



THE UNIVERSITY OF NORTH CAROLINA SYSTEM

Diversity and Inclusion Annual Report to Board of Trustees

Institution:	University of North Carolina Wilmington
Report Cycle:	Fiscal Year 2020-2021
Submission Date:	July 28, 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 2019-20.

Institutional Strategic Priority 1ⁱ

Attract and retain high-quality, diverse students, faculty and staff; ensure an inclusive campus culture and a global mindset; and increase retention and graduation rates.

◆ Attract and retain high-quality, diverse students, faculty and staff

Program/Activity – (1) Office of Admissions Recruitment, (2) Faculty Search Process Pilot Program, (3) Faculty & Staff Affinity Groups, (4) Cultural Centers

Brief Narrative Description of Program/Activity

- 1. The Office of Admissions:** The office conducts intentional outreach for diverse first-year student populations. In addition to 435 high school visits and college fairs in the fall of 2020, they hosted and/or attended 20 programs designed to attract diverse students. Amongst a host of outreach activities, efforts included handwritten letters composed by Seahawk Admissions Network for Diversity (SAND). SAND members wrote letters to admitted first-year and transfer diverse students. It also included a Multicultural Week with 18 activities for prospective students and a virtual college fair for Latin(x) students. The office also purchased digital outdoor advertising displays (June-August 2021). This billboard campaign had a target audience of diverse students in Guilford, Forsyth, Mecklenburg, and Wake counties North Carolina.

Table 1. Overall Admissions Activity

Type	Fall 2020 Recruitment	Fall 2021 Recruitment
First-Year	435 High School visits & College Fairs	387 High School Visits & College Fairs (in-person and virtual)
Transfer	178 Community College Visits	266 Community College Visits (in-person and virtual)

- 2. Faculty Search Process Pilot Program:** Through a number of different recruitment initiatives including the piloting of several interventions that would be reflected in our updated faculty recruitment policy and procedure, we increased our number of **faculty** of color from 145 (20.5% of total faculty) in 2020 to 162 (22% of total faculty) in 2021. The full pilot of the new policy and procedure was completed in the 2021-2022 academic year and the success of that program will be reported in next year's report.ⁱⁱ

3. **Faculty and Staff Affinity Groups:** Our [Black Faculty & Staff Association](#) continued to meet and provide support for Black Faculty & Staff as did [our International Faculty & Staff Association](#).
4. **Cultural Centers:** The three cultural centers, Upperman African American Cultural Center, Centro Hispano, Mohin-Scholz LGBTQIA Resource Center, engaged in 167 events during this reporting periodⁱⁱⁱ. In this reporting period, we also expanded the space of Centro Hispano and the Upperman African American Cultural Center. Centro's space expanded from 1030 to 2198 square feet while the Upperman African American Cultural Center expanded from 1630 to 2660 square feet.
5. **Bridge Program:** A team of staff and faculty, let by two of our Diversity & Inclusion Fellows, researched Bridge programs and submitted a final report to the Chief Diversity Officer. Bridge programs are designed to support first year college students, typically from underrepresented backgrounds. Such programs typically allow students to start the summer just prior to their first semester and programs generally provide mentoring through that first academic year. Research on Bridge programs indicates that they are likely to improve graduation rates and can also improve retention rates for underrepresented students.^{iv} During this reporting period, we also hired an interim Bridge Program Coordinator who was tasked with using the research from the workgroup to design and implement a Bridge program by Summer 2022.

Notable Data/Outcomes: We increased our number of **diverse students** from 3,426 in the fall of 2020 to 3,444 in the fall of 2021. The percentage of our students of color remained steady at 19%. Rural enrollment changed from 4,208 in the fall of 2020 to 4,069 in the fall of 2021. Our rural enrollment has increased 2% since 2016. Rural completers increased from 1,220 in 2020 to 1,242 in 2021. Low-income completers went from 1,252 in 2020 to 1,330 in 2021. And finally, the number of international students increased from 663 in the fall of 2020 to 892 in the fall of 2021. Our six-year graduation rates increased for some groups (see Tables 2 & 3). Through a number of different recruitment initiatives, we increased our number of **faculty** of color from 145 in 2020 to 162 in 2021. The number of staff of color remained the same. See supporting tables below:

Table 2. Total Staff Demographics 2020-2021.

