

UNC Charlotte Plan for Campus Diversity, Access, and Inclusion

January 2016

Background

Members of the faculty, staff, and student body have been vigorous advocates for greater inclusion at UNC Charlotte. Beginning in 1993, a series of committees and task forces examined issues related to diversity and made recommendations about how to advance campus diversity. The Minority Presence Planning Committee, the Instructional Success in Classrooms Planning Committee, the Faculty Recruitment and Retention Planning Committee, and the African and African American Faculty and Staff Caucus reported on the status of campus diversity, calling attention to specific areas of concern and identifying strategies for improvement.

In 2004 the University adopted a goal specific to diversity: *to enhance opportunities for learning in a culturally rich environment*. To advance progress toward this goal, the Provost appointed the Diversity Plan Committee. This university-wide group convened in 2005-2006 to address diversity in four areas: student body, faculty, staff, and curriculum, producing a draft plan that formed the basis for this document.

In his February 2006 installation address, Chancellor Philip L. Dubois highlighted the importance of campus diversity to the future of the institution. Accordingly, the Chancellor reconstituted the Council on University Community (CUC), comprised of members of his Cabinet and chaired by Provost Joan Lorden, charging the Council with leading diversity efforts at UNC Charlotte and advising the Chancellor of means to create and sustain an inclusive environment that values the presence of people with diverse backgrounds, experiences, and ideas. The Council spearheads initiatives that promote a deeper understanding of diversity issues and foster a sense of community among faculty, staff, and students. The decision to place responsibility for creating a diverse and inclusive environment for all members of the campus community in the hands of executive line administrators reflects the centrality of diversity to the mission of the institution.

The Campus Plan for Diversity, Access, and Inclusion (“the Plan”) is the product of the CUC’s deliberations and builds on the carefully considered recommendations and insight of prior working groups. With the publication of the initial plan in 2008, the University affirmed its commitment to promoting inclusive practices and processes that build community in a safe, positive learning environment.

In 2012-2013, the CUC assessed progress toward each of the six goals of the Plan. The results of this assessment were reported in a document posted on the website <http://diversity.uncc.edu>. The evidence presented in the report showed that the University has been effective in:

- Communicating the value of diversity to the campus community.
- Enrolling, retaining, and graduating increasing numbers of students from underrepresented racial and ethnic minority groups.
- Increasing the representation of women and faculty of color at the associate and full professor ranks.
- Increasing the representation of staff from racial and ethnic minority groups in professional and managerial positions.
- Maintaining partnerships with underutilized businesses in the community and supporting diversity in the Charlotte community.

In preparation for the development of the Institutional Plan for 2016-2021, the CUC has revised the Plan with input from the African American and Latino caucuses as well as the Committee on the Future of the Faculty. This review affirmed the continued importance of the six objectives outlined in the 2008 Plan and acknowledged the progress toward our campus goal for diversity. Specific recommendations for improvement have been incorporated into this revision, including action items to be reviewed and updated annually.

Introduction

In the 21st century, an increasingly diverse society and a global economy are drivers for diversity in higher education. As North Carolina and the Charlotte region undergo rapid population growth and demographic change, UNC Charlotte must respond to the needs of a more diverse student population. It is imperative that the University prepare its students to become leaders and thriving citizens in a pluralistic and multicultural society. At its fullest potential, higher education allows students to interact with people from different backgrounds and to engage a range of ideas and perspectives. This educational experience cultivates the skills that graduates will need to function adeptly in a global society.

For the purposes of this plan, the University defines diversity as the acknowledgment of the many facets of human difference. Diversity encompasses a variety of characteristics and experiences that include, but are not limited to, ethnicity, citizenship, national origin, race, gender, age, sexual orientation, gender identity, disability, socio-economic status, special abilities, political and social philosophy, and religion.

The goal of quality education for all at UNC Charlotte is the foundation for the Plan. The Plan identifies components of a diverse campus community and outlines steps toward building an inclusive environment that promotes the success of all students, faculty, and staff. It is a living document that affirms our institutional values and is designed to offer guidance to University departments and units for achieving the University goals for diversity. In adopting this plan, we affirm that:

- We believe that a diverse faculty, staff and student body are critical in advancing teaching, scholarship, and community engagement at UNC Charlotte.
- We are committed to enhancing opportunities for living, working and learning in a diverse environment.
- We are committed to educating our students to interact effectively and respectfully in the global community.

