Diversity and Inclusion Annual Report
to Board of Trustees
2-21-22

Executive Summary

Following 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. The following report highlights four critical areas as determined by UNC Policy.

In part one, we examine the impact of the institution's diversity and inclusion (D&I) programs and activities concerning System-wide D&I metrics and institutional goals. For example, the UNC System has not deployed D&I metrics for member institutions to benchmark their achievements. So, in the report, you will see WCU activities linked to the established Strategic Plan, which the university adopted in 2021.

Part two of the report will focus on the number of positions and FTEs with D&I responsibilities, indicating the percentage of each associated with D&I obligations. For this report, we provide the consistent data supplied to the UNC system during the development of policy 300.8.5 and 300.8.5[R]. There have been no additional changes to our institutional structures regarding personnel since 2018.

Part three of the report focuses on accounting for institutional budget expenditures. D&I operations and activities are broken out by personnel and non-personnel costs and funding sources. Within these figures, you will find the aggregated personnel amounts that include salaries and fringe benefits, any portion of wages, and fringe benefits that non-state funds fund. Additionally, you see state-funded operating budget amounts and non-state-funded operating budget amounts.

Part four of the report focuses on signature D&I programs that serve a critical role in helping the institution accomplish its learning and D&I objectives and their purpose, including data on outcomes relevant to feedback and implementation. In addition, a sample of activities from each academic college is provided, along with applicable outcomes. Other areas of campus are also highlighted, such as Administration and Finance division, Student Affairs, and general campus collaborations.

Overall, WCU's approach uses the inclusive excellence framework, emphasizing organization excellence. The alignment of all activities is framed on the strategic plan's direction 3.0 (Inclusive Excellence). As evidenced in the activities highlighted, WCU is committed to ensuring our students, faculty, and staff are part of an institution that embraces them and accounts for their contributions.

THE UNIVERSITY OF NORTH CAROLINA SYSTEM

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

Institution:	**Western Carolina University**
Report Cycle:	**Fiscal Year 2020-2021**
Submission Date:	**February 11, 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. 01-13-2021

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

The university has incorporated Inclusive Excellence goals in its Strategic Plan. This step has formalized our commitment and provided a road map for everyone on campus.

Strategic Direction 3.0 Inclusive Excellence

Institutional D&I Goal: Strategic Direction 3.1 - Broaden our commitment to diversity and inclusion by recruiting, retaining, and developing a diverse community.

- **Initiative 3.1.1**: Build a more diverse and inclusive student, faculty and staff community to provide an environment in which all can be successful academically and professionally.
- **Initiative 3.1.2:** Ensure that units comply with university policies on equity, non-discrimination, compliance, and equal employment opportunity to reflect our commitment to diversity and inclusion.

To advance Strategic Direction 3.1 the institution took a number of action steps.

1. **Diversity at WCU Video:** This recruitment video seeks to positively impact our hiring pool of applicants from diverse experiences, backgrounds, and skillsets. At the core of the video is the message that there is a place for you at Western Carolina University. You can view the video at https://jobs.wcu.edu/
2. **Diversity & Inclusion Search Committee Training Modules:** Introduction of six modules developed by The Academic Network, a top diversity training and development firm in higher education. The modules are available on-demand for all WCU staff and faculty. A current list of suggested actions based on this series is being vetted for future implementation.
3. **Black Faculty and Staff Assembly:** In partnership with the Office of Equality and Diversity Programs, faculty and staff established this employee resource group during 2020 and November 2020. The group held its first meeting on February 1, 2021.
4. **Preferred Name Policy:** This policy aligns WCU with its UNC system peers. More importantly, it provides the necessary guidance to the university community on how to process requests for the use of preferred names.

Outcomes
While data outcomes can be attributed to several factors, we feel confident that our initiatives impacted these outcomes.

- 24 (14.8%) of faculty and staff new hires, identified as racial/ethnic "minority."
- WCU hired six new African American faculty in the 2020-2021 academic year.
- 1.6% increase in women workforce representation.