UNCW Total Staff EEO Breakdown 2021			
Total Staff Employees: 1483			2020: 1460
EEO Group	Employees	% to Total	2019 Employees
Female	905	61.02%	887
Minority	301	20.30%	301
- Black	180	12.14%	184
- Hispanic	63	4.25%	61
- Asian	20	1.35%	18
- Am Indian/Alaskan Native	9	0.61%	9
- Native Hawaiian/Pacific Islander	0	0.00%	0
- Two or more	29	1.96%	29

Table 3. Total Staff Demographics 2019-2020

UNCW Total Staff EEO Breakdown 2020			
Total Staff Employees: 1460			2019: 1400
EEO Group	Employees	% to Total	2019 Employees
Female	887	60.75%	857
Minority	301	20.62%	290
- Black	184	12.60%	183
- Hispanic	61	4.18%	51
- Asian	18	1.23%	17
- Am Indian/Alaskan Native	9	0.62%	9
- Native Hawaiian/Pacific Islander	0	0.00%	0
- Two or more	29	1.99%	30

Table 4. Total Faculty Demographics 2020-2021.

UNCW Total Faculty EEO Breakdown Plan Year 2020			
Total Faculty: 727			2020: 704
EEO Group	Employees	% to Total	2019 Employees
Female	395	54.33%	376
Minority	162	22.28%	145
- Black	34	4.68%	26
- Hispanic	45	6.19%	43
- Asian	68	9.35%	63
- Am Indian/Alaskan Native	3	0.41%	3
- Native Hawaiian/Pacific Islander	0	0.00%	0
- Two or more	12	1.65%	10

Table 5. Total Faculty Demographics 2019-2020.

UNCW Total Faculty EEO Breakdown Plan Year 2020			
Total Faculty: 704			2019: 710

EEO Group	Employees	% to Total	2019 Employees
Female	376	53.41%	371
Minority	145	20.60%	144
- Black	26	3.69%	28
- Hispanic	43	6.11%	45
- Asian	63	8.95%	58
- Am Indian/Alaskan Native	3	0.43%	3
- Native Hawaiian/Pacific Islander	0	0.00%	0
- Two or more	10	1.42%	10

Table 6. Graduate Enrollment

UNCW - Graduate level	Fall 2020 Census		Fall 2021 Census	
Race-Ethnicity	Count	%	Count	%
American Ind or Alaska Nat	39	1%	33	1%
Asian	59	2%	73	2%
Black or African American	331	10%	372	11%
Hispanic	170	5%	181	5%
Nat Hawaiian/Othr Pcf Islndr	3	0%	2	0%
Non-Resident Alien	55	2%	78	2%
Two or More Races	93	3%	103	3%
Unknown	100	3%	187	5%
White	2,415	74%	2,513	71%
Grand Total	3,265	100%	3,542	100%

*Underrepresented students increased in all demographics for graduate students except American Indian or Alaska Native

Table 7. Undergraduate Enrollment

UNCW - Undergraduates	Fall 2020 Census		Fall 2021 Census	
Race-Ethnicity	Count	%	Count	%
American Ind or Alaska Nat	59	0%	57	0%
Asian	278	2%	274	2%
Black or African American	660	5%	674	5%
Hispanic	1,133	8%	1,101	8%
Nat Hawaiian/Othr Pcf Islndr	12	0%	10	0%
Non-Resident Alien	210	1%	280	2%
Two or More Races	589	4%	564	4%
Unknown	316	2%	334	2%
White	11,393	78%	11,194	77%
Grand Total	14,650	100%	14,488	100%

Table 8. International Students

	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021
New Freshmen	10	31	36	21	18	36
New Transfer	35	50	62	67	36	59
Continuing Undergraduates	167	178	243	246	194	254

	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021
Graduate Students	57	52	68	83	83	109
Sub-total UNCW Enrollment	269	311	409	417	331	458
OIP only*	99	97	133	222	332	434
Total UNCW Strategic Metric	368	408	542	639	663	892

*International includes Non-Resident Alien and Resident Alien students.

