The CUCWG is chaired by the Provost Faculty Fellow for Diversity, Inclusion and Access (Chance W. Lewis, Ph.D., Carol Grotnes Belk Distinguished Professor of Urban Education, Cato College of Education). As of this writing, the CUCWG has met on thirteen (13) occasions (January 12, 2018; February 9, 2018; March 2, 2018; April 20, 2018; May 10, 2018; June 14, 2018; July 12, 2018; August 15, 2018; October 12, 2018; November 2, 2018; November 30, 2018; January 11, 2019; and February 8, 2019). To keep with our Charge from the Provost, the CUC Working Group has completed the following:

- Updated UNC Charlotte’s Diversity Website
- Submitted a total of forty-nine (49) preliminary recommendations across the seven (7) Objectives in the UNC Charlotte Diversity Plan
- Provided language revisions to the current UNC Charlotte Diversity Plan for Campus Diversity, Access, and Inclusion
- Produced recommendations to improve the university based on each subcommittee’s objective
- Produced a communication plan to highlight the accomplishments of the CUC Working Group
- Produced recommendations to each member’s unit based on the work of the Council on University Community Working Group.
- Provided feedback to the Office of the Chancellor on the pending UNC system policy on Diversity Officers at each of the 17 campuses.
## Council on University Community Working Group Members

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The first charge the CUC Working Group was given was to redesign the Diversity webpage. UNC Charlotte’s commitment to cultivating diversity and inclusion throughout the campus is displayed throughout the website as faculty members and alumni across are highlighted for their accomplishments. In addition, the campus community can access information concerning the Chancellor’s Diversity Challenge Fund, Campus Diversity Resources, Diversity Plan, News and Events, Council on University Community, and the CUC Working Group. Provided is a link to the Diversity Website.

Faculty Spotlight: Colette Townsend Chambers, MSN, RN, CHSE
Nursing Professor Teaches Diversity in Simulation Labs

Alumna Spotlight: Emily Francis, CATO College of Education
The Language of Hope
DIVERSITY PLAN RECOMMENDATIONS

Seven (7) initial recommendations for each of the seven (7) objectives in the current version of the UNC Charlotte Diversity were submitted for a total of forty-nine (49) recommendations from the Council On University Community Working Group. Each section of the report provides each objective (as written in the UNC Charlotte Diversity Plan) with the preliminary recommendations submitted by each of the seven (7) subcommittees of the CUC Working Group. It is important to note that all recommendations are action-based with suggested time intervals for implementation and execution. As a result, the recommendations submitted will provide the Council on University Community (CUC) with the “information needed to support all underrepresented groups and advance the multiple facets of diversity” (Council on University Community website, 2018). See Appendix A for UNC Charlotte Diversity Plan Recommendations.
CUC WORKING GROUP IN ACTION!
ADDITIONAL RECOMMENDATIONS

IMPROVE UNCC BASED ON SUBCOMMITTEE’S OBJECTIVE

Each subcommittee submitted recommendations to improve the university based on their objective. Recommendations highlight diverse recruitment and retention efforts of faculty, staff, and students, implementing inclusive language in the Diversity Plan, and so much more. Recommendations can be found in Appendix B.

COMMUNICATION PLAN TO HIGHLIGHT ACCOMPLISHMENTS OF CUC WORKING GROUP

The CUC Working Group highlighted seven (7) ways to effectively communicate our accomplishments to the University campus. The Communication Plan can be found in Appendix C.

RECOMMENDATIONS TO UNCC’S UNITS/DEPARTMENTS

Faculty and Staff submitted recommendations to improve their unit based on the work of the CUC Working Group. Recommendations can be found in Appendix D.
APPENDIX A

COUNCIL ON UNIVERSITY COMMUNITY WORKING GROUP

UNC Charlotte Diversity Plan Recommendations
(Round 2)

Chance W. Lewis, Ph.D.
Provost Faculty Fellow for Diversity, Inclusion and Access
Carol Grotnes Belk Distinguished Professor of Urban Education
Director, The Urban Education Collaborative
Cato College of Education

Note: Dr. Lewis would like to thank Provost and Vice-Chancellor for Academic Affairs Joan Lorden, Alicia Davis (Graduate Assistant), Kerrie Stewart (Special Assistant to the Council on University Community), Shannon Homesley (Executive Assistant to the Provost) and Shannon Dudley (Administrative Support Specialist) for their valuable assistance and support of the Council on University Community Working Group.
PREFACE

