that facilitate, support, and deliver services to the diverse populations of students, faculty, and staff.

This goal aligns with UNCP Strategic Plan Goal 2: Engaged and supported student experience – Objective 2.3 – Create an environment where specialized and underserved population can flourish and succeed.

This goal aligns with UNC System Racial Equity Taskforce recommendation #5: Programs and activities in support of racial equity and inclusion.

**GOAL 4:** Establish a campus-wide effort to raise awareness about campus programs, initiatives, resources, practices, and policies that contribute to diversity, equity, and a culture of inclusion for students, faculty, and staff.

This goal aligns with UNCP Strategic Plan Goal 2: Engaged and Supported Student Experience – Objective 2.3 – Create an environment where specialized and underserved populations can flourish and succeed.

This goal aligns with UNCP Strategic Plan Goal 4: Objective 4.1- Develop recruitment strategies for targeted student populations and 4.2 – Recruit and retain diverse faculty and staff.

This goal aligns with UNC System Racial Equity Taskforce recommendation #5: Programs and activities in support of racial equity and inclusion.

**GOAL 5:** Prepare an annual report for the Chancellor and the Board of Trustees that details institutional inclusion and diversity priorities and progress

This goal aligns with UNCP Strategic Plan Goal 3: Operational Excellence - Objective 3.5 – Establish a culture of continual process improvement.

This goal aligns with Racial Equity Taskforce recommendation #3: Data and accountability.

### **Institutional D&I Goals:**

#### **Inclusion Roundtables**

As part of the Council’s efforts to assess the current state of the university, fourteen (14) Inclusion Roundtables were conducted between September 15 and October 7, 2020, with students, faculty, and staff from UNCP’s diverse communities. Targeted communities were: American Indian; African American; Asian American, Pacific Islander and Native Hawaiian; Commuter students; Faculty and Staff; General (open to everyone); Latinx; LGBTQIA+; Men; Military Affiliated; Non-traditional students; Students; White; and Women. There were 123 participants in the roundtables.

#### *Feedback and Themes*

- UNCP is diverse but not as inclusive as it should be. “Campus should be more inclusive because of [its] diversity.”
- More diverse faculty, staff, and administration
- More support services for UNCP diverse communities
- More programming to increase awareness and understanding of UNCP’s diverse communities
- More education and training (professional development for faculty and staff) as well as dialogues on tough topics such as diversity, equity, inclusion, unconscious bias, racism, and how to have difficult conversations
- More diverse academic curriculum that reflects UNCP’s diverse communities

- More opportunities to learn about UNCP's diverse communities
- Need for improved relations and understanding between UNCP and the local community
- Need for Employee Resource Communities (Employee Resource Groups)
- Some communities do not feel safe on campus
- Hold more Inclusion Roundtables to give students, faculty, and staff the opportunity to express thoughts, ideas, and concerns about campus
- Some members of UNCP community are hesitant about speaking out publicly about social justice for fear of safety and retaliation

### *Response to Feedback*

#### Established Diversity Awareness Planning Committees

The Office of Student Inclusion and Diversity (OSID) created and currently supports fifteen (15) diversity awareness planning committees that develop programming to celebrate and showcase the rich history, culture, and contributions of UNC Pembroke's diverse communities. The committees are open to students, faculty, and staff. The committees: increase the awareness, understanding and visibility of UNC Pembroke's diverse communities; facilitate a coordinated and deliberate approach to the development and delivery of campus cultural awareness activities; bring together interested students, faculty, and staff in a collaborative space to develop programs that create a more inclusive campus community; and encourage the development of intercultural competence.

The committees are American Indian Heritage, Asian-American and Pacific Islander Heritage, Black History, Caribbean-American Heritage, Disability Awareness, Hispanic Heritage, Irish American and Scottish American Heritage, Italian American Heritage, Jewish American Heritage, LGBTQIA+, MLK Week, Social Justice Symposium, Southern Lifeways, Transgender Awareness Week and Day of Remembrance, and Women's History.

#### Initiated Additional Diversity Programming

With support from the diversity awareness planning committees and in collaboration with student organizations and departments/offices, OSID increased programming to raise awareness, give voice to, and make UNCP more inclusive for its diverse communities.