The Plan articulates seven broad objectives for campus diversity and identifies key strategies and actions for achieving these goals. It also establishes a dynamic repository of current practices at UNC Charlotte and inventories of best practices from other institutions. These strategies are organized by topic in the appendices of this document. Mechanisms to assess the diversity climate, the progress of underrepresented groups, and the effectiveness of diversity initiatives are detailed and linked to an accountability structure for the implementation and success of the Plan.

The objectives are intended to give UNC Charlotte a framework for developing the policies and practices that support a diverse learning environment. A successful diversity plan necessarily involves all areas of the University and requires collective responsibility at all levels. UNC Charlotte is committed to fostering an inclusive environment that is respectful of differences and promotes understanding and cooperation with a goal of equity and access for everyone.

The diversity imperative for higher education originates in efforts to win equal access to higher education for those groups who were historically barred from many educational institutions. African Americans, Latinos, and Native Americans are the racial and ethnic groups that have been excluded historically. Civil rights legislation in the 1960s opened doors to higher education for historically underrepresented minorities and White women in student admissions as well as employment. Despite tremendous gains, disparities persist within many disciplines and within the Academy as a whole. The need remains for universities to attend to matters of diversity and to leverage its benefits. Because of this historical context, the Plan objectives monitor diversity primarily in terms of the numbers of women and racial and ethnic minorities impacted. When and where possible, quantitative assessments will also be reported for other facets of diversity as it is understood that specific dimensions discussed in this document are not exhaustive.

Objectives for Diversity, Access, and Inclusion

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

UNC Charlotte seeks to build a shared understanding of institutional values, including the importance of diversity, access, and inclusion in the campus community, and to create a culture that is respectful of differences. In support of this objective, the University articulates its commitment to diversity, offers opportunities to raise awareness of multiculturalism, and actively promotes an appreciation of diversity. The University will also maintain a physical environment that is inviting to faculty, staff, and students with disabilities and which respects differences in gender identity.

Key Strategies

The Chancellor's Diversity Challenge Fund, a campus mini-grant program, supports a wide range of initiatives that educate the campus on a variety of topics related to diversity and raise awareness about the diverse groups and perspectives that comprise the campus community. The University will continue to support these efforts and consistently articulate the commitment to diversity. In addition, faculty and staff accomplishments in advancing diversity will be recognized in reviews and performance management processes.

The University will encourage increased participation in diversity education on campus. Through Human Resources, diversity training is available to faculty and staff. For students, the Multicultural Resource Center and the Office of International Programs provide ongoing education and training to help students explore many aspects of diversity and offer multicultural programs throughout the academic year.

Action Items

1. Annually, the CUC will identify and support at least one high visibility campus-wide event that promotes discussion of a diversity-related topic.
2. University communications will work with the CUC to establish a mechanism for promoting events funded by the Chancellor's Diversity Challenge Fund grants.
3. The CUC will commission a formal assessment of the Chancellor's Diversity Challenge Fund grant program.
4. The CUC will sponsor regular meetings of campus personnel who are providing leadership to achieve the goals of the plan.
5. The CUC will solicit input on its work from organized groups and offices with missions related to the goals of the diversity plan to provide input to the CUC, (e.g., LGBT Caucus, Office of Disability Services, African American Caucus, Latino/Hispanic Caucus) as well as Faculty Council, Staff Council, and Student Government.

6. The CUC will begin regular, comprehensive assessment of the campus climate with particular attention to the climate for members of racial/ethnic minority groups, members of the LGBTQ community, and those with disabilities within the faculty, staff, and student ranks and will share the outcomes.
7. The CUC will develop a dashboard of data related to the Diversity Plan, and make it available online.

Measures of Success

- Internal and external communications to constituencies articulate the University's goal for diversity, access, and inclusion.
- Announcements of campus events, including printed materials and website content, indicate the availability of accommodations for accessibility and reference campus resources for disabilities services.
- Participation by faculty, staff, and students in programs that promote diversity, access, and inclusion.
- All job advertisements include a diversity statement.
- All college websites and promotional materials convey a commitment to diversity and inclusion.
- Assessment of initiatives through the Chancellor's Diversity Challenge Fund indicates understanding and appreciation of issues of diversity, access, and inclusion.
- Positive responses from faculty, students, and staff in climate surveys.