The Council on University Community Working Group (CUCWG) is charged with providing recommendations to the Council on University Community (CUC) to ensure implementation of the UNC Charlotte Diversity Plan to enhance visibility, coordination and impact. The CUCWG is chaired by the Provost Faculty Fellow for Diversity, Inclusion and Access (Chance W. Lewis, Ph.D., Carol Grotnes Belk Distinguished Professor of Urban Education, Cato College of Education). As of this writing, the CUCWG has met on six (6) occasions (January 12, 2018; February 9, 2018; March 2, 2018; April 20, 2018; May 10, 2018 and June 14, 2018). To keep with our Charge from the Provost, we are submitting a total of forty-nine (49) preliminary recommendations across the seven (7) Objectives in the UNC Charlotte Diversity Plan.
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FORMAT OF THE REPORT

This 3rd draft of the report provides seven (7) initial recommendations for each of the seven (7) objectives in the current version of the UNC Charlotte Diversity Plan for a total of forty-nine (49) recommendations from the Council on University Community Working Group (CUCWG). For clarity, each section of the report provides each objective (as written in the UNC Charlotte Diversity Plan) with the preliminary recommendations submitted by each of the seven (7) subcommittees of the CUCWG. It is important to note that all recommendations are action-based with suggested time intervals for implementation and execution. As a result, these recommendations will provide the Council on University Community (CUC) with the “information needed to support all underrepresented groups and advance the multiple facets of diversity” (Council on University Community website, 2018).
UNC Charlotte Diversity Plan
Objective 1

Promote a broad understanding of goals for diversity, access, and inclusion for the University through active outreach to the campus community.
Recommendations from Subcommittee #1

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

Recommendation 1
Create a Chancellor’s Diversity Fellow and a group of Provost’s Diversity Fellows who will represent each College and Unit. The Chancellor’s Diversity Fellow will lead the group of Provost’s Fellows and will be a permanent member of the Chancellor’s Cabinet. The same person or one of the Provost’s Fellows will also serve on the Provost’s Cabinet. The Fellows are to be identified from Senior faculty and staff. Such a position in the Chancellor’s and Provost’s respective Cabinets ensures: a) structural changes within the University and b) demonstrate the importance of diversity at UNC Charlotte. Regarding the structural aspects of this position, it ensures that once the work of the CUCWG and CUC is deemed complete, then the work of diversity would continue. Furthermore, regarding demonstrating the importance of diversity, such positions would center diversity as a concern not just in matters developed with the CUCWG and CUC, but in all matters of University governance. Doing so would ensure that diversity be visibly incorporated in the various administrative sectors of and works of UNC Charlotte. Finally, it is also important to ensure that the top positions at UNC Charlotte, namely the Cabinets’ of the Provost and Chancellor reflect the diversity of the Charlotte community, and North Carolina.

The Diversity Fellow could be either a Chancellor’s or Provost’s or be the same person unless we think of them as having different charges such as the Chancellor’s being a representative of the entire University community and the Provost’s primarily concerned with the Academic affairs writ large. Whether as two persons or as one, they will/should continue to hold meetings with the CUCWG whether in its currently constituted format or in a less large but still representative of the University constituency. It is important to remember that diversity conscientiousness is needed throughout the University and its various functions. Diversity conscientiousness transcends academic colleges.

Short-Term: By Fall 2018, identify and place a Chancellor’s Diversity Fellow to serve on the CUC as a participating member who will have diversity-informed decision-making authority on current and prospective University initiatives.

Long-Term: By Fall 2019, have the Diversity Fellows designated and placed to strengthen the march of the University’s commitment to diversity.

Recommendation 2
Create a fund that supports participation in diversity related national and international diversity conferences and training programs. Such funds will be independent of the funding that is available to faculty and staff through their respective departments. For faculty, participation in diversity conferences should not supplant the funding that is used to support their research. Increasing funding for travel to conferences and training programs that seek to address racial and gender bias, for instance, would further ensure that such training is a priority at UNC Charlotte. UNC Charlotte could offer these kinds of training programs on campus, but these local and internal initiatives should not detract from participation in national and international diversity conferences and training programs that potentially expand our current operational conception of diversity.