#### Initiated Additional Educational and Training

The curriculum for Safe Zone Education was updated and standardized. Safe Zone Education empowers participants to be more knowledgeable about issues affecting lesbian, gay, bisexual, transgender, queer or questioning, intersex, asexual, pansexual,

and other individuals (LGBTQIA+). The training also provides participants with a functional knowledge of terminology, the gender and sexuality paradigms, and ways to support the LGBTQIA+ community as an active ally and advocate.

Trans 101 was added to the education and training curriculum. Trans 101 empowers participants to be more knowledgeable about issues affecting the transgender community. The training also provides participants with a functional knowledge of terminology, differences between cisgender, transgender, and drag queens, and ways to support the Trans community as an active ally and advocate.

Training for additional diversity, equity, inclusion, and social justice topics will be developed during the 2021-2022 academic year.

#### Created Community Resource Cards

Community resource cards, which contain a list of academic programs, student organizations, and other resources for UNCP's diverse communities, were printed and are available in the OSID office.

Cards are for the following communities: American Indian, Asian American and Pacific Islander, Black/African American, Commuter, Differently Abled, Faith Based/Religion/Spirituality, First Generation, Gender Studies, Hispanic/Latiné, International, LGBTQIA+, Middle Eastern, Military Affiliated, and Online.

#### Created Student Lounge

A student lounge was established in the Office of Student Inclusion and Diversity to give students a safe space to be themselves, socialize with their peers, and study.

### **Inclusion and Diversity Approach to Programming**

UNCP has consistently been named by *U.S. News and World Report* as the most diverse university in the South. UNCP's efforts to be more inclusive will yield greater retention among students, faculty, and staff. The UNCP Inclusion and Diversity Council convened for the first time in October 2020 and spent several months devising and creating its strategic direction for the next few years. The goals listed in the preceding section were created with a 2–5-year timeframe.

Beyond the Inclusion Roundtables, there were no additional programmatic deliverables offered by the Council in year one. Much of the first two years of the Council's work was dedicated to assessing the status of inclusion and diversity related initiatives and needs. The Council members collectively made the decision to assess the current state of programs and initiatives and to conduct campus climate survey to inform the university's actions.

UNCP has consistently offered a wide variety of programs and activities throughout the year that are open to all students, faculty, and staff (see Part 4). These programs and activities are supported by the diversity awareness planning committees. Selected annual programs and observances are listed below.

#### August

- Night of All Nations Cultural Program

#### September

- Hispanic Heritage Month

#### October

- Hispanic Heritage Month
- Italian American Heritage and Culture Month
- LGBTQIA+ History Month

#### November

- American Indian Heritage Month
- Transgender Awareness Week
- International Education Week
- Transgender Day of Remembrance
- Lavender Graduation

#### December

- Hanukkah
- Christmas
- Kwanzaa

#### January

- MLK Week

#### February

- Black History Month
- Lunar New Year Celebration
- Social Justice Symposium
- Black Culture Fest

#### March

- Disability Awareness Month
- Irish American Heritage Month

- Women's History Month
- BraveNation Powwow and Gathering

#### April

- Asian-American and Pacific Islander Heritage Month
- Autism Awareness Month
- Caribbean-American Heritage Month
- Pride Month (at UNCP; celebrated nationally in June)
- Scottish-American Heritage Month
- Lavender Graduation

#### May

- Jewish American Month
- Military Appreciation Month

#### June

- Juneteenth Celebration

#### July

- Lumbee Homecoming

**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 (e.g., ADA accommodations compliance would not be included, but programming and outreach about or for disabilities communities would be included).*

Position Title	School/ Division	Percent of Work Time Assigned to D&I Activities	Brief Description of D&I Related Activities
Director, Office for Student Inclusion and Diversity	Student Affairs	100%	The Director for Student Inclusion and Diversity is responsible for developing and managing the student inclusion and diversity programs, events, and services designed to build and grow UNCP as an engaging and inclusive campus for all students. The Director is responsible for fostering an inclusive educational experience for all students through programming, advocacy, and support. The Director of Student Inclusion and Diversity is also responsible for the following: <ul style="list-style-type: none"> <li>• Representing OSID professionally and enhancing both professionalism and efficiency in OSID.</li> <li>• Supervising and providing leadership to professional staff, administrative support staff, student interns, and the OSID student employees tasked with programming and</li> </ul>