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

UNC Charlotte is committed to creating a welcoming environment for all students who come to study at our University. As North Carolina and the Charlotte region undergo dramatic demographic changes, we must address the need to serve an increasingly diverse population of students seeking access to baccalaureate and advanced degrees. Measures are needed to ensure the access, support, and retention of underrepresented student groups. For purposes of student recruitment and retention, the focus of the Plan is on those racial and ethnic groups historically underrepresented in higher education. In some areas of study, underrepresentation by gender is also at issue and needs to be addressed. Recruitment practices and approaches must be consistent with the University's goal of greater access for students from underrepresented groups.

Key Strategies

Important mechanisms for effective student recruitment, progression, and graduation include targeted recruitment and ongoing outreach to underrepresented groups, with the goal of achieving diversity in all disciplines. The Office of

Undergraduate Admissions and The Graduate School will continue to implement and enhance recruitment initiatives to diversify the student body. Academic support programs will expand outreach to students from underrepresented groups and address unique needs of identified cultural groups to support student success and graduation. The University will also prioritize increasing need-based financial aid opportunities and increase outreach and advising on financial aid to underrepresented groups.

Academic departmental diversity plans will incorporate mentoring and advising to foster the success of culturally diverse and low-income first generation students. Surveys will be used to investigate the student experience, with particular attention to the needs of underrepresented students, and to better understand campus climate for all groups. Departments and units of the University should continue to explore and expand additional promising practices for the success of a diverse student body (Appendix A).

Action Items

1. The CUC, working with the Office of Institutional Research, will establish a consistent coherent approach for tracking student demographic information by discipline, disaggregated by gender, race, ethnicity, and citizenship, and report to the campus annually progress in student recruitment, retention, and graduation.
2. The Office of the Provost will host a showcase of campus programs designed to increase the success of a diverse student body.
3. The University Scholarship Office will report annually on the distribution of funds disaggregated by race, ethnicity, and gender.
4. Research & Economic Development will assist Academic Services and other units in identifying funding sources to ensure the participation of diverse groups of students in high impact educational practices, including research.
5. The Office of Institutional Research will assess factors related to the retention and graduation rates of students (disaggregated by gender, race/ethnicity, and citizenship), including the impact of participation in Academic Services programs.

Measures of Success

- Increases in the enrollment, retention, and graduation rates of students from underrepresented groups, at undergraduate and graduate levels.
- Increase in the proportion of students from underrepresented groups in the Honors College, Crown, and Levine Scholars Programs, learning communities, and other opportunities for academic engagement known to promote student success.
- Increase in the early receipt of financial aid applications from economically disadvantaged and underrepresented students to maximize their financial aid opportunities.
- Increase in the amount of need-based and scholarship aid available to economically disadvantaged students.

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

To serve the increasingly diverse student populations and to best prepare them for citizenship in a multicultural society, the University needs faculty from diverse backgrounds and perspectives. The University community has a shared responsibility for meeting the goals for a diverse faculty in a proactive way. This will occur primarily through the usual faculty recruitment and hiring process but should also include special efforts and initiatives.

Key Strategies

The University will conduct aggressive national searches to identify candidates whose qualifications include openness to diverse viewpoints and a commitment to advancing an inclusive culture that promotes the success of a diverse student body. Searches will seek to identify candidates from traditionally underrepresented groups for faculty and administrative positions and the University will, to the extent possible, provide resources for competitive offers. Human Resources and the Office of Institutional Research will provide timely data to help benchmark progress.

Strategies to promote the retention of a diverse faculty include instituting mentoring programs to support the development and success of all new faculty, with recognition and rewards for outstanding mentors. The University will support career development efforts, with the goal of moving more underrepresented-group faculty members up the academic ranks. The University will monitor and ensure salary and promotion equity for women and other underrepresented groups in faculty positions.

Training and resources will be made available to assist faculty search committees and department chairs with tools to generate diverse applicant pools and to conduct effective searches. Departments will work to develop connections with prospective candidates from underrepresented groups through targeted pre- or post-doctoral fellowships. The University will also use opportunities to diversify faculty and administrative positions that present themselves through spousal or partner hiring or other opportunities.

Additional practices that have been successful in diversifying the faculty are detailed in Appendix B.

Action Items

1. With the Office of Institutional Research, the CUC will establish a consistent coherent approach for tracking faculty demographic information by discipline and rank, disaggregated by gender, race, ethnicity, and citizenship.