Short-Term: By Fall 2018, announce the funds and identify conferences and training programs for the year.

Long-Term: By Fall 2019, make participation in such conferences and/or training programs a formal component of the annual evaluation of University staff, administrators, and faculty. Faculty and staff who take great efforts to work on diversity are often over burdened with service, and their diversity work might not be considered as prestigious as work within non-marginalized areas. Should the University seek to enable staff and faculty to engage in diversity work without it interfering with their career advancement, then it is important to ensure that diversity work be a significant part of the career advancement for staff and faculty. One way to ensure the relation between diversity and career advancement is to have diversity work be part of annual evaluations and count positively for those who take part in it. The suggestion is that not everyone at the University would be engaged in such activities but those who do should receive an acknowledgment that contributes above and beyond the traditional means of evaluating performance on campus.

Recommendation 3
Revise the language of the UNC Charlotte Plan for Diversity, Inclusion, and Access to make it more inclusive. Currently, the language of the UNC Charlotte Plan for Diversity, Inclusion, and Access at various points excludes various marginalized groups. Such exclusions pose various problems for ensuring proper assessment of the goals outlined in the Diversity Plan. For instance, at various points throughout the Diversity Plan, diversity is conceived of only through the lenses of race and gender. Should these be the only terms by which diversity is measured, then the Diversity Plan will fail to be inclusive for queer and Trans persons, persons of marginalized religions, and of people living with disabilities, for instance. The exclusion of these categories and of the persons they represent also has direct implication for data collection. For instance, it is not surprising that the exclusion of queer and Trans from the Diversity Plan mirrors the lack of (any) data of queer and Trans staff, faculty, and/or students at UNC Charlotte. The Diversity Plan paints the picture of diversity at UNC Charlotte. As such, it should seek to be as comprehensive as possible to reflect, practically, the intention of the University to create an inclusive environment.

Short-Term: By Fall 2018, revise the UNC Charlotte Plan for Diversity, Inclusion, and Access. Make the language of the document reflective of all current members of the University Community and welcoming of prospective ones.
Long-Term: By Fall 2019, maintain a vigilance of the document and the community at large, to make it a living document representative of the diversity of the community. The Plan will be modified periodically (annually or as needed) to reflect the diversity and recognition of the various members of our growing community.

Recommendation 4
Create a University wide mentorship program for students for diversity related issues. The creation of various mentorship programs would promote a broad understanding of diversity, access, and inclusion insofar as it seeks to actively promote and support marginalized students. Furthermore, introducing mentorship programs with the first week of classes, especially for new students, exemplifies active outreach to the campus community. These programs should focus on various identity groups (such as Latinx, African and African-American, LGBTQ+, economically disadvantaged students, and Indigenous communities) addressing services, organizations, and issues that are important to these communities and to these students. These programs might be extensions of various programs that currently exist (or previously existed), such as Queer Year 1 and mentoring circles.

Short-Term: By Fall 2018, announce the mentorship programs at Convocation and coordinate the steps to implement them prior to the commencement of classes including identifying and inviting community partners to address such groups and organize internships to ensure outreach and link the University’s initiative with the broader Charlotte community, especially those with already existent missions to serve members of those communities.

Long-Term: By Fall 2019, extend the mentorship program throughout the year by establishing (paid) student ambassadors for each mentoring program, by creating dedicated spaces for each mentorship program, and by supporting monthly events developed on the basis of the needs expressed through these programs, while ensuring that events associated with the various mentorship programs do not overlap in time, thereby guaranteeing that students could attend multiple mentorship programs.

Recommendation 5
Place students in diversity related internships throughout the city of Charlotte. Identify, Explore and Cultivate the relationships that the University has already established with local profit and non-profit corporations and businesses. It would be beneficial for such an internship program to include a two to four-week program that took place both prior to and following the internships. Such a program would also allow for discussions concerning professionalization as well as diversity in the work place, the latter of which would incorporate sessions whereby interns would debrief on their experiences in the work place in order to eliminate isolation. For instance, this program could seek to recognize implicit bias and workplace harassment, identify reporting systems where they exist, and in general help students prepare for a job market that is for the most part resistant to diversity and have yet to explore its capital.