Table 9. Graduation Rates for 2014 Cohort, First-year, Full-time Students

Race/Ethnicity Category						
	2nd Year Retention Headcount	2nd Year Retention Rate	4-Year Graduation Headcount	4-Year Graduation Rate	6-Year Graduation Headcount	6-Year Graduation Rate
American Ind or Alaska Nat	7	70.0%	4	40.0%	6	60.0%
Asian	52	94.6%	42	76.4%	42	76.4%
Black or African American	66	80.5%	37	45.1%	52	63.4%
Hispanic	109	80.7%	61	45.2%	88	65.2%
Nat Hawaiian/Othr Pcf Islndr	0	0.0%	0	0.0%	0	0.0%
Non-Resident Alien	12	75.0%	7	43.8%	7	43.8%
Two or More Races	71	87.7%	46	56.8%	59	72.8%
Unknown	59	88.1%	39	58.2%	48	71.6%
White	1,463	85.6%	1,002	58.6%	1,283	75.1%
Cohort Summary	1,839	85.3%	1,238	57.4%	1,585	73.5%

Table 10. Graduation Rates for 2015 Cohort, First-year, Full-time Students

Race/ Ethnicity Category							
	Cohort Headcount	2nd Year Retention Headcount	2nd Year Retention Rate	4-Year Graduation Headcount	4-Year Graduation Rate	6-Year Graduation Headcount	6-Year Graduation Rate
American Ind or Alaska Nat	17	12	70.6%	7	41.2%	9	52.9%
Asian	60	53	88.3%	33	55.0%	42	70.0%
Black or African American	75	63	84.0%	36	48.0%	47	62.7%
Hispanic	140	116	82.9%	78	55.7%	101	72.1%
Nat Hawaiian/Othr Pcf Islndr	0						
Non-Resident Alien	16	15	93.8%	7	43.8%	8	50.0%
Two or More Races	79	65	82.3%	40	50.6%	53	67.1%
Unknown	111	95	85.6%	72	64.9%	86	77.5%
White	1,525	1,300	85.3%	850	55.7%	1,104	72.4%
Cohort Summary	2,023	1,719	85.0%	1,123	55.5%	1,450	71.4%

Institutional Strategic Priority 1

Attract and retain high-quality, diverse students, faculty and staff; ensure an inclusive campus culture and a global mindset; and increase retention and graduation rates.

- ◆ Promote a diverse and inclusive culture and a global mindset throughout the university.

Program/Activity – (1) Disability Services, (2) Military Affairs, (3) Safe Zone, Understanding Gender, and Active Ally Training, (3) Office of International Programs

Brief Narrative Description of Program/Activity

1. **Disability Services:** The Disability Resource Center (DRC) at the University of North Carolina Wilmington is a department within the Division of Student Affairs. The DRC assists in meeting the unique educational needs for students with documented disabilities by promoting equal access to all programs and services. This enables eligible students to become integrated into campus life and become more successful, while maximizing their independence.

Table 11. Disability Services Student Support

Number of Active Students*	874
Male	226
Female	567
Did Not Complete Enrollment	81

Military Affiliated	106
American Indian/Alaskan Native	20
Asian	25
Black/African American	46
Native Hawaiian	1
Unknown	33
White	668

2. **Military Affairs:** The Office of Military Affairs provides support services for military affiliated students. They support students through the admissions process, using education-related benefits, obtaining financial aid, and choosing a program of study. During this reporting period, there were 2,341 military students.

Table 12. Military Enrollment 2020-2021

	Fall 2019		Fall 2020		Fall 2021	
Race / Ethnicity	Count	% of Total	Count	% of Total	Count	% of Total
American Ind or Alaska Nat	15	0.7%	17	0.7%	13	0.6%
Asian	36	1.6%	30	1.3%	29	1.3%
Black or African American	148	6.5%	161	6.9%	144	6.6%
Hispanic	231	10.1%	232	9.9%	207	9.4%
Nat Hawaiian/Othr Pcf Islndr	13	0.6%	7	0.3%	5	0.2%
Non-Resident Alien	8	0.4%	8	0.3%	6	0.3%
Two or More Races	140	6.1%	155	6.6%	133	6.1%
Unknown	51	2.2%	56	2.4%	81	3.7%
White	1,643	71.9%	1,675	71.6%	1575	71.8%
Grand Total	<u>2,285</u>	<u>100.0%</u>	<u>2,341</u>	<u>100.0%</u>	<u>2,193</u>	<u>100.0%</u>

