



UNC CHARLOTTE

# UNC Charlotte Campus Diversity Plan

## Progress Report

Winter 2012-2013

### Executive Summary

The Campus Plan for Diversity, Access, and Inclusion was adopted in November 2008. The Plan is aligned with and supports the mission of the University. Six objectives for diversity, access, and inclusion, are detailed in the Plan along with measures of success. The Council on University Community is responsible for assessing and reporting to the campus on progress toward the goals of the Diversity Plan. This report presents data to assess progress to date toward the Plan objectives. The report also documents some initiatives related to diversity that have been implemented across the University. Although this is not an exhaustive report of all the diversity-related programming or initiatives on campus, the programs highlighted illustrate some of the efforts to promote the Plan's goals across the campus.

Consistent with the University goal to create broad understanding of the importance of diversity, access, and inclusion, there are numerous activities designed to promote awareness of a wide range of diversity issues. Moreover, there is evidence from surveys of the faculty and students, that the University is effectively communicating the value of diversity at UNC Charlotte. The availability of the Chancellor's Diversity Challenge Fund has enabled students and faculty to generate initiatives designed to promote diversity and inclusion. Staff have accessed the fund infrequently.

Other objectives of the Plan relate to increasing the presence of people from underrepresented groups at UNC Charlotte. UNC Charlotte has been successful in enrolling, retaining, and graduating increasing numbers of students from underrepresented racial and ethnic minority groups. Notably, there have been increases in the enrollment and graduation of African American and Hispanic students in recent years. There have been increases in the representation of faculty of color and women at the Associate and Assistant Professor levels. The staff has also seen gains in diversity. In particular, there is increased representation of staff from racial/ethnic minority groups among the Professional and Managerial SPA and EPA positions.

Through initiatives in the Colleges, the Division of University Advancement, and Business Affairs' transactions with historically under-utilized business, the University continues to maintain partnerships which support diversity in the larger Charlotte community.

Based on this review, the Council on University Community identifies the following areas for attention:

- Extension of student multicultural awareness and participation efforts beyond the freshman year.
- Use of assessment tools to benchmark campus climate for students and staff as well as faculty.
- Administrative review of faculty and staff hiring pools to ensure diversity that is reflective of the campus.
- Engagement of diverse community members in advisory boards.

(Demographic data for UNC Charlotte faculty, students, and staff were obtained from the Office of Institutional Research.)

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

Participation by faculty, students, supervisors, and staff in programs that promote diversity, access, and inclusion is a measure of success for this objective. The University offers numerous opportunities for faculty, students, supervisors, and staff to participate in programs that promote diversity, access, and inclusion.

### **Staff Diversity Training**

Since 2005, Human Resources has provided numerous workshops for diversity education for Staff. The workshops explore topics including, but not limited to, religious diversity, generational differences, and disability. Between 2005 and 2010, 1,201 employees attended the workshops. This includes 234 participants in We Need to MEET, the diversity workshop offered for managers.

In 2008 the University partnered with Crossroads Charlotte, a community-wide effort to foster access, inclusion, and social justice, to develop scenarios for the future of UNC Charlotte, that incorporated the changing demographics that the University anticipated seeing over the next ten years. These scenarios have been presented to staff units in workshops facilitated by UNC Charlotte Crossroads Coordinator, Dr. Susan Harden. The scenarios formed a starting point for discussions about



UNCC Crossroads Forum, November 2008

the campus diversity plan objectives. Participating units included Atkins Library, Information and Technology Services, University Development, and Human Resources. Staff groups that participated in the workshops have subsequently used the Diversity Mini-Grants program to fund initiatives, which advance the University diversity goals within their units.

### **Faculty Diversity Initiatives**

The ADVANCE Faculty Affairs Office provides programming that supports the diversity goals by promoting diversity and equity for the faculty. The Faculty Recruitment Workshops are designed to help faculty search committees use best practices in their searches so departments can conduct fair, inclusive, and effective searches – consistent with University and department goals. Spring 2010 participants were surveyed about their opinion of the workshop and 84% of respondents agreed or strongly agreed with the statement that they became more aware of potential bias in the search process that they had not recognized prior to the workshop.

Data from the UCLA Higher Education Research Institute (HERI) survey of faculty show that the University is effectively communicating diversity as an important concern (Figures 1-3). Most of the faculty perceive diversity as a high priority at the University. In 2007, 58% of the respondents indicated that it is a high priority to create a diverse multi-cultural campus environment, an increase from 54% in 2001. Sixty-three percent responded that the University considers gender equity among the faculty a high priority. Sixty percent indicated that it is a high priority to increase the representation of women in the faculty and administration. Sixty-one percent agreed that it is University priority to increase the representation of minorities in the faculty and administration.

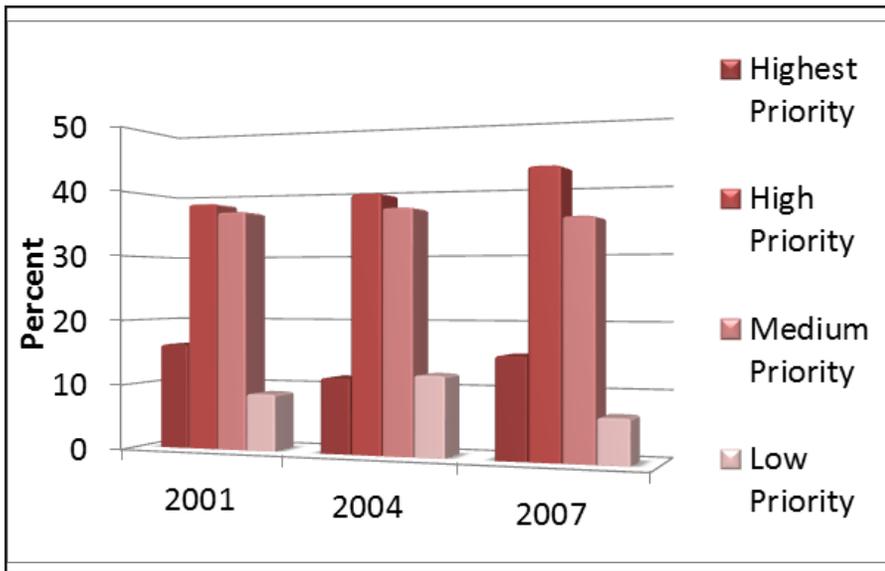


Figure 1.  
How high a priority at the university is it: To create a diverse multicultural campus environment?

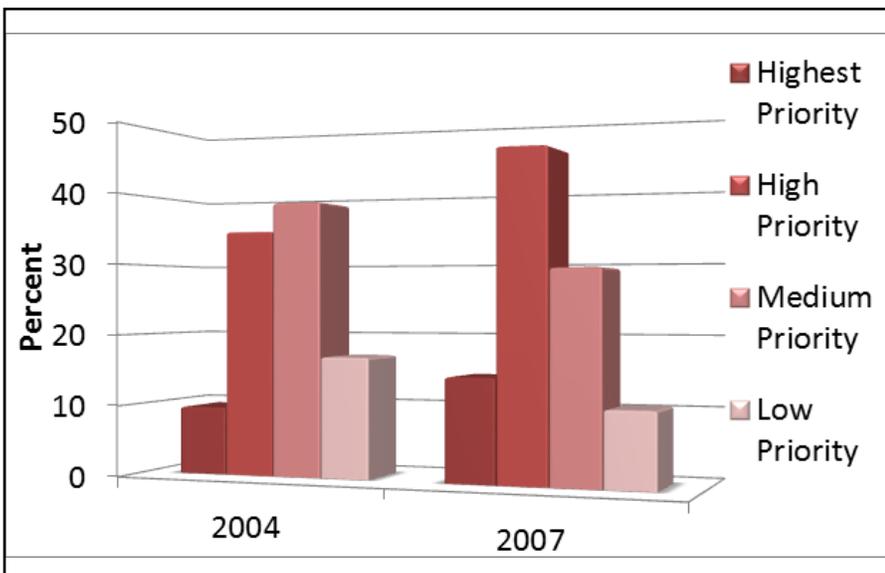


Figure 2.  
How High a Priority at the University is it: To increase the representation of women in the faculty and administration?