Institutional D&I Goal: Strategic Direction 3.2 - Support innovative and inclusive scholarship and teaching.

- **Initiative 3.2.1:** Ensure that diversity, equity, and inclusion are foundational aspects of educational offerings.
- **Initiative 3.2.2:** Provide ongoing, appropriate diversity professional development for faculty and staff.

To advance Strategic Direction 3.3 the institution took a number of action steps.

1. **Campus Climate Survey:** In the 2020-2021 academic year, we partnered with the Higher Education Research Institute to deploy our faculty, staff, and student Campus Climate survey.
2. **Culture in Conversation Series:** Six episodes online educational series sponsored by Student Government, Staff Senate, Faculty Senate, and The Office of Equality and Diversity Programs. The series explores various topics that help participants understand multiple aspects of Diversity, Equity, and Inclusion.
3. **National Coalition Building Institute (NCBI):** During the 2020- 2021 period, NCBI provided professional development for faculty, staff, and student staff. Three new staff members participated in the Train-The-Trainer and are now fully integrated with the NCBI team.

Outcomes
- The campus climate deployment received a 28%, 41%, and 8% response rate.
- The culture in conversation series reached 227 participants.
- During 2020-2021, NCBI became virtual and the team spent the academic year transforming the program into a virtual modality. Currently, can to conduct the program virtually.

Institutional D&I Goal: Strategic Direction 3.3 - Support innovative and inclusive scholarship and teaching.
- **Initiative 3.3.2:** Develop and implement a robust university diversity and inclusion plan.
- **Initiative 3.3.3:** Establish unit diversity initiatives that align to the university diversity plan.
- **Initiative 3.3.1:** Administer a campus climate survey biannually and develop an action plan to address the results. Implement the recommendations of the Taskforce on Racism and report progress annually.

To advance Strategic Direction 3.3 the institution took a number of action steps.

1. **Diversity Plan:** The Blue-Ribbon Task Force was conceived in the spring of 2021. The Task Force is comprised 20-25 members representing faculty, staff, students, and community leaders. The Task Force is currently engaged in its work.
2. **Diversity Initiatives:** Various departments and units at the university have formal and informal inclusive excellence committees that assist their areas in formulating DEI strategies.

Outcomes
- Upon completion it's work, the Blue-ribbon Task Force will deliver to the university recommendations in five key areas of the Inclusive Excellence framework. Curriculum and Scholarship, Infrastructure and Commitments, Equity-Access and Success, Community Partnerships and Institutional Climate and Belongingness.
- The work highlighted in this report is partly attributed to the formal and informal inclusive excellence committees that various departments and units have established at the institution.

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
Director of Accessibility Resources	Academic Affairs	100%	The director provides leadership in the area of reasonable accommodations and modifications for students with documented disabilities. Promotes and supports students in self-advocacy, educates faculty, staff, and students about disabilities, and ensure compliance with the Americans with Disabilities Act (ADA) of 1990 (Title II), the Americans with Disabilities Act Amendments Act (ADAAA) of 2008, and Section 504 of the Rehabilitation Act.
Associate Director of Accessibility Resources	Academic Affairs	100%	Supports the director in the promotion, faculty education and student self-advocacy to ensure compliance with Americans with Disabilities Act (ADA) of 1990 (Title II), the Americans with Disabilities Act Amendments Act (ADAAA) of 2008, and Section 504 of the Rehabilitation Act.
Director of Intercultural Affairs	Student Affairs	100%	Provides leadership in the area of the Intercultural affairs programming, student development, and retention.
Associate Director of Intercultural Affairs	Student Affairs	100%	Manages the programmatic thrust for the Intercultural affairs department.
Assistant Director of Intercultural Affairs	Student Affairs	100%	Assist with organizational development and programmatic thrust of the Intercultural affairs department.
Chief Diversity Officer (CDO)	Chancellor's Division	100%	The CDO advises the Chancellor on matters of Diversity, Equity, and Inclusion. He facilitates campus-wide engagement with DEI and provide strategic planning for DEI, as needed, across all campus divisions and units.