3. **UNCW's Safe Zone, Understanding Gender, and Active AI Training** program, facilitated by our Mohin-Scholz LGBTQIA Resource Office, is designed to help campus allies foster an atmosphere of support and safety for UNCW's lesbian, gay, bisexual, transgender and questioning population (LGBTQIA+), including students, faculty and staff. The mission of Safe Zone is to identify, educate and support allies. This will allow allies and UNCW to: provide a comfortable environment for all members of the UNCW community, to encourage an atmosphere free of homophobia and heterosexism and to support the LGBTQIA+ community. Our purpose is to provide a setting of appreciation, affirmation, and information for and about the LGBTQIA+ community.
4. **Office of Global Partnerships and International Education (GPIE):** GPIE hires faculty advisors to help craft/review student submissions for the U.S. Department of State's Benjamin A. Gilman International Scholarship, a grant program that enables students of limited financial means to study or intern abroad, thereby gaining skills critical to our national security and economic competitiveness. The program rewards diversity of applicants, majors, and destination among Pell grant recipients. GPIE and Business Affairs partner on a room and board scholarship for exchange students from the developing world. Students from partner institutions in South Africa, Peru, and Ecuador have been selected. This commitment not only diversifies the inbound student stream but helps keep outbound reciprocal pathway open as well. UNCW hosted the IREX Teaching Excellent and Achievement Fulbright Fellows cohort for the fourth year in a row, bringing mid-career educators from around Africa, Eastern Europe, and the developing world to UNCW for a six-week collaborative program hosted by GPIE and the Watson College of Education. Finally, GPIE provides around \$75,000 in merit and need-based education abroad student scholarship funding through a competitive review process overseen by faculty members and staff on the International Programs Advisory Committee.

Notable Data/Outcomes: The average GPA of students receiving services from the Disability Resource Center during this reporting period was a 3.25. With military-affiliated students, we increased in enrollment from 2,285 in Fall of 2019 to 2,341 in Fall of 2020. For the Safe Zone, Understanding Gender, and Allyship training, from the spring of 2021-fall of 2021, 140 students, faculty and staff attended the training. Of the participants who completed the survey, the average overall rating (on a scale of 1-5 with 5 being the highest) was a 4.9 with the overwhelming majority of participants commenting on how valuable and informative the workshops were and 100% or participants saying that they would recommend the training to others. Comparatively, from the spring of 2020-fall of 2020, 181 students, faculty and staff attended the training. Of the participants who completed the survey, the average overall rating (on a scale of 1-5 with 5 being the highest) was a 4.8 with the overwhelming majority of participants commenting on how valuable the training was and 98% or participants saying that they would recommend the training to others. Given COVID impacts on education abroad, we are including Education Abroad numbers for a four-year period to provide context. These numbers represent the reporting period that is the year after travel occurred. In the reporting period 2018-2019, we had 1,015 students study abroad and 68 faculty-led programs; for 2019-2020, we had 1,044 students study abroad and 68 faculty-led programs; for 2020-2021, we had 431 students study abroad and 15 faculty-led programs. Faculty and student participation in education abroad programming is rapidly returning to pre-pandemic levels in spring 2022.

Institutional Strategic Priority 2

Enhance learning experiences and educational programs; and advance research and scholarly activities

- ◆ Advance university academic programming
- ◆ Foster global learning and research

Program/Activity – (1) Africana Studies Major, (2) Study Abroad Programming

Brief Narrative Description of Program/Activity

1. **Africana Studies Major:** Work continued on developing the Africana studies major. The Letter of Intent was submitted to the UNC system office. The Africana Studies Major will enhance the breadth of scholarly studies on UNCW's campus. The major will help satisfy a noticeable void in the institution's commitment to diversity, inclusion and equity; and further strengthen the University's position as an academic leader of our region, if not the world. The major program will be housed in the College of Arts and Sciences. A coordinator was selected who will lead the program with input from an appointed AFN Faculty Advisory Council.
2. **Study Abroad Programming:** Education Abroad Programming: UNCW offers 1,000+ education abroad programs in 50+ countries. Current students also have the opportunity to earn academic credit while gaining practical internship, fieldwork or research experience. UNCW partners with leading organizations to provide students with program placement and comprehensive support. GPIE commits over \$100,000 in faculty travel grants to assist in funding faculty research/presentation opportunities overseas. GPIE commits to six Global Citizenship grants for faculty to take a summer session to fully plan and finalize a course with global themes/content to help internationalize the curriculum.