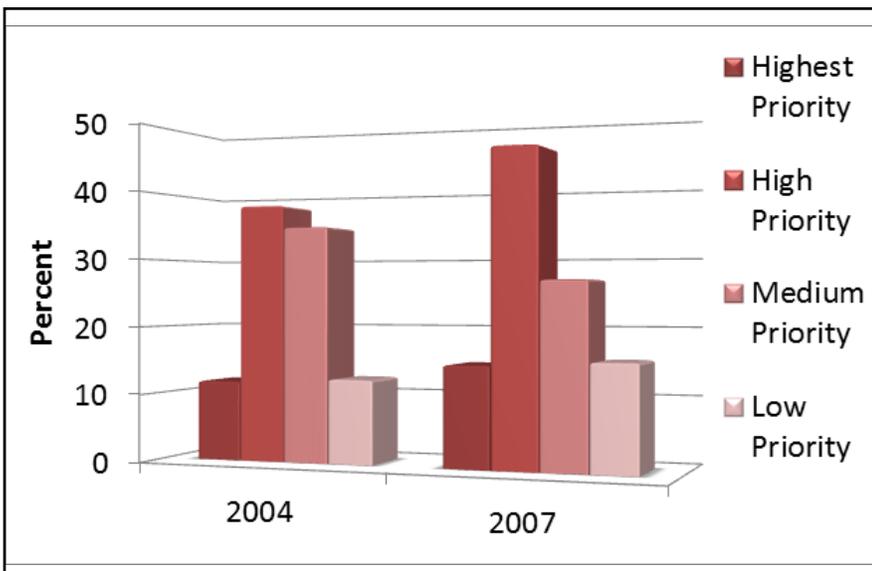


Figure 3.  
How High a Priority at the University is it: To increase the representation of minorities in the faculty and administration?

UNC Charlotte ADVANCE surveyed tenure-track faculty in April 2010 on their perception of the institutional climate and job satisfaction at UNC Charlotte. The results indicate that faculty perceive a positive diversity equity climate for gender, cultural diversity, age, sexual orientation, physical disability, religious views, and political affiliations. A summary report of the University results can be found here: [https://advance.uncc.edu/sites/advance.uncc.edu/files/media/Faculty\\_Climate\\_Report.pdf](https://advance.uncc.edu/sites/advance.uncc.edu/files/media/Faculty_Climate_Report.pdf)

### Student Diversity Education

The Division of Student Affairs makes diversity education widely available to students. The Office of Student Activities presents workshops that explore a wide range of diversity topics throughout the academic year. More than 40 workshops offered through the Multicultural Resource Center, Religious and Spiritual Life, and the Center for Leadership Development, include a diversity component. Over 1,500 students attended these programs in 2010-2011. The Dean of Students Office, Women’s Programs, the Counseling Center, and Housing and Residence Life also offer programming to promote knowledge and understanding of diversity. According to the Sophomore Survey 23% of the respondents reported that they attend diversity programs once or twice a year (Figure 4).

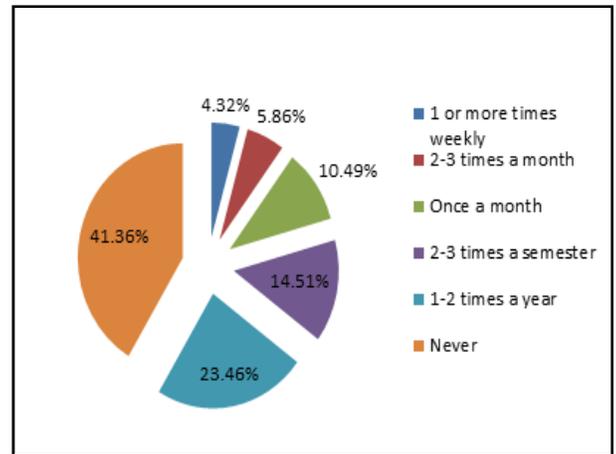


Fig. 4 About how often during the typical year do you attend or participate in multicultural/diversity events and programs?

### Campus Accessibility



UNC Charlotte strives to create an accessible physical environment for all faculty, students, and staff. Access for individuals with disabilities has continued to be an important element of diversity at UNC Charlotte, and as a result continued improvements to accessibility have been made. For example, the University’s shuttle system is now fully accessible, and SafeRide is now available to transport registered individuals with mobility impairments throughout the center of campus. The Campus Accessibility Advisory Board was reconstituted and charged by the Chancellor with the responsibility of looking beyond physical access. Since that time, the University completed an extensive ADA review and

update of its ADA Transition Plan with approximately 45 recommendations for improvements which address not only physical access, but increased awareness and sensitivity to individuals with disabilities, technology, and access in the classroom. Consequently, there has been significant progress in areas of high need and high use. Examples include installation of more automatic door openers, increased accessibility signage inside buildings and along pathways, addition of accessible unisex bathrooms, accessibility training for graduate teaching assistants, a 508-compliant University website that is fully accessible, and a new central accessibility website located on the University’s website footer designed to increase awareness and to distribute information more broadly to faculty, staff, students and visitors. The assistive technology specialist is an integral part of the technology team on campus, thus helping to improve access in the classroom and labs.

### Chancellor’s Diversity Challenge Fund

The Chancellor’s Diversity Challenge Fund supports campus initiatives that promote the value of diversity in the everyday intellectual and social life of the University. Since the program began in 2007, nearly 100 grants have been awarded to faculty, students, and staff for projects exploring race and ethnicity, gender, sexuality and LGBT perspectives, international culture, multiculturalism, religion, disability and access, and socio-economic status (Figures 5-7).

Grants support speakers, performers, and programs that raise awareness, facilitate student recruitment, and encourage community engagement. Projects funded by the Chancellor's Diversity Challenge Fund addressing Diversity Plan Objective 1 include:

- Student Activities staff participated in a workshop by the Office of Legal Affairs and explored the separation of church and state, which is important to the relationship between state employees working with students from diverse religious identities.
- Prominent LGBT activist Mara Kiesling guest-lectured on transgender rights and facilitated workshops with student from Pride and other campus organizations.
- Students from various organizations participated in a two-day retreat to explore religious diversity.
- An International Film Series was offered through the Office of International Programs.



“Staff Diversity Day” hosted by Staff Organization



Harlem Quartet, presented by the Department of Music during the 2011-2012 performance season.

With support from the Chancellor's Diversity Challenge Fund, the Department of Music in the College of Arts + Architecture hosted The Harlem Quartet in a residency at Robinson Hall for the Performing Arts. The Harlem Quartet was founded in 2006 by the Sphinx Organization, national non-profit focused on building diversity in classical music and providing access to music education in underserved communities. While engaged as guest artists at UNC Charlotte, the Harlem Quartet presented a daytime lecture and demonstration for Charlotte-Mecklenburg middle and high school students and performed an evening program for the university community and greater public. By presenting these artists, the Department encouraged broad participation in classical music by minority populations typically underrepresented in audiences, performing ensembles, and concert repertoire.