Short-Term: By Fall 2018, identify 20 students for the diversity related internship program, and by Spring 2019 both implement the internship program and develop the content of the two to four-week (pre- and post-) summer “debrief” program that would address concerns interns may have about the place of internship and their experience during their internship.

Long-Term: By Fall 2019, establish the program and recruit 100 – 200 students to participate in the internship program.

Recommendation 6
Short-Term: By late call 2019, identify and collect a list of figures/authors (both on and off campus) to invite to participate in the prospective Annual Diversity Literary Festival of Charlotte at UNC Charlotte.

Long-Term: By Fall 2020, execute the first annual diversity literary festival at UNC Charlotte that should be ongoing and held in conjunction with the Annual Diversity Day.

Motivation:
Develop and implement an annual diversity literary festival at UNC Charlotte that is local, national, and international in scope and representation. This diversity literary festival should include presentations, book readings, audio and visual literacy (such as films and documentaries) and be representative of the various groups for whom inclusion is often foreclosed (on the basis of race, ethnicity, religion, gender, sexuality, and nationality). Should the festival take place at UNC Charlotte Main Campus and Center City, this would foster collaboration with the UNC Charlotte community and the Charlotte community at large.

A literary festival would in addition aid faculty in diversifying their syllabi. It could also be aligned with the “common reading experience” by incorporating a presentation by the author of the common reading book, provided a member of a marginalized group pens this book. Furthermore, this would be a great opportunity to develop shared resources for faculty and staff. As a result, the annual diversity literary festival would promote diversity across the University, and the Charlotte community, through the representation of marginalized voices on campus and in the University curriculum, a worthy contribution to the intellectual life of the city.

Recommendation 7
Short-Term: By Fall 2019, identify a list of possible resources, community partners, and potential audience (for a kind of travelling archival presentation on various aspects of diversity).

Long-Term: By Spring 2020, develop a prototype of the hybrid archives and accompanying travelling presentation to go and engage a variety of groups in the community.

Motivation:
Develop and implement an archive of resources on diversity related matters. The archive could include such materials as: i) books and articles (both academic and not); ii) videos, films, and documentaries; iii) historical projects; iv) artistic projects. Implement this archive both online (for ease of access by the UNC Charlotte community and Charlotte community); and v) plays or performances that would facilitate collaboration with other Charlotte institutions (such as the Harvey B. Gantt Center) on issues of diversity and inclusion. Promote the diversity archive in collaboration with the UNC Charlotte archives, insofar as the archives stores and promotes diversity related materials. Promote the diversity archive in concert with the diversity literary festival. As a result of the diversity archive, UNC Charlotte would (ideally) be viewed as a worthy patron for collaborating on archival and artistic projects, for instance. Additionally, this archival project would be organized into a kind of presentation or mini conference, in collaboration with faculty and library staff, that travels around to the Charlotte community. Potential audience of these presentations would include cultural centers as well as various schools in CMS. Such presentations would accompany a larger showcase at Center City as well as serve to promote the annual UNC Charlotte Diversity Day. The archive and its exhibitions and publicity would do the work of building bridges with the larger Charlotte community. Assuredly, making accessible these kinds of archival projects speaks to the promotion of a broad understanding of the goals for diversity, access, and inclusion in the University and the larger community.
UNC Charlotte Diversity Plan
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.
Recommendations from Subcommittee #2

Diversity Plan Objective: 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.

Recommendation 1
Increase underrepresented groups in all departmental and collegiate honors programs.

Short-Term: Academic colleges collect cohort data on recruitment, application, and acceptance processes from their departmental and/or college-level honors programs, and send to Subcommittee 2 by May 31, 2018, for the purpose of identifying possible barriers to honors for culturally diverse, low income, and underrepresented student groups.

Long-Term: Subcommittee 2 analyze data, identify resources needed, and provide feedback to the academic colleges’ deans and honors programs by September 30, 2018, so that the colleges can implement best practices to improve access to honors for underrepresented minority and low-income students by January 1, 2019. Require annual reporting to Provost.

Recommendation 2
Enhance access to and increase minority representation in High Impact Practices*

Short-Term: Academic colleges, units in the Office of Undergraduate Education (Career Center, Undergraduate Research Conference, Learning Communities, and Charlotte Research Scholars), and Office of Education Abroad collect academic and financial requirements for undergraduate student participation in High Impact Practices, and send to Subcommittee 2 by May 31, 2018, for the purpose of identifying barriers for culturally diverse, low-income, and underrepresented student groups.