Notable Data/Outcomes: Given COVID impacts on education abroad, we are including Education Abroad numbers for a four-year period to provide context. These numbers represent the reporting period that is the year after travel occurred. In the reporting period 2018-2019, we had 1,015 students study abroad and 68 faculty-led programs; for 2019-2020, we had 1,044 students study abroad and 68 faculty-led programs; for 2020-2021, we had 431 students study abroad and 15 faculty-led programs; for 2021-2022, we had 116 students study abroad and three faculty-led programs. Faculty and student participation in education abroad programming is rapidly returning to pre-pandemic levels in spring 2022. For the Africana Studies Major proposal, the curriculum was approved at the university level and the Letter of Intent was submitted.

Institutional Strategic Priority 3

Enable and nurture a sense of a student-centered community by enhancing academic advising and student support programs for career placement and graduate school

- ◆ Prepare students for post-graduation success

Program/Activity – (1) Applied Learning/High Impact Practices

Brief Narrative Description of Program/Activity

1. **Applied Learning/High Impact Practices** – The Office of Applied Learning continued its work in expanding applied learning opportunities for students in partnership with campus and community units. They published a [2020 report](#) that detailed highlights of the work. They funded 53 projects for a total of \$197,337.20. Projects funded included “Diversifying Forward: The Interdisciplinary Minority Student Research Group (IMSRG)” and “Environmental Injustice and the Impact on Community Health: Family Conversations and Health Histories.”

Notable Data/Outcomes: Qualitative Assessment Fellows worked collaboratively with the

Office of Applied Learning staff and graduate assistants, Senior Fellows and Assessment Fellows to engage in a multi-phase qualitative analysis of applied learning student reflections. Teams analyzed reflections grouped by categories of applied learning (e.g., Education Abroad or Service Learning). Over 1,100 reflections from over 100 discrete projects were coded across 4 teams. The results of this analysis are available in a report on [The Power of Applied Learning^v](#). Teams are also developing strategies for disseminating their work via professional conferences and scholarly publications.

Institutional Strategic Priority 4

Organize for success, engage with community and the world, and communicate efforts broadly and effectively.

- ◆ Organize and capitalize on key partnerships, campus strengths and employee interests to increase community, regional and global impact and enrich the student experience
- ◆ Incentivize, support, recognize and reward community/scholarly engagement activities by students, faculty and staff

Program/Activity – (1) International Partnerships, (2) Latino Alliance, (3) Curriculum Project Grants, (4) Center for Social Impact, (5) University Police Department Accreditation, (6) Interdisciplinary Minority Student Research Group, (7) NextGen Postdoctoral Partnership Program

Brief Narrative Description of Program/Activity

1. **International Partnerships:** International Partnerships: The Cameron School of Business visited the African Leadership Academy in Johannesburg to reconnect through an ALA/UNCW pathway to undergraduate studies. They also visited Nelson Mandela University in Port Elizabeth and Stellenbosch University in Cape Town to finalize planning for the EMBA residency (rescheduled for 2023). We added the American University of Cairo as an institutional partner. GPIE awards two staff internationalization grants for \$2,500 each. This practice continues annually.
2. **The Latino Alliance:** [The Latino Alliance](#) is facilitated out of our Centro Hispano. The mission of the Latino Alliance of Southeastern North Carolina is to build a stronger network among people and organizations that serve the Hispanic/Latino community in the region, and to empower local citizens and organizations that serve the Hispanic/Latino community by creating positive change in areas of education, business, health care, safety, and community building. The Alliance partners with New Hanover Regional Medical Center, NourishNC, New Hanover County Schools, New Hanover County, Diaper Bank of Lower Cape Fear, Wilmington Chamber of Commerce, and Catholic Charities. During this reporting period, the Latino Alliance conducted virtual information session on topics related to COVID prevention and vaccination, affordable health care, personal finance, income taxes, blood shortage and blood drives, nutrition, substance abuse, health equity, and more, reaching more than 90,000 viewers. In person events were made possible with the help of bilingual volunteers at vaccination clinics where healthy foods, diapers and personal care essentials, clothes and housewares were provided at no charge to the community.
3. **Curriculum Project and Grants:** In partnership with OCEAL (Office of Community Engagement and Applied Learning), CTE (Center for Teaching Excellence), and OIDI (Office of Institutional Diversity & Inclusion) Summer Pedagogy Development Initiatives encourage faculty to develop new or redesign courses on 1898. 1898, its Legacies and Futures is an interdisciplinary initiative that brings together

UNCW faculty to design curricula and place-based applied learning experiences for students to reconstruct the lives of Black people in Wilmington and the Cape Fear region over the long 20th century, from before the massacre of 1898 to the incarceration of the Wilmington Ten. Last summer we had 20 participants and worked with four community partners.