Figure 5. Grants Awarded by Program Type

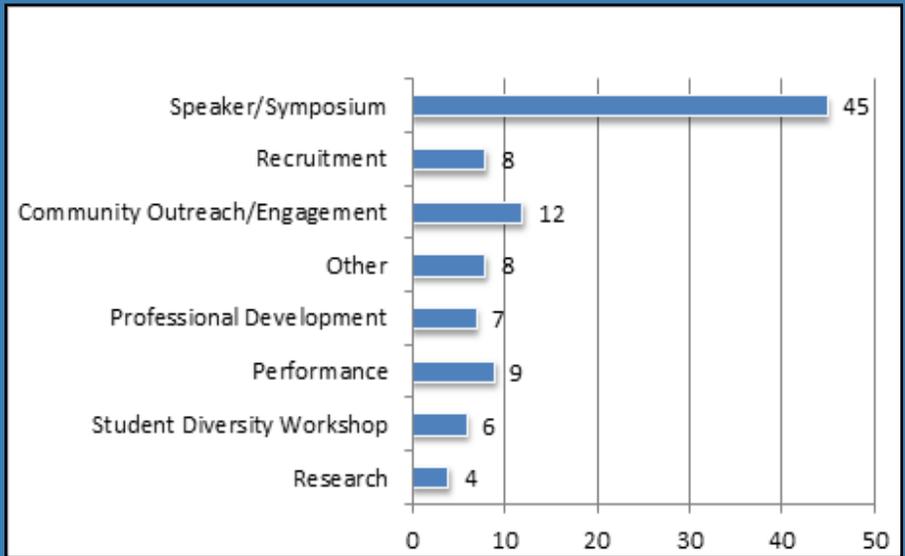


Figure 6. Number of Grants Awarded for each Diversity Objective

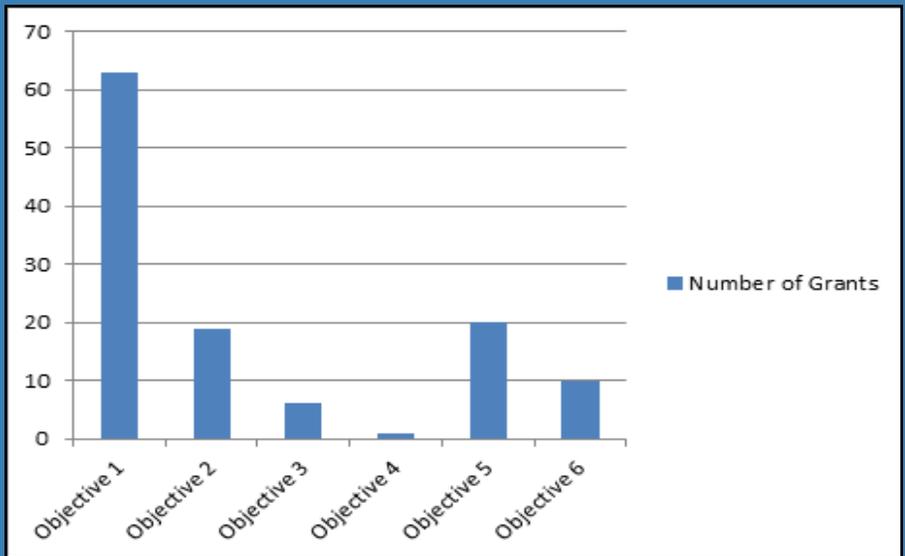
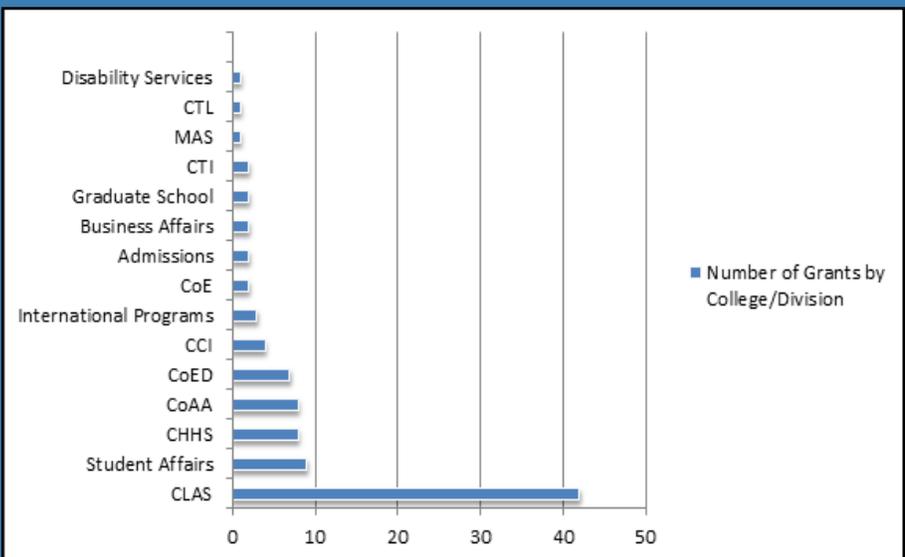


Figure 7. Number of Grants by College/Division



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

### Enrollment Trends

The University continues to successfully recruit and graduate a diverse student body. The percentage of minority students (Black, Hispanic, American Indian, Asian students, and multiracial students) at UNC Charlotte has increased steadily since 2007. In Fall 2012, UNC Charlotte enrolled 26,232 graduate and undergraduate students, the institution's highest enrollment to date. Of the total student enrollment in Fall 2012, 8,045 students, or 30.67%, are from racial and ethnic minority groups. This is the largest number and percentage of minority students enrolled at the University to date.

While student enrollment percentages have increased for all reported minority groups, the percentage of Hispanic students increased most significantly from 2.6% of the total enrollment in Fall 2005 to 6.7% of total enrollment in Fall 2012. The University also increased the enrollment of Black students, who comprised 14.2% of all students in 2005 and 17% of all students in 2012. Percentages of Asian and Native American students also

increased slightly since 2005 (see Figure 8 and Table 1).

In 2011, students from racial/ethnic minority groups comprised 19.4% of the total enrollment at the Historically White Institutions within the University of North Carolina system. Of these universities, UNC Charlotte ranks second to UNC Greensboro in the percentage of minority students.

Following national trends since the 1990s<sup>1</sup>, female students have outnumbered male students at UNC Charlotte; however, the University is enrolling more male students in an effort to create a gender balance. Women comprised 55% of the total enrollment in 2005, and 51% in 2012 (see Tables 2 and 3).

Since 2005, the Graduate School increased the diversity of its student enrollment by admitting more international students, more women, and more students from historically underrepresented groups. The percentage of students from racial and ethnic minority backgrounds increased from 16% of the graduate enrollment in 2005, to 21.7% in 2012 (Table 4).