			<p>raising awareness about the diverse populations that are included in the UNCP student population.</p> <ul style="list-style-type: none"><li>• Collaborating institutionally to build a culture and community that actively supports and promotes inclusion and diversity for students, faculty, staff, and members of the general public who access our programs, services, and facilities.</li><li>• Documenting and analyzing inclusion and diversity metrics for reporting purposes.</li><li>• Creating, overseeing, and advising student groups about the development of programs and activities that support the ideals of inclusiveness and diversity at UNCP.</li><li>• Creating appropriate goals and objectives for the department relative to the division and UNCP strategic plans including assessment of all programs, services, and student learning outcomes.</li><li>• Managing and overseeing budget development, including monitoring budget and identifying and applying for appropriate grants.</li><li>• Cultivating proactive relationships with students with particular focus on declining populations, culture, religion, national origin, race, ethnicity, sexual orientation, ability, gender, gender identity, age, learning styles, political perspectives, socio-economic status, and other affinity groups to ensure a sturdy network of support.</li><li>• Coordinating the Student Inclusion and Diversity Ambassadors program to mentor new students.</li><li>• Providing training for clubs and organizations affiliated with OSID and to advise those groups as necessary.</li><li>• Working with campus colleagues to devise inclusiveness training for peer leaders</li></ul>
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			<p>(residence life, orientation leaders, career peers, student leadership, etc.).</p> <ul style="list-style-type: none"><li>• Coordinating and facilitating inclusion and diversity programs for new students during weeks of welcome.</li><li>• Collaborating to ensure the Division's goals and campus priorities are effectively executed; including serving on various campus committees.</li><li>• Working with on-campus and off-campus constituencies to meet the diverse needs of our student populations.</li><li>• Providing in-service training sessions to raise awareness and promote inclusion.</li><li>• Serving as a resource for the Student Affairs division regarding issues related to inclusion and diversity.</li><li>• Assessing the needs and interests of UNCP's diverse student body through a campus climate survey monitoring the campus climate and national trends relevant to inclusion and diversity and providing responsive leadership.</li><li>• Conducting assessment of educational programming and outreach services and programs, learning outcomes, and retention.</li><li>• Collaborating with student organizations and campus departments to plan and implement programs such as speakers, forums, discussions, theme week/heritage month celebrations, and other special events that raise awareness, celebrate, and support inclusion and diversity.</li><li>• Developing and maintaining a master calendar for all campus inclusion and diversity programming events.</li><li>• Highlighting educational, cultural, and social programs from across campus that promote social justice.</li></ul>
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			<ul style="list-style-type: none"> <li>• Creating and facilitating opportunities to integrate inclusivity, diversity, and service into student leadership and service experiences.</li> <li>• Monitoring retention and graduation rates for diverse groups on campus.</li> </ul>
Associate Director for Inclusive Education	Student Affairs	100%	<p>The Associate Director for Inclusive Education reports to the Director of the Office of Student Inclusion and Diversity, within the Division of Student Affairs. The Associate Director designs and implements education and training, programs, and experiential activities that bolster diversity, equity, inclusion, and social justice while increasing students’ cultural awareness, sense of belonging, and intercultural competencies through intercultural engagement.</p> <p>Training is designed to increase students’ awareness and understanding of self and diverse communities, as well as intercultural competencies. Additionally, sessions will provide strategies and techniques for taking action to communicate and work with diverse groups, to identify and openly discuss cultural differences and issues, to challenge biases and discrimination; and to facilitate the development of a culture that is inclusive. Topics include, identity development, implicit bias, microaggressions, systemic oppression, structural racism, and racial equity education.</p> <p>Additional responsibilities are to:</p>