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	$324,610	$230,228	$554,838
Non-Personnel Expenditures	$99,218	$84,155	$183,373
Total Expenditures	**$423,828**	**$314,383**	**$738,211**

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 in 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.

College of Health and Human Science

University's strategic plan goal 3.0 inclusive excellence.
- Each department engaged with strategic goal 3.0 Inclusive excellence.

Outcomes
- Developed the Public Service Announcements and website materials to promote and disseminate facts about vaccinations that were culturally sensitive and appropriate.
- The School of Nursing was awarded a HRSA diversity grant that provides a concentrated focus on increasing the diversity of the students admitted into the pre-licensure programs.
- The Department of Social Work focused on increasing course content related to Black Lives and began a departmental standing committee on DEI.
- The School of Health Sciences had a faculty lead (Dr. Sara Duncan) for a community environmental justice project with Cherokee Central High School students.
- The faculty and staff received a presentation on unconscious bias during the spring 2021 opening meeting.
- Dr. Lisa Lefler is a NC AHEC DEI Curriculum Committee member.
- MAPHealth (pro bono clinic) expanded its reach to Asheville and partnered with Vecinos to provide physical therapy screenings.
- The School of Health Sciences established a Diversity and Inclusive Excellence Task Force.
- The Emergency Medical Care Program began to supplement manikins with a dark skin tone into the skills and simulation labs.
- The Integrated Health Science Program capstone course collaborated with the EBCI community.
- Programs reviewed and updated student and program handbooks to reflect inclusive language.
- The Recreational Therapy Association hosted a speaker (Shalyn McMichael) for Black History Month.
- Health Science faculty reviewed and audited diversity and inclusion issues in Health Science curricula. They developed a plan to enhance the quality and quantity of course materials where appropriate and relevant.

Brinson Honors College

University's strategic plan goal 3.0 inclusive excellence.

- The Brinson Honors College has seen an overall increase in the diversity of the racial demographic of the students admitted to the honors college.

Outcome
- Despite having an increasingly more racially-diverse admitted population for the BHC, the population of honors students choosing to enroll is both less diverse than the admitted pool, and changing at a slower pace.
- Brinson Honors College enrollment remains less diverse in comparison to WCU enrollment on the whole – in terms of both admitted and committed students.
- This indicates that we have work to do in yield, converting admits to commits, to see the DEI outcomes desired.

College of Engineering and Technology

NSF ASCEND Program

- Advancing STEM Careers by Empowering Network Development develops peer mentoring networks of mid-career STEM women faculty and administrator allies across institutions and regions.

Outcome
  - Dr. Yanjun Yan, Engineering + Technology became a NSF Ascend Faculty Fellow.

National Science Foundation (NSF) FLiTE Program
- A $1,499,000 multiyear (2022 – 2029) program for advancing industrial technology.

Outcome
  - Engaged 40 Students.

Nuclear Regulatory Commission (NRC) Program
- A $600,000 multiyear (2016 – present) program with the goal of improving gender diversity.

Outcome
  - Engaged 30 Students.

Continued ASEE Engineering Deans Council Membership

Outcome
- Received the 2020-2022 Bronze status from the American Society for Engineering Education making significant, measurable progress in increasing the diversity, inclusion, and degree attainment outcomes of the College of Engineering and Technology programs.

College of Education and Allied Professions (CEAP)

Undergraduate Recruitment Programs in Teacher Education
- Call Me MiSTER (first cohort in F2021). The purpose is to increase the pool of available teachers from diverse backgrounds in the Western Carolina region and across the state of North Carolina.

Outcome
  - Two new students are in the first co-hort.
  - Over ten thousand dollars were raised from a new corporate partner to support the program.