4. **Center for Social Impact:** The Center's faculty conduct interdisciplinary research with community partners; consult with nonprofit, public, and for-profit sector organizations to improve service delivery, cross-sector collaboration, and philanthropic engagement; and educate students through applied learning experiences in collective pursuit of healthier and more equitable communities. The Center partners with the Cape Fear Collective to develop the racial equity dashboard. Two presentations of the "Barriers to Upward Mobility" report created by Dr. Sabrina T. Cherry via Zoom were shared with community leaders. There were close to 50 participants on each call. Dr. Chris Prentice, center Director, also presented the results of the report with senior level leadership in the Chancellor's Cabinet.
5. **University Police Department Accreditation:** The UNCW Police Department was awarded national accreditation by the Commission on Accreditation for Law Enforcement Agencies on November 19, 2020. This is the UPD's first national accreditation, which signifies excellence in public safety and commitment to the community. The accreditation follows a multi-year self-assessment phase and a meticulous site-based assessment of community engagement, policy, procedures, equipment, and facilities by CALEA assessors. By achieving accreditation, the UNCW Police Department became the 9th university in the UNC System to achieve national accreditation, fulfilling the last of the recommendations for campus police from the UNC System's Racial Equity Task Force Report. This accreditation confirms our dedication to ensuring that we are doing our part to create a campus where everyone is a valued part of the community.
6. **Interdisciplinary Minority Student Research Group (IMSRG)**
The IMSRG project, led by Joselin Hunter, is intended to provide applied learning experiences for both undergraduate and graduate minority students at UNCW. Minority students (and communities) involved in this project are defined as those who identify as African American, Latin(x), Asian/Asian-American, Native American or Pacific Islander, identify as having a mental, physical, or sensory disability, identify as a military veteran, identify as a first-generation student, and/or identify as LGBTQIA+. These applied learning experiences are planned via participation in ongoing faculty research activities, coursework with an intentional focus on underrepresented communities, and mentorship in the development of independent research projects. Projects during this reporting period included workshops on the inclusion of older adults in volunteer activities, a virtual conference on healing generational trauma, an NEA Our Town grant focused on community youth, police officers, and the hip hop collective, and guest talks on minority mental health and music and play.
7. **Post-doctoral Partnership Program:** Working in collaboration with the Provost and other representatives from NC A&T State University, we designed a post-doctoral research fellowship pathway program for students from each institution to obtain two-year fellowships. In this partnership students from NC A&T are eligible for post-doctoral fellowship opportunities on our campus while our students would be eligible for post-doctoral fellowships at NC A&T.

Notable Data/Outcomes/Feedback: With international partnerships, UNCW was accepted as an institutional member of Diversity Abroad; an organization charged with connecting minority and underserved students to skill-building study abroad programs, internships & graduate school. Latino Alliance programming included Facebook Live sessions with invited guest speakers speaking on community health, transportation, blood donations, and voting; community dialogues

with Novant Health and New Hanover Regional Medical Center; and dialogues on education, language equity, and public safety. With Facebook Live events, the Latino Alliance was able to reach over 90,000 viewers. The Center for Social Impact published [The Cape Fear Inclusive Economy Report](#). The university's police department received accreditation from the Commission on Accreditation for Law Enforcement Agencies. The Interdisciplinary Minority Research Group (IMSRG) delivered one publication, one grant, four events. The NextGen Postdoctoral Partnership program MOA was signed.