			<ul style="list-style-type: none"><li>• Develop and facilitate collaborative and impactful dialogues and programs with students, student organizations, and university units that explore topics related to diversity, equity, inclusion, social justice, identity development, and difference.</li><li>• Develop and implement an Intercultural Student Ambassadors program through which students assist with facilitating education and training sessions and dialogues and working with university units to develop and promote diversity, equity, inclusion, and social justice initiatives that support student recruitment, engagement, and persistence.</li><li>• Develop collaborative cultural awareness initiatives and programs that provide intercultural engagement opportunities for students.</li><li>• Aid in the promotion of a safe, supportive, and inclusive campus for all students that celebrates and respects diversity.</li><li>• Collaborate with and assist university units with the orientation, retention, leadership development, advising and support of students.</li><li>• Evaluate programs to ensure their effectiveness at meeting the needs of students, promoting student engagement and persistence, creating an inclusive campus culture, and supporting OSID's goals and the university's strategic plan.</li></ul>
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<p>Admin. Support Associate for Office of Student Inclusion and Diversity</p>	<p>Student Affairs</p>	<p>100%</p>	<p>The Administrative Support Associate is responsible for assisting with the smooth and efficient operation of the Office of Student Inclusion and Diversity by performing a variety of program support duties, involving the preparation of components of emails, letters, articles, correspondence, and/or publications; compilation of materials for the preparation of office products; preparation of compilations of office program and/or operational activities (e.g., office weekly and monthly activity reports), and/or the establishment, preparation, and modernization/modification of internal tracking systems to inventory, monitor, and analyze program components of the office (e.g., budget tracking mechanisms, records management systems). Additionally, the Administrative Support Associate coordinates utilization of office facilities; processes, and maintains office products, records, and documents; coordinates procedures such as travel regulations, time, and attendance reports; staff office hours; and prepares administrative and fiscal forms. Other responsibilities include, responding to information requests on topics related to the mission, products, or services of the office; explaining resources, services, and administrative processes to students, staff, faculty, and visitors; completes appropriate form(s) and/or makes appropriate referrals following established procedures.</p>
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<p>American Indian Liaison to the Chancellor</p>	<p>Chancellor's Office</p>	<p>100%</p>	<p>The American Indian Liaison to the Chancellor works directly in the Chancellor's Office cultivating relationships among university partners to implement applicable university initiatives. The American Indian Liaison is responsible for advising the Chancellor on programming and initiatives that are designed to help improve outreach, retention, and graduation rates of American Indian students. The American Indian Liaison provides comprehensive support for our American Indian student, faculty, and staff success by promoting and actively assisting in:</p> <ul style="list-style-type: none"> <li>• Enrollment: Creating unrestricted access and providing a strategic recruitment plan to enroll American Indian students both locally and nationally. Assisting in the collection and maintenance of American Indian student data analysis and program records.</li> <li>• Academic Affairs: Researching, promoting, and implementing best practices for the retention and graduation of American Indian students. Developing a strong working relationship with faculty and Academic Affairs administration to provide counsel and support for their American Indian student initiatives. Creating and fostering relationships with other institutions of Higher Education.</li> <li>• Student Affairs: Providing real world opportunities for service learning, leadership training, and competitive career placement of American Indian Students.</li> <li>• Southeast American Indian Studies Program/Department of American Indian Studies/Museum of Southeast</li> </ul>
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			<p>American Indian: Supporting the obtainment of grant funding in order to meet the cultural needs of the American Indian community at UNCP.</p> <ul style="list-style-type: none"><li>• Tribal Communities: Working with applicable university partners and developing MOUs with tribal communities to improve access to UNCP.</li><li>• Advancement: Serving as an agent to develop relationships with potential community and tribal donors, state and federal agencies, and corporate partnerships.</li><li>• Human Resources: Partnering with the university's Human Resources Office, developing, and implementing initiatives to increase the pool of American Indian applicants for faculty and staff positions at UNCP.</li></ul> <p>Externally, the American Indian Liaison to the Chancellor represents the Chancellor and Board of Trustees as liaison and envoy to American Indian nations; represents the university at applicable national, regional, and state level conferences, meetings, and events.</p> <p>Internally, the American Indian Liaison to the Chancellor advocates for the support and success of American Indian students on campus and engages in conversations on a range of topics and issues through which all members of the university community have an opportunity to participate and provide input.</p>
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<p>The Director of Academic and Military Outreach</p>	<p>Academic Affairs</p>	<p>100%</p>	<p>The Director of Academic and Military Outreach serves as an ombuds position for the UNCP military community. As such, the position represents the students in solving Department of Defense and military-affiliated issues and coordinates solutions with the academic and administrative units of the university.</p> <p>Additionally, the Director is the central point of contact for community college coordination, to include management of Articulation Agreements and the BraveStep program. In this capacity, the position is responsible for coordination and oversight of pathways for community college students to continue their education at UNCP and sustain and maintain service support for distance education students.</p> <p>This position serves to meet the recruiting, enrollment, and sustainment needs of military outreach, transfer students, and distance learning students. The Director will serve as an ombudsman for the UNCP military community. In this capacity, the position represents all military-affiliated students by coordinating with academic and administrative units of the university to address the complex challenges of transitioning from the military to higher education. The Director will also provide strategies to address distance learners with formulation and implementation of comprehensive marketing, recruitment, and admissions plans for prospective and enrolled students. The Director will work with community colleges and relevant units on campus to develop pathways for community college students to continue their education at UNCP and sustain and</p>
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			<p>maintain service support for distance education students.                  Finally, this position will provide oversight and management of opportunities for individuals to be successful through accessible, high quality, student-centered programs and services that meet the educational, cultural, and workforce needs of a diverse community. The Director will assume leadership of the UNCP Fort Bragg office initiatives, UNCP Campus Military Outreach Coordinator, and all UNCP Regional Distance Learning Coordinators.</p>
<p>Assistant Director, Academic and Military Outreach</p>	<p>Academic Affairs</p>	<p>100%</p>	<p>The Assistant Director provides students with superior customer service as an advocate and advisor throughout the academic cycle. The Assistant Director supports prospective and current students by facilitating hybrid course offerings and testing services for military-affiliated and civilian students with access to the Fort Bragg military installation. The Assistant Director serves as the UNCP primary point of contact for the processing of military tuition assistance (TA) through three separate service portals (ArmyIgnitED, Air Force Academic Institution Portal, and the Navy Academic Institution Module). Additionally, the Assistant Director will promote and support UNCP Fort Bragg Campus services to include hybrid classes, testing services, Fort Bragg education fairs and Fort Bragg graduation recognition ceremonies. They will also provide the initial assessment of transfer students to prepare them for registration. This position coordinates term schedules with the Director of Academic &amp; Military Outreach, while creating content for social media sites, writing, and designing</p>