2. The CUC will report to the campus the progress made with respect to recruitment, retention, and advancement of underrepresented faculty by rank.
3. The Office of Institutional Research will conduct regular salary equity studies for faculty.
4. The Office of the Provost will support the Multicultural Postdoctoral Fellowship Program to bring one to three students per year to campus for two-year postdoctoral training experience in programs lacking or with limited faculty diversity.
5. The Academic Personnel and Budget office will establish reports on the diversity of applicant pools for positions to be shared with deans and department chairs.
6. The Committee on the Future of the Faculty will assess the effectiveness of training and retention programs offered by the ADVANCE Faculty Affairs and Diversity Office.
7. Deans and department chairs will support the participation of women and faculty of color in leadership development programs such as the ACE Fellows and AASCU Millennium Leadership Institute, as well as local and state leadership programs.

Measures of Success

- Diverse applicant and hiring pools for all faculty searches.
- Increased representation and retention of faculty from underrepresented groups at all ranks.
- Increases in the number and proportion of faculty from underrepresented groups in tenured and tenure-track positions.
- Participation of women and faculty of color in leadership development opportunities.

Objective 4: Increase the representation of staff from underrepresented groups.

To achieve a diverse and inclusive workforce, the University must increase the recruitment, representation, and retention of people from underrepresented groups in SHRA and non-faculty EHRA positions. Continued efforts are needed to advance diverse staff into positions of leadership. Climate in all offices of the University must reflect the institution's commitment to diversity and inclusion.

Key Strategies

Key strategies include enhanced career development programs for all employees and support for staff participation to encourage advancement; inclusive hiring practices; and diverse search committees. The University will monitor and ensure salary and promotion equity for women and other underrepresented groups in staff positions at all levels. (Additional promising practices are listed in Appendix C.)

Action Items

1. The CUC will establish a consistent and coherent approach for tracking staff demographic information by job classification, disaggregated by gender, race, ethnicity, and citizenship.
2. The CUC will report to the campus annually on the progress made with respect to recruitment and retention of underrepresented staff and administrators by level.
3. Human Resources will report to the CUC on the use of inclusive hiring practices in searches for staff positions.
4. Human Resources will review the use of search waivers on a regular basis to ensure that the practice does not result in unnecessary limitations on candidate pools.
5. Human Resources will review and report on salary equity for staff positions.
6. Human Resources will report to the CUC on diversity in career advancement and leadership programs offered to staff by the University, including local and state programs such as Bridges, Leadership Charlotte, and Leadership North Carolina.

Measures of Success

- Diverse applicant and hiring pools.
- Increases in the number and proportion of members of underrepresented groups in positions at all levels of responsibility.
- Increased participation by underrepresented groups in professional development and leadership programs.

Objective 5: Ensure the presence of institutional environments and course development that enhance learning and appreciation for the full range of diversity.

Introducing students to global knowledge and different perspectives and cultures across disciplines produces the competencies that are vital to the success of 21st century graduates. UNC Charlotte must provide learning opportunities and a curriculum that prepares its students for work, leadership, and civic engagement in a diverse environment. All classes must have a climate that reflects the institution's commitment to diversity and inclusion. Curricular content appropriate to the field of study must reflect diversity and engage students in analysis of issues of diversity.

Key Strategies

Responsibility for the curriculum rests with the faculty. Individual faculty and departments and programs should, therefore, actively pursue efforts to design and deliver curricula that will equip students with skills and knowledge for informed citizenship and to provide students exposure to and consideration of diverse perspectives. While some

courses, those in specific departments and programs or those in General Education, may be particularly suitable for discussions of diversity, there is no area of the curriculum that is exempt from a careful consideration of how diversity can be taught. To that end, the University will support and encourage faculty participation in programs that promote inclusiveness in course content, classroom climate, and diverse learning styles. The University will also encourage the use of the Chancellor's Diversity Challenge Fund and the Scholarship of Teaching and Learning (SoTL) grants to develop, assess, and disseminate curricular innovations to support the University's goal for learning in a culturally rich environment.

Action Items

1. University College will assess the knowledge and understanding of diversity by students completing the Prospect for Success curriculum through the student learning outcome (SLO) for self and cultural awareness.
2. Programs of study will include an SLO related to diversity.
3. The Center for Teaching and Learning will organize programs and summer institutes to assist faculty in the development and implementation of course and curricular goals for understanding diversity.
4. The Office of the Provost and the Division of Student Affairs will showcase successful curriculum-based and extracurricular efforts to enhance the understanding of diversity.
5. SoTL grants will include those designed to improve pedagogical practices for a diverse student body.