Institutional Strategic Priority 5

Fund strategic initiatives by building on strong relationships with all stakeholders

♦ Strategically grow enrollment without sacrificing quality and access

Program/Activity – Scholarship Funding for Diverse Students

Brief Narrative Description of Program/Activity

1. **Scholarship Funding for Diverse Students:** Philanthropic investment in scholarships to assist UNCW in recruiting and retaining deserving diverse students is critical. Fortunately, our donor base interested in joining us in this endeavor is growing. UNCW has 33 privately funded named scholarships, 27 of which are endowed. Of the 33 scholarships, 18 have an institutional definition that determines award eligibility, 14 are oriented towards students demonstrated interest in or a commitment to issues related to the African American community and one for minority students in general. The value of those endowments is just over \$2.5M and roughly \$145,000 is available each year to be awarded. In addition, in the spring of 2020, we started raising funds for a new one-million-dollar commitment for diversity scholarships. As of the end of June 2022, just over \$1,115,000 has been committed in endowed and annually funded scholarship support. The university is actively exploring ways to better leverage privately funded commitment to meet institutional goals. Given the need to complement donor dollars with institutional funds, UNCW also made available \$500,000 annually to be used by the Office of Admissions for the recruitment of diverse students through institutional merit scholarships.

Table 13. 1898 Teal Transformational Summary

Entry Year	Student Type	Students Awarded and Enrolled	Total Amount Awarded	Average Award Received
Fall 2021	First-Year	93	\$318,862	\$3,429
	Transfer	57	\$151,750	\$2,662

Notable Data/Outcomes: The award criteria for our diversity scholarships led to the selection of a diverse student population in line with our comprehensive definition of diversity which states that *Diversity includes, but is not limited to, race, sex, age, color, national origin (including ethnicity), creed, religion, disability, sexual orientation, political affiliation, veteran status, gender, educational disadvantage, socio-economic circumstances, language, and history of overcoming adversity.*

New Projects/Activities 2021-2022 – (1) Campus-wide Professional Development, (2) American Association of Colleges & Universities Truth, Racial Healing, and Transformation Campus Center Network

1. **Campus-wide Professional Development:** The Office of Institutional Diversity & Inclusion sub-contracted with The Racial Equity Institute to pilot 3 sessions of their Groundwater professional development. Groundwater is a three-hour session that shares data on race and inequity across different professional spheres (i.e. health care and education). Three virtual sessions were delivered April 29, June 15, and July 7, 2022 and will be detailed in next year's report.
2. **American Association of Colleges & Universities Truth, Racial Healing, and Transformation Campus Center:** We were selected to join the AAC&U TRHT network and had a team of seven attend the institute in June of 2022. Our team included five UNCW staff and faculty along with two community representatives, Linda Thompson, the Chief Diversity & Equity Officer with New Hanover County and Joe Conway, the Equity and Inclusion Officer with the City of Wilmington. Our work in 2022-2023 will focus on developing an action plan to facilitate racial healing.

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.

Position Title	School/Division	Percent of Work Time Assigned to D&I Activities	Brief Description of D&I Related Activities
Business Operations Coordinator	Office of Institutional Diversity & Inclusion	100%	This position manages the budgetary needs of the unit.
Executive Assistant	Office of Institutional Diversity & Inclusion	100%	This position supports the Chief Diversity Officer and initiatives out of the unit.
Chief Diversity Officer	Office of Institutional Diversity & Inclusion	100%	This position is responsible for facilitating campus-wide policies and initiatives related to diversity and inclusion. This includes work across all divisions, in particular Academic and Student Affairs.
Diversity & Inclusion Outreach Coordinator	Office of Institutional Diversity & Inclusion	100%	This position fosters programming with diverse community organizations and communities.
Program Coordinator for Cultural Enrichment Programming	Office of Institutional Diversity & Inclusion	100%	This position coordinates cultural programming for the Upperman African American Cultural Center.

Position Title	School/Division	Percent of Work Time Assigned to D&I Activities	Brief Description of D&I Related Activities
Program Coordinator for Mentorship & Pre-Professional Programming	Office of Institutional Diversity & Inclusion	100%	This position coordinates mentoring and pre-professional programming for the Upperman African American Cultural Center.
Director, Upperman African American Cultural Center	Office of Institutional Diversity & Inclusion	100%	This position leads the Upperman African American Cultural Center.
Director, Centro Hispano	Office of Institutional Diversity & Inclusion	100%	This position leads Centro Hispano which includes the MI CASA program, an academic support program for Latinx high school juniors and seniors.
Director, Mohin-Scholz LGBTQIA Resource Center	Office of Institutional Diversity & Inclusion	100%	This position leads the programming and outreach efforts of the LGBTQIA Resource Center.
Inclusion & Diversity Learning & Development Specialist	Human Resources	100%	This position designs and delivers professional development for faculty, staff, and administrators across 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	\$954,224.79	N/A	\$954,224.79
Non-Personnel Expenditures	\$406,221	\$102,035.87	\$508,256.87
Total Expenditures	\$1,360,445.79	\$102,035.87	\$1,462,481.66

*We did not include non-personnel expenditures in last year's report. These totals do not include scholarships.