			<p>recruitment materials, and receiving and advising students about financial aid program assistance and scholarship opportunities.</p> <p>The Assistant Director supports students, faculty, and staff by:</p> <ul style="list-style-type: none"> <li>● Maintaining and expanding knowledge and proficiency with customer relationship management (CRM) databases to include Banner, VAONCE, and DoD tuition assistance portals.</li> <li>● Maintaining a positive relationship with the Fort Bragg Education Services Officer (ESO).</li> <li>● Counseling military-affiliated students on the use of education benefits, and other matters related to their enrollment at UNCP.</li> <li>● Working collaboratively with other university departments to ensure that military-affiliated student services are delivered with exceptionally responsive and student-focused customer care.</li> <li>● Evaluating military transfer credit for students and completing unofficial transfer credit evaluations for prospective students.</li> <li>● Providing admissions assistance to prospective Army Green to Gold Program applicants at Fort Bragg in matriculating to UNCP and completing the Army ROTC program.</li> </ul>
<p>Student Services Specialist (VA Certifying Official)</p>	<p>Academic Affairs</p>	<p>100%</p>	<p>The Veterans Affairs (VA) School Certifying Official reports directly to the Director of Academic &amp; Military Outreach (AMO). AMO provides service and support to more than 1,100 military-affiliated students. The VA Certifying Official is primarily responsible for the award process of financial aid,</p>

			<p>tuition assistance, and education benefits from initial enrollment through graduation for all military-affiliated students, to include Active Duty, veterans, National Guard members, Reservists, and family members. Additionally, the VA Certifying Official will assist in a broad range of military service, procedures, and projects as assigned by the Director or Assistant Director.</p>
<p>Admin. Support Associate</p>	<p>Academic Affairs</p>	<p>100%</p>	<p>The Administrative Support Associate acts as the initial point of contact for the Academic &amp; Military Outreach (AMO) department and serves as the record custodian for both hardcopy and digital files as required for certification of Department of Veterans Affairs (VA) education benefits ensuring confidentiality. The position also functions as a secondary School Certifying Official for VA education benefits processing; assists with preparation, coordination, and promotion of departmental special events; supervises the VA work-study students as required; manages scheduling of events; maintaining the calendar for the AMO office; maintaining departmental balances and budgets on a weekly basis, creating and processes requisitions via BraveCart and monitoring the budget for director; monitoring supplies and equipment needed by department members; and is responsible for notifying the director when budget transfers may be required, or if supplies needed.</p> <p>The Administrative Support Associate is also the department's Web Information Coordinator (WIC) and is, therefore, responsible for keeping the AMO website</p>