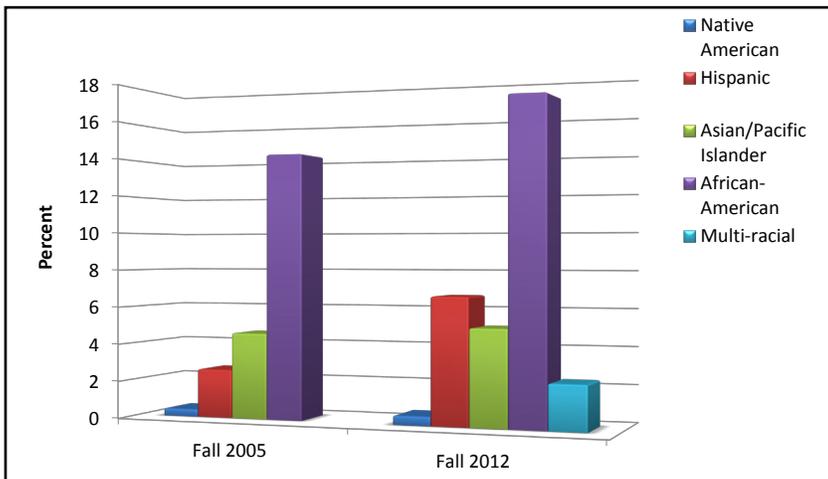


Figure 8. Minority Presence

|                        | Fall 2005 |       | Fall 2012 |       |
|------------------------|-----------|-------|-----------|-------|
|                        | N         | %     | N         | %     |
| Black/African American | 2,961     | 14.2% | 4,306     | 17.0% |
| American Indian        | 76        | 0.4%  | 116       | 0.5%  |
| Asian/Pacific Islander | 955       | 4.6%  | 1,262     | 5.2%  |
| Hispanic               | 541       | 2.6%  | 1,705     | 6.7%  |
| Non-Resident Alien     | 673       | 3.2%  | 1,389     | 5.3%  |
| White                  | 15,566    | 74.9% | 15,943    | 60.8% |
| Unknown*               |           | %     | 855       | 3.4%  |
| Multiple Races*        |           | %     | 621       | 2.4%  |
| Total                  | 20,772    | 100%  | 26,232    | 100%  |

\* These categories were not included in the Fall 2005 Enrollment Headcount; they were added in 2009.

**Table 2. Undergraduate Enrollment Fall 2005**

|                        | Men   | Women | Total  | % of Total |
|------------------------|-------|-------|--------|------------|
| Black/African American | 837   | 1,585 | 2,422  | 14.6%      |
| American Indian        | 28    | 38    | 66     | 0.4%       |
| Asian/Pacific Islander | 408   | 426   | 834    | 5.0%       |
| Hispanic               | 201   | 258   | 459    | 2.8%       |
| Non-Resident Alien     | 129   | 97    | 226    | 1.4%       |
| White                  | 6,134 | 6,414 | 12,548 | 75.8%      |
| Total                  | 7,737 | 8,818 | 16,555 | 100%       |

**Table 3. Undergraduate Enrollment Fall 2012**

|                        | Men    | Women  | Total  | % of Total |
|------------------------|--------|--------|--------|------------|
| Black/African American | 1,433  | 2,190  | 3,623  | 17.0%      |
| American Indian        | 46     | 59     | 105    | 0.5%       |
| Asian/Pacific Islander | 616    | 540    | 1,156  | 5.2%       |
| Hispanic               | 740    | 766    | 1,506  | 6.7%       |
| Non-Resident Alien     | 333    | 18     | 522    | 5.3%       |
| White                  | 6,987  | 5,961  | 12,948 | 60.8%      |
| Unknown*               | 384    | 376    | 760    | 3.4%       |
| Multiple Races*        | 267    | 292    | 559    | 2.4%       |
| Total                  | 10,806 | 10,373 | 21,179 | 100%       |

**Table 4. Graduate Enrollment**

|                        | Fall 2005 |       |       |       | Fall 2012 |       |       |       |
|------------------------|-----------|-------|-------|-------|-----------|-------|-------|-------|
|                        | Men       | Women | Total | %     | Men       | Women | Total | %     |
| Black/African American | 129       | 410   | 539   | 12.8% | 193       | 493   | 686   | 13.6% |
| American Indian        | 3         | 7     | 10    | 0.2%  | 7         | 4     | 11    | .2%   |
| Asian/Pacific Islander | 63        | 58    | 121   | 2.9%  | 54        | 84    | 138   | 27.3% |
| Hispanic               | 25        | 57    | 82    | 1.9%  | 66        | 133   | 199   | 3.9%  |
| Non-Resident Alien     | 299       | 148   | 447   | 10.6% | 541       | 326   | 867   | 17.2% |
| White                  | 1,033     | 1,985 | 3,018 | 71.6% | 1,119     | 1,876 | 2,995 | 59.3% |
| Unknown*               | --        | --    | --    | --    | 43        | 52    | 95    | 1.9%  |
| Multiple Races*        | --        | --    | --    | --    | 25        | 37    | 62    | 1.2%  |
| Total                  | 1,552     | 2,665 | 4,217 | 100%  | 2,048     | 3,005 | 5,053 | 100%  |

### Student Recruitment

Recruitment strategies implemented by both Graduate and Undergraduate Admissions have contributed to the increase of traditionally under-represented students. The Office of Undergraduate Admissions initiated projects which support the recruitment of a diverse student population, including:

- Creating a diversity brochure with information about the University and services offered for students of diverse backgrounds.
- Offering financial aid and financial planning information through intentional outreach programs for applicants and families from underrepresented populations.
- Hosting events in collaboration with Multicultural Academic Services to reach a diverse population of first year and transfer students, including AVID and GEAR-UP Day.

The Graduate School also implemented minority recruitment outreach activities, including:

- Recruiting graduate applicants on the campuses of state-wide Historically Black Colleges and Universities (i.e. Johnson C. Smith, Winston-Salem State, UNC Pembroke, and NC A & T).
- Supporting recruitment initiatives with academic programs and organizations that target diverse communities, including: Women’s and Gender Studies Graduate School Information Session, Building Better Brothers, and National Black MBA Association.
- Contacting all students in the McNair Scholars national database with information about and the academic programs offered at UNC Charlotte, and attending the McNair Scholars Summer National Research Conference.



## Retention and Graduation

In addition to increasing the enrollment of diverse students at UNC Charlotte, the University is focused on improving retention and graduation rates for minority students. The retention rate for black freshmen is 82%, 80% for Hispanics, 84% for Asians, and 76% for whites (see Tables 5 and 6).

| Table 5. Freshman Retention Rates |       |       |
|-----------------------------------|-------|-------|
|                                   | 2005  | 2010  |
| Black/African American            | 82.5% | 82.3% |
| American Indian                   | 90.9% | 72.2% |
| Asian/Pacific Islander            | 76.7% | 84.5% |
| Hispanic                          | 75.9% | 80.2% |
| Non-Resident Alien                | 77.3% | 86.5% |
| White                             | 76.7% | 78.5% |
| Women                             | 78.6% | 78.5% |
| Men                               | 76.1% | 77.5% |
| All Freshmen                      | 77.4% | 78.0% |

| Table 6. Six-Year Graduation Rates |       |       |
|------------------------------------|-------|-------|
|                                    | 2000  | 2005  |
| Black/African American             | 51.1% | 53.9% |
| American Indian                    | 80.0% | 45.5% |
| Asian/Pacific Islander             | 56.7% | 54.3% |
| Hispanic                           | 50.0% | 51.9% |
| Non-Resident Alien                 | 48.0% | 45.5% |
| White                              | 49.1% | 52.5% |
| Women                              | 52.8% | 55.9% |
| Men                                | 46.0% | 49.0% |
| All Students                       | 49.8% | 52.6% |

Academic Services offers programs that support retention and success for all students. In recent years, an increasing number of diverse undergraduate and graduate students participate in programs that provide support to under-represented student populations. The University Transition Opportunity Program (UTOP), a summer bridge program, which has averaged 29 participants per year from 2007 to 2009, grew to 50 students in 2010. The UTOP program enrolled 67 students in 2012. Building Better Brothers, the Multicultural Academic Services program targeting male students, has also expanded.