Measures of Success

- Knowledge and understanding of issues of diversity are included in statements of program objectives and measured in assessments of student learning outcomes.
- Increased faculty participation at all ranks in curriculum development programs for the Prospect for Success courses.
- Increased student experiences of diverse perspectives in discussions and assignments both in and out of the classroom, as reported on surveys such as the National Survey of Student Engagement.
- Publication of faculty research related to issues of diversity, access, and inclusion, and translation of research into pedagogical practice.
- Responses on student surveys that indicate a positive, inclusive classroom climate.
- Increased participation of underrepresented minority students in study abroad programs.

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

To better serve North Carolina and the Charlotte region, UNC Charlotte will seek collaborations with external organizations to support diversity on campus and in the community. As a microcosm of the larger community, UNC Charlotte aspires to be a model for external organizations by achieving diversity goals. The University provides leadership for the community in effectively undertaking the challenges of diversity, access, and inclusion.

Key Strategies

The University's commitment to diversity will extend to relationships with the external community. In developing partnerships with contractors, businesses, civic organizations, and other institutions, the University will seek to develop relationships that reflect the demographic diversity of the Charlotte region. UNC Charlotte will build community collaborations with diverse and underrepresented entities that are mutually beneficial and enrich the climate of the broader community. The University will regularly communicate its commitment to diversity in publications intended for external constituencies and on the campus website. Public statements by campus leaders will communicate clear expectations about diversity, access, and inclusion. Advisory boards, governing boards, and other mechanisms for external participation in University activities will be broadly inclusive in their membership.

Action Items

1. Financial Services will identify mechanisms to encourage transactions with historically underrepresented businesses (HUB) and will report to the CUC on HUB transactions.
2. University Communications will highlight work on the campus diversity plan in the *UNC Charlotte Magazine* and other publications
3. The Division of University Advancement will develop guidelines for creating diverse advisory boards for colleges.
4. Human Resources will develop and maintain relationships with groups representing persons with disabilities, underrepresented minorities, and others.

Measures of Success

- Increased partnerships with historically underrepresented groups to promote their inclusion in University purchasing and contracting.
- Increased membership of historically underrepresented groups on governing boards, advisory boards, and other committees and councils.
- Participation of students, faculty, and staff in external events that support an inclusive climate in the Charlotte community through volunteerism and service learning.

Objective 7: Ensure the Success of the Plan through Assessment, Accountability, and Recognition.

To achieve the objectives of the Plan and the larger University goal of creating an environment for learning and working that both encourages and benefits from diversity requires assessment of progress and accountability at all levels of the institution. Since the inception of the original plan in 2008, progress has been reported, but there is a need for greater sharing of best practices and outstanding accomplishments if we are to learn from each other. As a living document, the Plan requires regular revision to improve strategies and update action items and measures.

Key Strategies

Longitudinal data will be used to monitor evidence of our success in increasing the diversity of the faculty, staff, and student body at all levels and creating a climate that supports the University's goals for diversity, access, and inclusion. Accountability for executing the Plan must occur throughout the University. The members of the Chancellor's Cabinet are responsible for the implementation of the Plan in their respective divisions. In addition to reporting on progress, the CUC and administrators need to recognize individuals or groups that excel in advancing the objectives of the Plan and highlight their work.

Action Items

1. The CUC will produce and analyze data to support the Plan and report annually to the Chancellor and the University community.
2. Administrator evaluations at all levels will include assessment of contributions to promoting the University's goal for diversity, access, and inclusion.
3. The Institutional Plan will detail tangible efforts in all divisions to support the University's commitment to diversity, access, and inclusion.
4. Action items for the Plan will be a part of the Institutional Effectiveness report.
5. With the Division of University Advancement, the CUC will develop a mechanism for recognizing and publicizing outstanding accomplishments related to the Plan objectives.
6. The Plan will be regularly reviewed and updated by the CUC.

Measures of Success

- Evaluations of student learning outcomes will indicate evidence students have been successfully prepared for work in a diverse society.
- The Institutional Effectiveness report will document progress toward the Plan objectives in all divisions.
- Climate surveys will show that members of the University community recognize the importance of diversity, access, and inclusion to the institution's future.
- University publications will showcase the institution's commitment to the value of diversity and its impact on the institutional environment.