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.

1. Program: Voices of Inclusion Signature Program

Diversity, equity, and inclusion programming with Human Resources includes the [Voices of Inclusion Signature Program](#). The Voice of Equity & Inclusion Signature Program requires completion of two learning/development sessions and four elective sessions. All sessions are offered on a rotating basis each fall and spring through the Dare to Learn Academy (D2LA). Participants can sit for these sessions in any order. To complete the program, participants will be asked to participate in a capstone conversation panel facilitated by a member of the Diversity, Equity & Inclusion team.

- Center for Teaching Excellence Racial Justice Learning Community:** The Center for Teaching Excellence continued the [Racial Justice Learning Community](#) to provide teaching and course design support for faculty. Resources are digitally shared on the community website and support sessions were provided throughout the year. In particular, **twenty-three events** were offered in 2020-2021 with 629 participants of record^{vi}. Events were designed to appeal to the whole campus community – undergraduate students, graduate students, graduate teaching assistants, First-Year Seminar instructors, lecturers, part-time faculty, tenure track faculty, department chairs, program chairs, university staff, academic advisors, and student services staff members all participated in programming. Event leaders and facilitators were solicited from community leaders and parents, faculty and staff outside of UNCW, University College, the Office of the Arts, Athletics, and the departments of Psychology, English, Sociology and Criminology, Anthropology, Music, Educational Leadership, Early Childhood, Elementary, Middle, Literacy, and Special Education. Additional collaborative efforts included steering committee representation from ten departments, consulting work with five campus departments, meetings with ten campus partners, and the formation of two subcommittees.

Notable Data/Outcomes/Feedback: For the Voices of Inclusion Signature Program, between August 2019 and May 2021, there were 498 enrollments in these diversity and inclusion programs. Since participants attend more than one session, we track attendance by enrollments, so this number does not represent distinct individuals.

We Fly, Together.

Wings up Seahawks.

ⁱ This report was compiled with the support of a host of offices outside of the Office of Institutional Diversity & Inclusion. Contributing authors from within OIDI include Brooke Lambert, Mohin-Scholz LGBTQIA Resource Center; Edel Segovia, Centro Hispano; Sean Palmer, Upperman African American Cultural Center; and LaTasha Jones, Senior Assistant Director for Admissions. Contributing authors from outside of OIDI include Andy Mauk and Michael J. Smith, Institutional Research & Planning; Jeanine Minge, Office of Community Engagement & Applied Learning; Michael Wilhelm, Office of International Affairs, Lauren Scott, Office of Admissions; Eddie Stuart, University Advancement; Christine Pesetski, Undergraduate Studies & University College; Lori Preiss, Human Resources, Elaine Doell, Human Resources; Kimberly McLaughlin-Smith, Human Resources; Kristy Nance, Business Affairs; Keryn Vickers & Emmanuel Harris, Black Faculty & Staff Association; Josalin Hunter-Jones, College of Health & Human Services; Leigh Fickling, Disability Resource Center; Bill Kawczynski, Office of Military Affairs; Chris Bertram, University Police, and Nate Miner, Provost's Office, Administration and Resource Management.

ⁱⁱ Although a number of the interventions have been documented through assessment process resulting in (as of May 26, 2022), 27% of newly hired faculty for Fall 2022 identifying as faculty of color, the number of staff of color remained the same. Several programs and initiatives contributed to this increase in the hiring and retention of racially and ethnically diverse faculty and staff.

ⁱⁱⁱ Programming was reduced due to Covid and because Centro and Upperman were under construction with the expansion. In contrast, this most recent year there were 289 events.

^{iv} Bir, B. & Myrick, M. (2015). Summer Bridge's effect on college student success. *Journal of Developmental Education*, 39(1), 22-30. Retrieved from <https://files.eric.ed.gov/fulltext/EJ1106091.pdf>

^v This report was published during this reporting period but analyzes data from 2013-2019.

^{vi} This number is a sum and does not disaggregate participants who attended multiple events.