## Chancellor's Diversity Challenge Fund Projects for Objective 2

The Chancellor's Diversity Challenge Fund has supported efforts to recruit, retain, and graduate a successful, diverse student body. The following are examples of programs funded by the Diversity Challenge Fund.



Dr. Phil Dubois with Organizational Science Summer Institute Students

*"The support we got was fantastic. The mentors, professors, and speakers provided useful insight into the organizational science field."*

--Participant in the Organizational Science Summer Institute

- The Diversity Communication Lecture Series brought three nationally-recognized experts in the area of minority graduate student education to campus. These scholars shared strategies on how to effectively recruit, retain, and mentor a diverse graduate student population at UNC Charlotte.
- The Hispanic College Awareness Program hosted GEAR UP Day to provide minority middle and high school students with information about applying for college and financial aid, and implemented a new mentoring program for incoming Latino freshmen.
- Admissions hosted Multicultural Student Receptions to introduce prospective and admitted minority students to the opportunities and resources on campus.
- The Organizational Science Summer Institute launched a graduate educational preparatory program designed to populate the graduate academic pipeline with talented students from historically underrepresented populations from across the country.
- Public Health department at UNC Charlotte partnered with Johnson C. Smith University to develop the Project Pace program. Project Pace introduces students to the field of public health, informs students of local graduate opportunities, and prepares minority students for graduate studies in public health.

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

### Faculty Diversity

Since 2005, the University has made progress diversifying the faculty within certain ranks. In 2005, the faculty was 17.7% racial/ethnic minority (5.2% black, 9.7% Asian, 2.6% Hispanic). Currently the percentage of racial minorities in the faculty is 17%, however, as with the student population, tracking the percentage change in the minority faculty since 2005 is difficult because "Non-Resident Alien" and "Unknown" reporting categories were added to data collection in 2009. With respect to race and ethnicity, the greatest diversity can be found at the levels of Associate and Assistant Professor (see Tables 7 and 8). Notably, there was an increase in the representation of black faculty at the Associate level (from 5.8% in 2005 to 6.6% in 2011), and at the Assistant level (from 7% in 2005 to 8% in 2011). Likewise, the number of Asian faculty at the Associate level increased significantly from 15 in 2005 to 39 in 2011.

**Table 7. Full-time Teaching Faculty Fall 2005**

|                               |     | <b>Associate Professor</b> | <b>Assistant Professor</b> | <b>Lecturer</b> | <b>Total</b> | <b>Percent</b> |
|-------------------------------|-----|----------------------------|----------------------------|-----------------|--------------|----------------|
| <b>Non-Resident Alien</b>     |     |                            |                            |                 |              | --             |
| <b>Black/African American</b> | 6   | 14                         | 19                         | 6               | <b>45</b>    | 5.2%           |
| <b>American Indian</b>        | 0   | 1                          | 1                          | 0               | <b>2</b>     | .2%            |
| <b>Asian</b>                  | 21  | 15                         | 44                         | 3               | <b>83</b>    | 9.7%           |
| <b>Hispanic</b>               | 3   | 8                          | 8                          | 3               | <b>22</b>    | 2.6%           |
| <b>White</b>                  | 166 | 200                        | 198                        | 143             | <b>707</b>   | 82.3%          |
| <b>Total</b>                  | 196 | 238                        | 270                        | 155             | <b>859</b>   | 100%           |

**Table 8. Full-time Teaching Faculty Fall 2011**

|                               | <b>Professor</b> | <b>Associate Professor</b> | <b>Assistant Professor</b> | <b>Lecturer</b> | <b>Total</b> | <b>Percent</b> |
|-------------------------------|------------------|----------------------------|----------------------------|-----------------|--------------|----------------|
| <b>Non-Resident Alien</b>     | 0                | 13                         | 35                         | 7               | 55           | 5.5%           |
| <b>Black/African American</b> | 5                | 20                         | 21                         | 12              | 58           | 5.8%           |
| <b>American Indian</b>        | 0                | 0                          | 0                          | 0               | 0            | 0%             |
| <b>Asian</b>                  | 22               | 39                         | 21                         | 6               | 88           | 8.8%           |
| <b>Hispanic</b>               | 5                | 9                          | 5                          | 5               | 24           | 2.4%           |
| <b>White</b>                  | 202              | 224                        | 151                        | 175             | 752          | 75.0%          |
| <b>Unknown</b>                | 4                | 5                          | 12                         | 5               | 26           | 2.6%           |
| <b>Total</b>                  | 238              | 310                        | 245                        | 210             | 1003         | 100%           |

### **Faculty Recruitment**

UNC Charlotte ADVANCE is instrumental in helping the University recruit and retain faculty from diverse backgrounds. A key element of ADVANCE’s mission is to create an institutional environment that supports the academic success of women faculty, especially those in Science, Technology, Engineering and Math (STEM) disciplines, as well as to increase the success of all faculty campus-wide.

Campus search committees continue to receive diversity recruitment education through the ADVANCE initiative, which expanded existing seminars, to include case studies, enhanced education on cognitive bias in committee discussions, and advice on how to write job advertisements for diversity recruiting. In 2010-2011, 110 faculty members participated in diversity recruitment education.

### **Chancellor’s Diversity Challenge Fund Projects for Objective 3**

The Chancellor’s Diversity Fund has supported efforts in the Colleges to promote a diverse faculty. The following are examples of programs implemented by Colleges:

- The College of Health and Human Services held a two day workshop for faculty on women’s leadership led by two speakers from the Office of Diversity, Equity, and Global Initiatives at the Association of American Colleges and Universities.
- The College of Education invited scholars to campus to share information about cross-racial faculty mentoring with CoED faculty.



# COACHE

The Collaborative on Academic Careers in Higher Education  
at the Harvard Graduate School of Education

## COACHE data

Since 2005, UNC Charlotte has participated in a faculty job satisfaction survey administered by the Collaborative on Academic Careers in Higher Education (COACHE) at the Harvard Graduate School of Education. The COACHE survey is designed to gauge faculty perceptions of the value and rewards of working at institutions nationwide. The survey assesses faculty experiences in several areas critical to faculty success, including research, teaching, service, collaboration and mentoring, governance, and departmental collegiality, engagement, and quality. Academic Affairs has used COACHE data to design programming or drive policy revision. The COACHE data has been particularly useful in identifying key indicators of faculty job satisfaction vital to Objective 3, recruiting and retaining diverse faculty members.

In 2011-2012, COACHE administered the survey to 731 tenure track faculty. Of the 350 respondents, 156 were women (reflecting a response rate of 58%), and 69 were faculty of color (reflecting a response rate of 37%). The most consistent differences in responses between faculty of color and majority faculty occur around the benchmarks related to Departmental Collegiality, Engagement, and Quality. Small to moderate disparities were found between white faculty and faculty of color in 22 of 24 survey items related to these benchmarks, including moderate response differences in the areas of “how well you fit” and “colleagues committed to diversity/inclusion.” Additional research is necessary to understand how “sense of fit” is defined in order to address the factors that may enhance the feeling of belonging on campus among all faculty members. The complete COACHE report is available on the Academic Affairs website at [provost.uncc.edu/resources-and-reports/](http://provost.uncc.edu/resources-and-reports/).