			always updated and compliant with federal access laws.
Associate Vice Chancellor for Global Engagement	Academic Affairs	100%	<p>The Associate Vice Chancellor for Global Engagement is student-focused and committed to creating a globalized campus that reflects the university’s emphasis on diversity and inclusion. The Associate Vice Chancellor will develop and articulate a clear vision for globalization at UNCP that dovetails with the university’s mission, vision, and values; creating an institutional culture that provides students with the best possible experience.</p> <p>This position leads the Office of Global Engagement, serves as the university’s Senior International Officer, oversees all aspects of UNCP’s globalization efforts, and reports to the provost. Additionally, the Associate Vice Chancellor is responsible for developing and implementing a comprehensive strategy for recruitment and marketing; is required to travel nationally and internationally to represent the university; initiates and maintains partnerships with foreign institutions, oversees student and faculty exchanges, and further develops UNCP’s English Language Institute.</p>
Immigration Specialist	Academic Affairs	100%	<p>The Immigration Specialist reports to the Associate Vice Chancellor of Global Engagement. This position advises on federal regulations regarding international students and faculty; develops and implements policies within Academic Affairs; provides immigration advice to international students; and advises faculty on immigration policies and procedures.</p>

Asian Program Coordinator	Academic Affairs	100%	<p>This position works with the Associate Vice Chancellor to promote, plan, and implement international initiatives. This necessitates some foreign travel and effective communication of information essential for the successful pursuit of such initiatives, especially those based in China; assisting with coordinating ongoing cultural orientation and programming activities; and providing program support to international students throughout the academic year.</p> <p>The Asian Program Coordinator is responsible for developing and sustaining degree and non-degree program initiatives in China; coordinating and implementing existing 1+2+1 and 2+2 dual degree programs; developing promotional materials; ESL class instruction; coordinating with the Study Abroad Coordinator to identify and implement study and opportunities for domestic students in Asia; assisting with ongoing program coordination for the Global Living Learning Community; maintaining relevant webpages and social media platforms; assisting with other activities and programs as directed.</p>
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Study Abroad Coordinator	Academic Affairs	100%	<p>The Study Abroad Coordinator advises students on study abroad options; advises on faculty-led study abroad programs; provides advisory, referral, and information services to students, parents, and others interested in study abroad opportunities, as well as work, travel, or volunteer opportunities; provides, organizes, and implements materials and forums regarding overseas study opportunities and sources of financial aid; assists students in complying with registration and academic credit transfer requirements.</p> <p>This position is primarily responsible for recruitment of UNCP study abroad students, balancing exchange-in-kind with incoming exchange students, direct exchanges, exchanges in conjunction with consortiums, and faculty-lead programs and is responsible for faculty-led programs, scholarship awards and financial aid; is responsible for the growth and implementation of the university's study abroad and student exchange programs; is required to have working knowledge of the regulations associated with the J-1 program is desired and is responsible for:</p> <ul style="list-style-type: none"><li>• Assisting with the development and acquisition of federal and state grants, scholarships, and other financial opportunities to assist with study abroad students and faculty-led programs.</li><li>• Conducting orientations for out-going UNCP students and faculty-led programs, interface with incoming exchange students, for all international students and scholars.</li><li>• Assisting the Associate Vice Chancellor for Global Engagement with strategic goals and objectives for international exchange.</li></ul>
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			<ul style="list-style-type: none"><li>• Promoting UNCP as an exchange partner, collaborating with UNCP deans, department chairs, and faculty in presenting workshops, recruiting, and marketing.</li><li>• Representing UNCP on the System Office University Council on International Programs, especially with regard to Risk Management.</li><li>• Working with stakeholder units on-campus (Campus Safety, University Communications and Marketing, Registrar's Office, Financial Aid, and other units) to ensure streamline procedures for study abroad and faculty-led programs, including academic related matters associated with credit-transfer, foreign transcripts, transfer and credit equivalences, financial aid awards, etc.</li><li>• Managing social and traditional media content, student data, security of student records and marketing, and promotion of study abroad opportunities.</li><li>• Collaborating with the units within the Office of Global Engagement to assist with international student services that involve on-campus events, overnight cultural excursions, and afterhours programming.</li></ul>
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Admin. Support Associate, Office of Global Engagement (OGE)	Academic Affairs	100%	The Administrative Support Associate coordinates the day-to-day functions of the Office of Global Engagement (OGE) and projects under supervision of the Associate Vice Chancellor (AVC). The position is also responsible for assisting with the preparation of budgets, monitoring and maintaining accounting records as appropriate; working with student interns and coordinating schedules; preparing written communications for review by the AVC prior to disseminating to various groups on and off campus about OGE and related issues; performing routine administrative office duties; coordinating and scheduling meetings, events, and other activities; serving as one of the contacts for OGE; monitoring and tracking data; generating reports as needed; responding to customer or client needs; and following up on issues as needed.
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**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	\$756,280.00	\$0	\$756,280.00
Non-Personnel Expenditures	\$192,627.77	\$72,265.02	\$264,892.79
<b>Total Expenditures</b>	948,907.77	\$72,265.02	<b>\$1,021,172.79</b>