College of Arts and Science

University's strategic goal 3.0 inclusive excellence.
- **Educational and Cultural Programming**

Outcome
  - Hundreds of community members, students, faculty and staff participated in the programs provided by the Cherokee Minor and Cherokee Center, U.S. Latinx Minor, the Global Black Studies minor and the Lit Festival.

- **Professional Development – partnered** with the provost office and other provost council members to provide Faculty Selection Committee Diversity Module and Inclusion Module for Higher Education Professional.

Outcome
  - Hundredths of hours were spent in this professional development.

College of Business (CoB)

- Understanding that business is a global enterprise, the college committed to providing support for study abroad and faculty exchange opportunities.

- Director of Graduate Programs is working with the Project Management Institute in India to develop a specialized recruitment plan for this population.
- The CoB recently partnered with Study International to increase global recruitment initiatives.

   Outcome
   - The CoB was able to support two students in their pursuit of study abroad during the 2021-22 academic year.

The David Orr Belcher College of Fine and Performing Arts

- Established the Fund for Building and Sustaining Equity in Collections in the Bardo Fine Arts Museum was established in 2020 by the Museum's Collections Committee to elevate the museum's collection.
- Commitment to the University Strategic Plan, **Initiative 3.1.1**: Build a more diverse and inclusive student, faculty and staff community to provide an environment in which all can be successful academically and professionally.

   Outcome
   - The museum was able to acquire a sought after edition of Cara Romero's [Water Memory](#), a "photography dreamscapes dealing with Native American relationships to water, the forces of man and of Mother Nature. They are individual explorations of space, memory, and diverse indigenous narratives that are both terrifying and peaceful."
   - 2021 EEO SUMMARY REPORT highlighted that diversity of faculty in the Belcher College has risen from 0% (2015) to 13.8% in 2020-2021

Campus Collaboration

Inclusive Pedagogy Faculty Fellows
- The program for Inclusive Pedagogy Fellows, paired faculty with mentors with expertise in inclusive pedagogy for a year-long program of course redesign with a focus on inclusive teaching best practices. The pilot program launched in Spring 2021.

   Outcome
   - Four faculty were paired with two faculty mentors.

Diversity Research Network
- Connects faculty and scholars interested in diversity research, to create scholarly communities, facilitate new interdisciplinary collaborations, and to advance the growth and visibility as well as research on diversity across WCU.
   Outcome
   - Nearly a dozen faculty and staff members participated in the monthly networking events, during the 20221 academic year.

DEI Community of Practice
- That event will provide a venue for WCU faculty, staff, and administrators to come together and identify priorities for the Community. Led by the Office of the Provost, Coulter Faculty Center, Hunter Library, and Equal Opportunity and Diversity Programs.
   Outcome
   - Over 60 faculty and staff registered for the Unconference kickoff event.
   - 39 faculty and staff participated in the unconference event.

Diversity and Inclusion Series
- The Talent Development Team developed a 10-part training program for WCU faculty and staff covering fundamental concepts of diversity and inclusion in the learning and workspace.
   Outcome
- 156 individuals actively participating in one or more modules.
- 36 have obtained certificate thus far by completing the final exam.

Southeastern Latinx Student Leadership Conference
- A regional conference designed to teach students fundamental skills around time management, organization, technology, decision making, problem solving and communication.

   Outcome
- Over 89 students from across the UNC system participated
- 15 WCU students learn skills related to the program planning, time management, decision making and communication.

Teaching & Learning Days
- A collaboration between Coulter Faculty Commons for Excellence in Teaching & Learning (CFC), Office of the Provost, and Chief Diversity Officer (CDO), established Teaching & Learning Day to be held near the start of the Spring and Fall semesters. The first T&L Day was held in January 2021, themed around Inclusive Pedagogy with external keynote speaker and afternoon workshops for faculty professional development.

   Outcome
- Over 50 faculty members participated in the two teaching and learning days held in 2021.