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

### SPA Staff Diversity

As is the case with tracking minority faculty at UNC Charlotte, tracking the percentage change in the minority staff since 2005 is difficult because the “Non-Resident Alien” and “Unknown” categories were included in data collection in 2009. The available data indicate that racial and ethnic minorities constituted 29.3% of the SPA staff in both 2005 and in 2011. Minorities remain most heavily concentrated in service maintenance positions. From 2005 to 2011 there was an increase in the numbers and percentages of employees from racial/ethnic minority groups in technical/para-professional, clerical and secretarial, and service maintenance jobs. The greatest growth was in the technical/para-professional positions, increasing from 16.7% in 2005 to 22.7% in 2011 (see Tables 9 -11).

The majority of SPA staff are women. The greatest gender disparity is found within the skilled crafts, clerical/secretarial, and technical/para-professional jobs. Clerical/secretarial positions and Technical/para-professional positions have predominately been held by women, and this gender disparity has been increasing over time. The percentage of men in the technical/para-professional category has decreased from 42% in 2005 to 26% in 2011.

| Table 9 Full-time SPA Staff by Race and Occupational Class |           |       |           |       |                        |
|------------------------------------------------------------|-----------|-------|-----------|-------|------------------------|
|                                                            | Fall 2005 |       | Fall 2011 |       |                        |
|                                                            | Minority  | White | Minority  | White | Non-Resident & Unknown |
| Professional                                               | 14.4%     | 85.6% | 12.2%     | 76.2% | 11.6%                  |
| Technical/Para-professional                                | 16.7%     | 83.3% | 22.7%     | 71.2% | 6.1%                   |
| Clerical and Secretarial                                   | 24.7%     | 75.3% | 25.6%     | 68.5% | 5.9%                   |
| Skilled Crafts                                             | 12.5%     | 87.5% | 11.5%     | 83.7% | 4.8%                   |
| Service Maintenance                                        | 59%       | 41%   | 62.7%     | 30.7% | 6.6%                   |
| Total                                                      | 29.3%     | 70.7% | 29.3%     | 63.1% | 7.6%                   |

\*Minority staff includes Black, American Indian, Asian/Pacific Islander, and Hispanic.

| Table 10. SPA Staff Fall 2005 |              |                         |                        |                |                     |       |
|-------------------------------|--------------|-------------------------|------------------------|----------------|---------------------|-------|
|                               | Professional | Tech/Para-professionals | Clerical & Secretarial | Skilled Crafts | Service/Maintenance | Total |
| Unknown                       | 0            | 0                       | 1                      | 0              | 0                   | 1     |
| Black                         | 26           | 25                      | 79                     | 10             | 166                 | 306   |
| American Indian               | 0            | 1                       | 2                      | 0              | 0                   | 3     |
| Asian                         | 3            | 8                       | 7                      | 0              | 4                   | 22    |
| Hispanic                      | 0            | 1                       | 2                      | 2              | 7                   | 12    |
| White                         | 172          | 174                     | 278                    | 84             | 123                 | 831   |
| Total                         | 201          | 209                     | 369                    | 96             | 300                 | 1,175 |

| Table 11. SPA Staff Fall 2011 |              |                         |                        |                |                     |       |
|-------------------------------|--------------|-------------------------|------------------------|----------------|---------------------|-------|
|                               | Professional | Tech/Para-professionals | Clerical & Secretarial | Skilled Crafts | Service/Maintenance | Total |
| Non-Resident Alien*           | 2            | 0                       | 0                      | 0              | 3                   | 5     |
| Unknown                       | 41           | 20                      | 20                     | 5              | 23                  | 109   |
| Black                         | 29           | 65                      | 75                     | 10             | 182                 | 361   |
| American Indian               | 0            | 0                       | 0                      | 0              | 0                   | 0     |
| Asian/Pacific Islander        | 10           | 6                       | 6                      | 1              | 6                   | 29    |
| Hispanic                      | 5            | 3                       | 5                      | 1              | 29                  | 43    |
| White                         | 281          | 232                     | 231                    | 87             | 108                 | 939   |
| Multiple Races*               | 1            | 0                       | 0                      | 0              | 0                   | 1     |
| Total                         | 369          | 326                     | 337                    | 104            | 351                 | 1,487 |

## EPA Staff Diversity

The percentage of EPA staff persons from racial/ethnic minority groups in 2011 was 17.4% (excluding “Non-Resident Aliens”). The percentage of minority personnel in Executive/Administrative/Managerial jobs increased since 2005. In 2011, racial/ethnic minorities constituted 16% of this job category, up from 5% in 2005. Minority staff in “Professional” positions also increased slightly from 17% in 2005 to 18% in 2011. Approximately half of EPA staff positions are held by women, the percentage of women increased by 2% from 2005 to 2011. Professional EPA positions are predominately held by women (58%). Women occupy a smaller (but increasing) proportion of the highest ranking positions (from 38% in 2005 to 43% in 2011) (see Table 12).

| Table 12. EPA Staff    |                                             |                       |       |                                             |                       |       |
|------------------------|---------------------------------------------|-----------------------|-------|---------------------------------------------|-----------------------|-------|
|                        | Fall 2005                                   |                       |       | Fall 2011                                   |                       |       |
|                        | Executive/<br>Administrative/<br>Managerial | Professional<br>Staff | Total | Executive/<br>Administrative/<br>Managerial | Professional<br>Staff | Total |
| Non-Resident Alien*    | --                                          | --                    | --    | 0                                           | 8                     | 8     |
| Unknown                | 0                                           | 0                     | 0     | 14                                          | 33                    | 47    |
| Black                  | 3                                           | 29                    | 32    | 18                                          | 40                    | 58    |
| American Indian        | 0                                           | 1                     | 0     | 0                                           | 1                     | 1     |
| Asian/Pacific Islander | 3                                           | 3                     | 6     | 7                                           | 5                     | 12    |
| Hispanic               | 2                                           | 3                     | 5     | 6                                           | 3                     | 9     |
| White                  | 152                                         | 180                   | 332   | 149                                         | 186                   | 335   |
| Multiple Races         | --                                          | --                    | --    | 0                                           | 1                     | 1     |
| Total                  | 160                                         | 216                   | 276   | 194                                         | 277                   | 471   |
|                        |                                             |                       |       |                                             |                       |       |

## Chancellor’s Diversity Challenge Fund Projects for Objective 4

In 2007, the Chancellor’s Diversity Grant funded a workshop on diversity in the workplace presented by outside consultants. During this workshop, supervisors and managers discussed the recruitment, retention, and promotion of diverse staff. Since 2007, the Chancellor’s Diversity Challenge Fund remains a relatively untapped resource for promoting diversity among University staff.

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

### **Diversity in the Curriculum**

The University continues to develop courses that encourage students to engage with diverse traditions of thought and to explore diverse perspectives. Liberal Studies (LBST) is one example of a program that incorporates diversity-related issues into curriculum objectives. The assessment of four LBST courses within the General Education curriculum included the following diversity learning outcomes:

- Students are expected to be able to discuss issues of diversity with respect to art.
- Students are expected to be able to discuss issues of diversity in a historical context.
- Students are expected to be able to discuss issues of diversity as it applies in a global context.
- Students are expected to be able to discuss issues of diversity as it applies to questions of ethical and cultural critique.

While Liberal Studies has taken positive steps to include issues of diversity in the curriculum, learning outcomes related to diversity must be strengthened. In April 2009, the Student Learning Outcomes Assessment for Liberal Studies Curriculum reported that, relative to the other outcomes assessed, the learning outcome related to diversity required the most improvement. In three of the four assessed areas, the diversity scores did not make the benchmark.