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

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

**Program: Inclusion Roundtables**

These targeted meetings are facilitated by the director of the Office of Student Inclusion and Diversity in a focus-group/virtual setting during the fall semester to hear from and assess the needs of students, faculty, and staff who self-identify as American Indian, Asian American and Pacific Islander, African American, commuter, differently abled, Hispanic/Latinè, international, LGBTQIA+, men, military affiliated, non-traditional, White, and women to determine how the campus can work together to create a more inclusive BraveNation. Findings are shared with appropriate personnel for the purposes of continuous quality improvement.

- Notable Data/Outcomes/Feedback

*Feedback and Themes*

- UNCP is diverse but not as inclusive as it should be. “Campus should be more inclusive because of [its] diversity.”
- More diverse faculty, staff, and administration
- More support services for UNCP diverse communities
- More programming to increase awareness and understanding of UNCP’s diverse communities
- More education and training (professional development for faculty and staff) as well as dialogues on tough topics such as diversity, equity, inclusion, unconscious bias, racism, and how to have difficult conversations
- More diverse academic curriculum that reflects UNCP’s diverse communities
- More opportunities to learn about UNCP’s diverse communities
- Need for improved relations and understanding between UNCP and the local community
- Need for Employee Resource Communities (Employee Resource Groups)
- Some communities do not feel safe on campus
- Hold more Inclusion Roundtables to give students, faculty, and staff the opportunity to express thoughts, ideas, and concerns about campus
- Some members of UNCP community are hesitant about speaking out publicly about social justice for fear of safety and retaliation

### **Program: Native Strong**

Native Strong is an early-arrival academic success program tailored specifically to American Indian students. The program typically takes place prior to the start of the semester, allowing students an opportunity to build a sense of community with other American Indian students, faculty, and staff.

- Notable Data/Outcomes/Feedback

Due to the COVID-19 pandemic, participation in the Native Strong program was limited to the Strengthening Our Ties: American Indian Learning Community, totalling fifteen (15) participants. The retention rate was 74%.

### **Program: Safe Zone Training**

Safe Zone Education empowers participants to be more knowledgeable about issues affecting lesbian, gay, bisexual, transgender, queer or questioning, intersex, asexual, pansexual, and other individuals (LGBTQIA+). The training also provides participants with a functional knowledge of terminology, the gender and sexuality paradigms, and strategies to support the LGBTQIA+ community as an active ally and advocate.

Many students, faculty, and staff at UNC Pembroke have participated in Safe Zone Education and become certified members of our growing Safe Zone community. Safe Zone Education began at The University of North Carolina at Pembroke in 2009, as a dialogue between Student Inclusion and Diversity, the Accessibility Resource Center, Institutional Research, Campus Engagement and Leadership and Student Health Services to provide a better community to serve our diverse LGBTQIA+ student population.