Long-Term: Subcommittee 2 identify barriers for each high impact practice and provide feedback for improving access for underrepresented students to Office of Undergraduate Education, each academic college, and the Office of Education Abroad by September 30, 2018. Require annual reporting to provost.

Recommendation 3
Examine and improve efforts to retain underrepresented graduate students through best practices and collaboration between colleges and the Graduate School.

Short-Term: Collect information on retention efforts and interventions with graduate students from each academic college (including but not limited to access to High Impact Practices) by May 31, 2018.

Long-Term: Evaluate collegiate efforts and provide feedback to each college regarding best practices for retaining underrepresented graduate students and the required resources to do so by September 30, 2018.

Recommendation 4
Improve number of scholarship applicants from underrepresented minority and low-income populations.

Short-Term: Request that the University Scholarship Office provide current data on scholarship applicants and recipients and identify potential barriers for students from underrepresented minority and low-income populations within three months of recommendation being accepted.

Long-Term: Subcommittee 2 will analyze data and provide recommendations that the University Scholarship Office and academic colleges can use to improve access to scholarships for underrepresented minority and low-income students by January 1, 2019.

Recommendation 5
Identify training needs for faculty and staff in order to create an inclusive environment conducive to retention and graduation of marginalized students.

Short-Term: Offer students a formal assessment tool to evaluate and provide feedback on the campus climate relative to diversity and inclusion (i.e. Campus Climate Survey) by the end of the 2018-19 academic year.

Long-Term: Evaluate survey data to identify needs around diversity and inclusion training for faculty and staff and provide recommendations to the CUC by December 2019.

Recommendation 6
Propose that all students graduating from UNC Charlotte (undergraduate and graduate) complete a required, credit-bearing course in their disciplinary curriculum that focuses on diversity content, similar to a course with the W or O designation at the undergraduate level or a RCR designation at the graduate level. CUCWG will develop and recommend criteria for the requirement and make proposal to the Faculty Executive Committee of the Faculty Council.

Short-Term: Provides a structural mechanism to infuse diversity understanding and knowledge into existing curriculum, allowing programs to determine in which course(s) and with what content the requirement is met.
Long-Term: Provides a systemic way of ensuring that all graduates have diversity competency for a 21st century world, resulting in institutional and regional climate change through increased education in diverse perspectives.

**Recommendation 7**

Create a pipeline into academic careers and pathways to increase the number of underrepresented students interested in working in academia by collaborating with campus partners such as the Career Center and Student Affairs units.

**Short-Term:** Increase visibility of administrative and academic careers in higher education for underrepresented groups through initiatives that leverage the diversity of UNC Charlotte’s undergraduate population and highlight the role of mentoring.

**Long-Term:** Increased numbers of underrepresented groups in the faculty and administration at the University, ensuring that incoming and continuing students see people like themselves on campus, which will move toward a change in climate for our students, faculty and staff.
UNC Charlotte Diversity Plan
Objective 3

Increase the recruitment of underrepresented faculty and advance their progression through the faculty ranks.
Recommendations from Subcommittee #3

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

Recommendation 1
By Fall 2020, UNC Charlotte will experience a 20% increase in the hiring of underrepresented faculty members (i.e. race, gender).

Short-Term: By Fall 2018, the university will require that diversity and inclusion as one of the top five criteria on the rubric that is used to rate applicants.
- Reasoning: Based on the last 5 years of data (2011-2016), there are approximately 141 new full-time faculty searchers. We recommend for search processes beginning Fall 2018, that there is the inclusion of standard criteria about diversity and inclusion.

Long-Term: By Fall 2019, the number of underrepresented faculty members will double to ensure our faculty body more closely reflects the diversity of our students.
- Reasoning: Our numbers for full time diverse faculty is consistently low compared to the students of color. Doubling these numbers is still not very representative of the campus.

Recommendation 2
By Spring 2020, UNC Charlotte’s additional support for the mentoring and development of diverse tenure track and clinical faculty will result in a 10% increase in tenure and promotion among these faculty members.