The UNC Charlotte Crossroads program advances Objective 5 through its curriculum which centers on themes of access, inclusion, equity, and trust. In addition to courses, Crossroads has developed service-learning opportunities that engage students and faculty in Charlotte's civic life. In 2012, the Crossroads curriculum was institutionalized into a civic engagement minor.

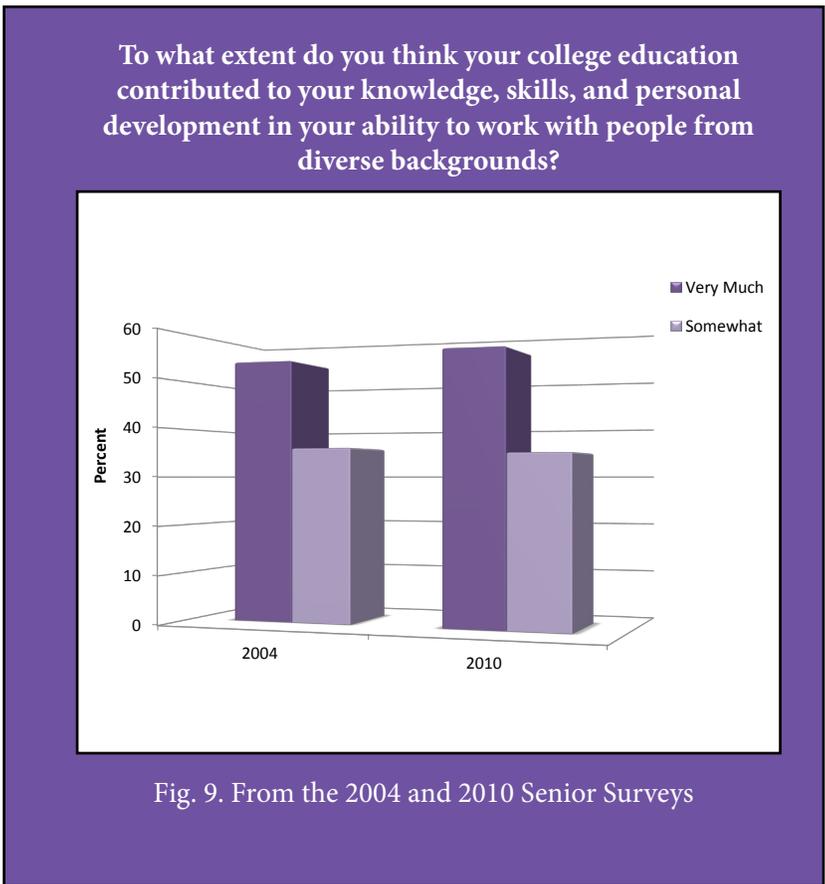
### **Summer Diversity Institute**

The Office of the Provost at UNC Charlotte offers the Summer Diversity Institute, which teaches faculty members how to infuse diversity and multiculturalism into course curricula. The Institute has enrolled 40 to 50 faculty members each summer, beginning in 2005. Assessment of the Institute indicates that attendees were more likely to implement multicultural concepts into their courses, and, as a result, students enrolled in courses of Institute participants were more likely to connect issues of diversity and multiculturalism with their subject areas. Students also noted that their professor featured diverse perspectives through reading assignments and classroom examples in the course.

### **Students' Perceptions about Diversity in the Classroom and Curriculum**

The Senior Survey, administered bi-annually to graduating seniors by Academic Services, indicates that seniors have positive experiences with diversity education at UNC Charlotte. In the 2010 Senior Survey, 90% of seniors reported that their college education contributed "very much" or "somewhat" to their ability to work with people from diverse backgrounds, and a majority of seniors responded that their education encouraged them to appreciate racial and gender equity (see Figure 9).

The National Survey of Student Engagement also provides some information about students' experiences with diversity in the curricula and classroom. From the NSSE 2009 survey, 63% of first year students and 70% of seniors at UNC Charlotte indicated that they "very often" or "often" encountered diverse perspectives (different races, religions, genders, political beliefs, etc) in class discussions or writing assignments. Of 2009 NSSE respondents, 62% of first year students and 57% of seniors indicated that UNC Charlotte contributes to their knowledge, skills, and personal development in understanding people of other racial and ethnic backgrounds (see Figures 10-13).

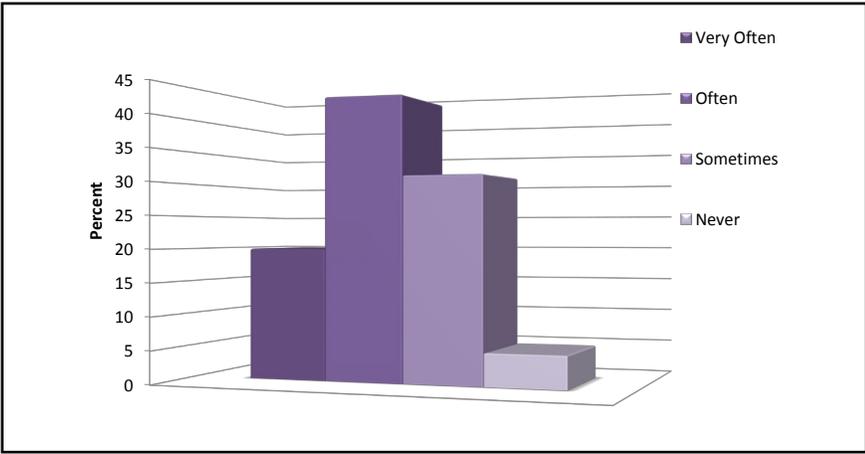


### Chancellor's Diversity Challenge Fund Projects for Objective 5

The Chancellor's Diversity Fund supported programs initiated by the Colleges that foster course development and encourage appreciation for the full range of diversity. The following are examples of initiatives funded by the grant:

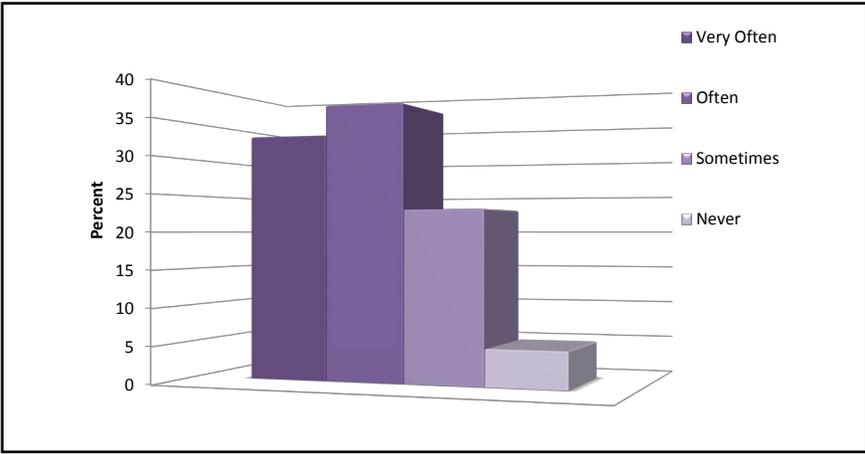


- The Department of Music presented workshops for pre-service music education students and urban music educators in CMS, to increase expertise in teaching music to diverse student populations.
- Nursing students and faculty participated in a workshop series on language and culture to increase their ability to deliver quality healthcare to Hispanic communities.
- Mathematics faculty participated in a workshop on the ways in which diversity and inclusion in mathematics instruction contribute to student success.
- The Department of Dance hosted a residency by guest artists to add African American dance forms to the Modern Dance curriculum.