Since that dialogue, hundreds of faculty, staff, students, and alumni have completed Safe Zone Education. UNC Pembroke's Safe Zone now consists of a voluntary network of faculty, staff and students who believe that every member of the university community should have an equal opportunity to grow and learn in a safe and open environment.

- Notable Data/Outcomes/Feedback

During the 2020-21 academic year, ten (10) sessions of Safe Zone Education were offered with over 129 students, faculty, and staff participating (one session did not collect participant data). Recurring comments from feedback/evaluation forms included new awareness of definitions and terms, a new understanding of the components of privilege, the importance of using pronouns and strategies to broach the subject, and strategies to become an ally/advocate to support the LGBTQIA+ community.

## **Program: Social Justice Symposium**

First held in 2008, the Social Justice Symposium provides a space for students, faculty, staff, alumni, scholars, and the community to advance equity, inclusion, and social justice. The symposium also works to increase awareness, share ideas and experiences, foster dialogue, highlight research and resources, build networks, and empower participants by providing strategies and techniques for taking action against injustice.

The 2021 Social Justice Symposium will feature a keynote speaker and breakout sessions and focus on creating social justice protectors who will champion and advocate for change in their community.

- Notable Data/Outcomes/Feedback

The 2021 Social Justice Symposium explored how the COVID-19 pandemic exacerbated social justice issues, particularly for marginalized and minoritized communities and identities. The four-day virtual symposium included a daily keynote address and breakout sessions. There were 241 registrants from various states and one European nation. Of the participants, 93 percent felt the information they learned during the symposium was valuable, insightful, and helpful. The symposium was selected as the “Educational Program of the Year” during the 2021 Southeastern Latinx Student Leadership Conference at Western Carolina University.

## **Southeast Indian Studies Conference**

The Southeast Indian Studies Conference provides a forum for discussion of the culture, history, art, health, and contemporary issues of Native Americans in the Southeast. The conference serves as a critical venue for scholars, students and all persons interested in American Indian Studies in the region. Topics may include academic or creative works on archaeology, education, history, socio-cultural issues, religion, literature, oral traditions, art, identity, sovereignty, health, and other matters. Creative works may include any written, visual, musical, video, digital or other creative production that connects to Southeast Indian peoples’ experiences, histories, or concerns.

### **Sixteenth Annual Southeast Indian Studies Conference**

**March 18-19, 2021**

**Virtual Event**

### **Keynote Speaker**

Devon Mihesuah is an enrolled citizen of the Choctaw Nation of Oklahoma and is the Cora Lee Beers Price Professor in the Humanities Program at the University of Kansas. A historian by training, she is the author of numerous award-winning non-fiction and

fiction books, including *Ned Christie; Choctaw Crime and Punishment: 1884-1907*; *American Indigenous Women: Decolonization, Empowerment, Activism, and Recovering Our Ancestors' Gardens: Indigenous Recipes and Guide to Diet and Fitness*. Her 18th book, *Indigenous Food Sovereignty in the United States: Restoring Cultural Knowledge, Protecting Environments, and Regaining Health*, co-edited with Elizabeth Hoover, was published last fall. She is former Editor of the [American Indian Quarterly](#) and the University Nebraska Press book series, "Contemporary Indigenous Issues." She oversees the *American Indian Health and Diet Project* at KU and the Facebook page, *Indigenous Eating*.

In her address, "The Indigenous Food Sovereignty Movement in 2021," Devon Mihesuah discussed the meaning and importance of food sovereignty for Native peoples in the United States. Despite the growing enthusiasm for Indigenous food and initiatives designed to empower tribes across the country to control their own food production, she asks whether and how food sovereignty can actually be achieved and sustained.

- Notable Data/Outcomes/Feedback

Conference evaluation data completed by thirteen (13) participants indicated enhanced learning about Native American ties to food, issues impacting the health of Native American populations, and initiatives employed by the conference speakers.

### **Program: Trans 101 Education**

Trans 101 empowers participants, including trans persons and allies to be more knowledgeable about issues affecting the transgender community. The training also provides participants with a functional knowledge of terminology, differences between cisgender, transgender, drag queens, and non-binary persons, who sometimes identify as trans. This education explores ways to support the Trans community as an active ally and advocate.

- Notable Data/Outcomes/Feedback

Trans 101 Education was provided virtually during Transgender Awareness Week in November to fifteen (15) participants.