Short-Term: By Fall 2018, provide funding for university-wide systematic internal and external support for mentoring and developing underrepresented faculty groups (i.e. race and gender).
- Reasoning: External organizations such as the National Center for Faculty Development and Diversity and Sisters of the Academy are options for external mentoring and support. However, all faculty should have the opportunity to participate and support for faculty participation in these initiatives should not be decided by administrators.

Long-Term: By Fall 2019, require that departments/units recognize and give credit the work produced by underrepresented faculty but not currently valued in the RPT process.
- Reasoning: Activities mentioned may include service, publications in diverse journals, publications on diverse subject matter content, mentoring of students of color who are not advisees, and overrepresentation on committees that involve diversity. These identified activities will be considered top achievements in the promotion and tenure as well as merit pay processes.

Recommendation 3
By Spring 2020, the university will experience a 10% increase in the promotion of diverse faculty from Associate Professors to the rank of Full Professor.

Short-Term: By Fall 2018, provide explicit bias training for search committees.
- Reasoning: The current faculty search diversity training does not cover topics of implicit bias, explicit bias, inclusion, exclusion, discrimination. Additionally, it does not deal with topics of race, religion, ethnicity, or LGBTQ.

Long-Term: By Fall 2019, ensure that departmental and college RPT committees have diverse representation and recruit outside of the college if it is not available.
- Reasoning: The ability to diverse faculty to progress through the ranks may be dependent on having diverse representation on the committee to ensure that all factors are considered for their promotion and tenure and to decrease the potential for bias.

Recommendation 4
By Fall 2018, all UNC Charlotte job descriptions must be written in a manner that casts a “wider net” when searching for faculty members.

Reasoning: For example, when a Beethoven scholar with a PhD in Musicology leaves a university, that person could be replaced with some who also has a PhD in Musicology but who wrote their dissertation on the symphonies of William Grant Still (one of the most important African American composers of the 20th century). Both colleagues, with the same degree grounded in the study of western art music, could teach students about Beethoven, but the replacement colleague also likely has the skills to diversify our curriculum and has a greater chance of being from an underrepresented group. If we only search for a “Beethoven scholar” when a “Beethoven scholar” leaves, research shows us that we have at best a 5% chance of hiring a faculty member from an underrepresented group.

Short-Term: By Fall 2018, all position requests and job descriptions must be vetted by a diversity/equity committee, Chairs, Deans, and the Provost to ensure the widest possible, and therefore most inclusive, net will be cast.

Long-Term: By Fall 2019, every unit on campus must create a diversity and inclusion portion of their 5-year strategic plan, that asks them to consider the best ways for each department/unit on campus to ask for faculty lines and write job descriptions casting the “widest” and most inclusive net possible.

Recommendation 5
By Fall 2019, in addition to writing more inclusive job descriptions that contain diversity and inclusion language, and including diversity and inclusion as one of the top five criteria on the rubrics used to rate applicants, UNC Charlotte must conduct special hires (e.g. cluster hires or special appointments that do not go through the traditional faculty search process, etc.)

**Short-Term:** By Fall 2019, UNC Charlotte will conduct special hires aimed at diversifying our faculty at every rank. This will allow us to more quickly increase diversity at the Associate and Full ranks.

**Long-Term:** By Fall 2024, through a combination of inclusive traditional searches and special hires, the demographics of the faculty of UNC Charlotte, in every unit and at every rank, will be at least as diverse as our campus-wide student body.

**Recommendation 6**
By Fall 2020, UNC Charlotte will increase retention of diverse faculty members by 25% by proactively utilizing assessment tools such as exit interviews and turnover metrics to understand and act on the reasons behind diverse employee turnover.

**Short-Term:** By Fall 2018, the university will collate exit interview content from diverse faculty members who left the university during the 2017-2018 academic year and share with the CUC Workgroup #3 committee for analysis.

**Long-Term:** By Fall 2020, the university will utilize collected data to inform decision making regarding promotion and tenure policies, workload considerations, and support for diverse faculty.

**Recommendation 7**
By Fall 2020, UNC Charlotte will implement promotion and tenure policies that provide release time and reward contributions to diversity and inclusion-based activities (i.e. publication in diverse journals, additional mentoring of diverse students, service) as a means to value the work and contributions of diverse faculty members.

**Short-Term:** By Spring 2019, Academic Affairs will review established academic promotion and tenure policies to identify the inclusion of diversity-based efforts in existing policies. The university will review procedures for the RPT process to determine its inclusion of diverse faculty in review processes.