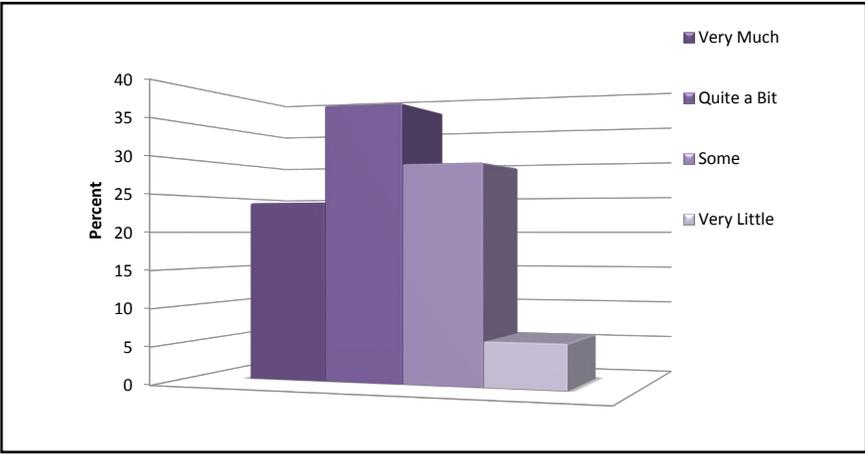
**Included diverse perspectives (different races, religions, genders, political beliefs, etc) in class discussions or writing assignments**

Fig. 10. NSSE 2009 Freshman Survey, 548 Respondents



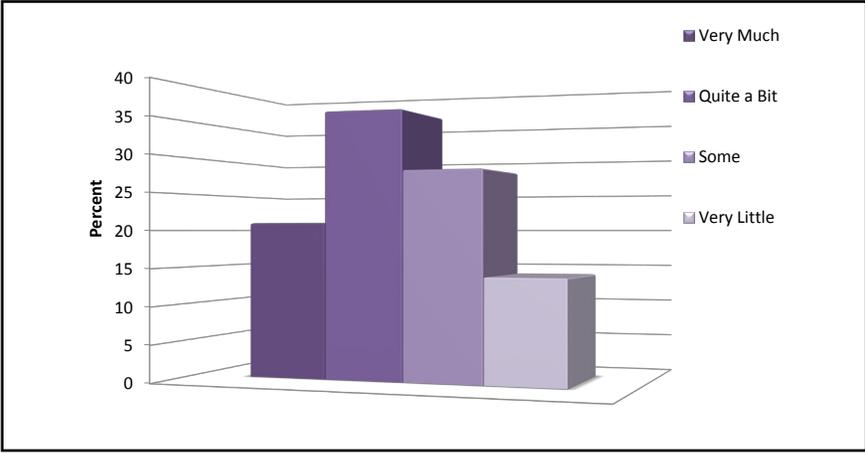
**Included diverse perspectives (different races, religions, genders, political beliefs, etc) in class discussions or writing assignments**

Fig. 11. NSSE 2009 Senior Survey, 536 Respondents



**Extent contributed to knowledge, skills, and personal development: Understanding people of other racial and ethnic backgrounds**

Fig. 12. NSSE 2009 Freshman Survey, 479 Respondents



**Extent contributed to knowledge, skills, and personal development: Understanding people of other racial and ethnic backgrounds**

Fig. 13. NSSE 2009 Senior Survey, 481 Respondents

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

Partnerships with local businesses and community members can enhance diversity at UNC Charlotte. One of the measures of success for this diversity goal is increased partnerships with Historically Underutilized Businesses (HUB) to promote their inclusion and participation in University's growth and development. The University's percentage of HUB purchasing and construction projects has varied over recent years. The proportion of goods and services purchased from HUBs is lower than the 2008 percentage, but has increased since 2009 (see Table 13). Participation by HUB firms in construction reflects relative stability and a consistent trend for exceeding the State's ten (10) percent minority participation goal (see Table 14).

Table 13. Proportion of Goods and Services Purchased from Historically Underutilized Businesses

| 2008  | 2009  | 2010 | 2011 | 2012 |
|-------|-------|------|------|------|
| 13.7% | 10.3% | 7.9% | 7.7% | 11%  |
|       |       |      |      |      |

From NC Department of Administration Office for Historically Underutilized Businesses Purchasing and Construction Project Report 2005-2006 and 2009-2010

Table 14. Proportion of Construction Projects Contracted through Historically Underutilized Businesses

| Projects            | 2008  | 2009  | 2010  | 2011  | 2012  |
|---------------------|-------|-------|-------|-------|-------|
| Under \$30,000      |       | 9%    | 6.1%  | 21.8% | 31%   |
| \$30,000-\$500,000  | 31.9% | 46.8% | 20.8% | 43.8% | 43.9% |
| \$500,000 and above | 19.4% | 33%   | 31.3% | 21.3% | 25.4% |
|                     |       |       |       |       |       |

In order to promote HUB participation, the University has organized Meet & Greet events to bring the business community together with University staff and contractors, posted information on upcoming projects the UNC Charlotte website apprising the community on business opportunities, and distributed a Vendor Information Guide to contractors interested in conducting business with the University.

Diverse representation on University boards is also an indicator of campus diversity with respect to the community-at-large. The UNC Charlotte Board of Trustees is currently comprised of nine men and three women. At the time of this report, there are no members from historically underrepresented groups. Although UNC Charlotte does not completely control appointments to the Board of Trustees, the Chancellor has informed the Board of Governors and the Governor of the importance of restoring and building diversity on the Board of Trustees. The University's College Advisory Boards offer more diverse representation. The College of Health and Human Services has 14 advisory board members; six are women and three are racial/ethnic minorities. The College of Computing and Informatics has 29 advisory board members; eight are women and four are racial/ethnic minorities. The College of Education has ten advisory board members; six are women, and three are racial/ethnic minorities. The Belk College of Business has 28 advisory board members; six are women and one is from a racial/ethnic minority group.

## Chancellor's Diversity Challenge Fund Projects for Objective 6

The Diversity Grants have been used to foster diversity on and off campus by connecting the University to the broader Charlotte community. The grants have supported student, faculty, and staff participation in external events that support an inclusive climate in the Charlotte community through volunteerism and service-learning. Examples include:

- Geography has created service-learning projects that engage undergraduate students with youth in economically disadvantaged communities to impart youth leadership and teamwork skills, and enhance UNCC students' cultural competency.
- The College of Education and Crossroads Charlotte hosted its first UNC Charlotte Summer Freedom School, a summer literacy program for disadvantaged children in University area schools campus.
- Information and Technology Services staff participated in a technology literacy outreach program at a diverse local school, University Meadows Elementary.
- Development and Alumni Affairs completed a service project at YWCA, an activity which promoted inclusion in the Division and allowed the staff to serve with a diverse group of community stakeholders.



2010 UNC Charlotte Freedom School Scholars and Interns

The Freedom Schools program provides summer and after-school enrichment that helps children fall in love with reading, increases their self-esteem, and generates more positive attitudes toward learning. The program brings together the resources and talents of the university with the energy and enthusiasm of students in grades K-8 from CMS schools in our community.

<sup>1</sup> Pew Research Center <http://www.pewsocialtrends.org/2012/04/19/a-gender-reversal-on-career-aspirations/>