Diversity & Inclusion Search Committee Training Modules
- HR/PR has partnered with the Provost's Office and the Office of the Chief Diversity Officer to develop a comprehensive action plan based on the series of videos offered by the Academic Network.

Student Affairs
The Intercultural Affairs Department (ICA) is one of our key partners in developing, implementing, and assessing our student community programs. Through their initiatives, we can engage thousands of students during one academic year. The following is a summary of the types of programs offered and some of the participants' notable outcomes and reactions. (Source: Student Affairs Division Annual Report 2020-21)

Tunnel of Oppression (TOO): Is an experiential program that helps build empathy.
   Outcome
- A total of 296 individuals attended the virtual program.
- 29% (85.8) were first time participants.
- Over a third (100.6) attended because they were interested in the topic.
- 94% (278.2) said they learned new information.

Safe Zone: This training provides opportunities to learn about LGBTQ+ identities, gender, and sexuality and examine prejudice, assumptions, and privilege.
   Outcome
- 152 individuals participated and received certification.
- An additional 140 participants engaged with the continuing education courses provided by Safe Zone.

Student Development and Enrichment: Project CARE: is a mentoring community that helps first year students adjust to the collegiate environment at WCU.
   Outcome
- Provided leadership development to 6 students who served as executive board members.
- 29 upper class students served as mentors and engaged in mentoring development.
- 43 new students received mentoring in the program.

Summary of Impact
- ICA continues to create opportunities for educational experiences that engage students towards cultural humility. Cultural immersion programming has proven to be an essential component of student engagement and success, as evidence by student responses and continued engagement.
- ICA holds the pulse of the student diverse student body and is an essential partner across divisions and departments as evidence by their collaborations with the following units: Counseling and Psychological Services CAPS, Residence Life, Greek Affairs, Last Minute Productions Programming Board, Community

Ethics, Degree Plus, Honors College, Resident Student Organizations, Equal Opportunity, and Diversity Programs, Academic Units and Community Organizations.
- Their delta of success is framed by three essential groups. ICA Council is composed of students who shape the programming thrust. The ICA Advisory board membership includes faculty and staff, and the ICA staff manages and executes the vision.

Administration and Finance

Formalize and communicate Police initiatives
Develop a Police Advisory Board consisting of representation from Faculty, Staff, and Students that can assist with community outreach objectives, policy review, and operational recommendations.
  Outcome
- STATUS July 2021- The PCAC held its initial meeting in February 2021. The group has met monthly since that time and is working on the following: Student Survey regarding the perceptions that exist about the campus police department, committee involvement in the WCU officer selection process, and informal opportunities for students to interact with officers in a positive setting.

Continue departmental review of all General Orders with an emphasis on officer training requirements that align with the current best practices for policing in a campus environment.
  Outcome
- STATUS July 2021- In 2020-21, we reviewed and updated 15 General Orders (including a new Standard Operating Procedure for police operations during the COVID-19 Pandemic). Key critical areas that were addressed this year include: Body Worn Cameras, Use of Lethal Force, Use of Less Than Lethal Force, and Response to Mental Health Crisis.

Enhance unit diversity initiatives. (3.1, 3.2, 3.3.3)
Require diversity and inclusion goals for each unit.
  Outcome
- STATUS July 2021- Facilities Management embarked on an initiative to target the LatinX and American Indian populations in applicant pools for open positions. Met with LatinX community leaders and received excellent feedback to aid future searches.
- The Police force increased its gender and racial diversity over prior year.
- Human Resources launched *"Diversity Series for WCU Professionals" and Diversity Training Modules for Search Committees.*
- Emergency Services continued translation of new public outreach materials to Spanish to better enable public education with the University's growing Latin-American demographic.
- Emergency Services also, partnered with International Programs and Services to educate International Students on Emergency Notifications Systems at WCU, actions to take in case of emergency, and general personal preparedness efforts.