**Long-Term:** By Fall 2020, the university will release updated promotion and tenure policies that include diversity and inclusion research, scholarship, and service.
UNC Charlotte Diversity Plan
Objective 4

*Increase the representation of staff from underrepresented groups.*
Recommendations from Subcommittee #4

Diversity Plan Objective: Increase the representation of staff from underrepresented groups.

**Recommendation 1**
Build a database consisting of individuals from across campus to serve on search committees for faculty/staff vacancies to develop more diverse search committees inclusive of members from outside the operating unit of the vacancy and/or unknown to the hiring manager/search committee chair which will be operational by October 1, 2018. This will increase the overall opportunities for diversity to be represented on every search committee which, in turn, will increase the opportunities to diversify candidates selected for further consideration.

**Recommendation 2**
Beginning July 1, 2018, require departments to advertise SHRA positions that offer a promotional opportunity only to current UNC Charlotte employees for a minimum of five days prior to being open to external candidates. Providing an opportunity for internal candidates to be selected prior to considering external candidates offers an opportunity to diversify staff in higher level positions using our current workforce.

**Recommendation 3**
Create a template by September 1, 2018, to give administrative staff guidance towards enhancing professional development resulting in staff being better prepared for promotional opportunities. Increase the awareness of professional development tools, like the Professional Development Template and the Program for Administrative Certification (PAC) to help hiring managers use them to assess candidacy for promotional opportunities.

**Recommendation 4**
Add an additional tab to the University Diversity website that includes terms, definitions, and information for an understanding of multicultural issues and commonly used terms.

**Short-Term:** By the end of summer, come up with a running list of terms and definitions that are commonly used today. Examples: micro/macro aggressions, unconscious bias, pronouns used in the LGBTQ+ community.

**Long-Term:** Having one place where faculty, staff, students and other members of the university community can go for information, clarification, and resources will benefit everyone in the campus community as we work together on this diversity initiative.

**Recommendation 5**
Develop an online course for all employees addressing unconscious bias to help employees better interact with each other and avoid unintentional discriminatory and/or offensive behavior.

**Short-Term:** Create an on-line course for implementation on January 1, 2019, that addresses issues of unconscious bias to help employees understand their own biases and how they affect their interactions with others and their decision making.

**Long-Term:** Achieve a completion rate of 60% among staff employees in the first year of implementation, influencing habits of being intentionally inclusive and more aware of interactions with others and reducing the effects of biased thinking in the decision-making process.

**Recommendation 6**
Develop a diversity report card or evaluation designed for staff feedback in order for unit reps to gauge the diversity climate (awareness) within college/departments.

**Short-Term:** Send survey (anonymous responses) to employees by the end of fall semester 2019 with follow-up activity at the end of the spring term to gage individual awareness of programs/activities/reps.

**Long-Term:** Ensure that the climate (diversity awareness) is improving or remains at a high level and address issues brought to light based on results of the survey.

**Recommendation 7**
Recruit underrepresented groups of people, such as those with disabilities and veterans.

**Short Term:** Advertise our resources for veterans and the disabled on our website to encourage these groups to apply for employment with the university. Encourage faculty and staff on search committees to take Disability Awareness Training to familiarize themselves with the needs of these groups.

**Long-Term:** See an increase in application pool of disabled and veteran, as well as the hiring of these groups. Partner with and sustain relationships with federal programs, such as Workforce Recruitment Program or Vocational Rehabilitation.

**New/Updated Recommendation 7:** Add an additional tab to the University Diversity website by the end of 2018 that includes terms, definitions, and information for an understanding of multicultural issues and commonly used terms.
**Short-Term:** By the end of the fall semester, come up with a running list of terms and definitions that are commonly used today. Examples: micro/macro aggressions, unconscious bias, pronouns used in the LGBTQ+ community, etc.

**Long-Term:** Having one place where faculty, staff, students and other members of the university community can go for information, clarification, and resources will benefit everyone in the campus community as we work together on this diversity initiative.
UNC Charlotte Diversity Plan
Objective 5

Ensure the presence of institutional environments and course development that enhance learning and appreciation for the full range of diversity.
Recommendations from Subcommittee #5

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

**Recommendation 1**
By the spring of 2019, to ensure the full range of diversity in institutional environments, underrepresented faculty should have the opportunity and appropriate support to progress through academic ranks.

**Short-Term:** By the fall of 2018, to ensure the full range of diversity in institutional environments, explore and provide effective diversity training opportunities that: a) address unconscious biases, b) and enhance the diversity and inclusion experiences of those who serve on departmental and college level review and hiring committees.

**Long-Term:** By the fall of 2019, to ensure the presence of diversity in institutional environments that impact hiring (i.e., search committees) and promotion (i.e., DRC and CRC): a) provide opportunities for the participation of underrepresented populations, b) define and limit terms for participation of all faculty and c) devise a protocol to guide individuals’ committees.

**Recommendation 2**
By 2019, have some commonality for all Prospect for Success Courses.

**Short-Term:** By the fall of 2018, to stimulate the commonality of diversity activities in Prospect for Success courses, recommend the adoption of a choice of diversity related activities (i.e., a common reading, an out of class activity or diversity related lecture).

**Long-Term:** By the fall of 2019, provide diversity infusion support for Prospect for Success Courses with the use of: a) SOTL grant development and b) diversity training that teach appropriate infusion.

**Recommendation 3**
By 2020, have diversity as a SOTL grant priority.

**Short-Term:** By the fall of 2018, include the presence of diversity language and actions in SOTL grants.

**Long-Term:** By the fall of 2020, to ensure the presence of diversity in institutional environments, increase the number of SOTL grants related to diversity by 20%.

**Recommendation 4**
By fall of 2020, create a format of university required reporting of SLOs that comply with the diversity plan recommendation that curricular content be appropriate to the field of study and must reflect diversity and engage students in analysis of issues of diversity.

**Short-Term:** By spring of 2019, notify responsible personnel (i.e., undergraduate coordinators, chairs, curriculum committee chairs and other administrators related to teaching and curricular planning) of the new requirement of SLOs to address the diversity plan requirements.

**Long-Term:** By fall of 2019, provide training to UNC Charlotte faculty for diversity infusion (especially for STEM) appropriate to each field, discipline or college.

**Recommendation 5**
By the fall 2020, stimulate entrepreneurism by initiating a program to provide salary incentives to faculty who implement innovations that enhance diversity within the university community.

**Short-Term:** By spring of 2019, develop an application process that evaluates the impact of the proposed enhancements and devise a rubric that can be applied to selecting successful proposals.

**Long-Term:** By spring 2021, develop a strategic plan for investing faculty salary incentive funds to address specific aspects of diversity and inclusion at UNC Charlotte.

**Recommendation 6**
The Center for Teaching and Learning has developed diversity programming that is consistent, with strong availability and integrated programming integrate, however online programming modules are not available. By the fall of 2020, we recommend the availability of online modules and a system to assess the number of participants and impact.

**Short-Term:** By spring 2019 semester, to ensure the presence of diversity in institutional environments, we recommend the hiring of a faculty fellow to assist with online learning.

**Long-Term:** By, fall 2019 semester, to ensure the presence of diversity in institutional environments, we recommend the presence of at least two online entities (i.e., training, modules).

**Recommendation 7**
By the Fall of 2020, we recommend the development of a certified team for campus wide diversity and inclusion training using recommended and well researched programs such as Sustained Dialogue http://sustaineddialogue.org/, The National Coalition of Building Institute International http://ncbi.org/ or Harvard Q http://q.fas.harvard.edu/.

**Short-Term:** By the Fall of 2018, to ensure the presence of diversity in institutional environments, we recommend an examination of various models and programs using staff, faculty, administrators and student collaboration.

**Long-Term:** By Fall of 2019, to ensure the presence of diversity in institutional environments, we recommend that a program be chosen and piloted.
UNC Charlotte Diversity Plan
Objective 6

Develop external relationships with the community to enhance diversity on and off campus.
Recommendations from Subcommittee #6

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

Recommendation 1
By May 15th, 2018, conduct a system wide survey in collaboration with university units (e.g., Community Relations, Civic Action Plan) to collect information (including but not limited to demographic information) on how all university employees engage with community organizations (e.g., volunteering, board membership).

Short-Term: This information will provide a more complete and ongoing repository of community engagement.

Long-Term: This information helps us understand how we engage in the community and identify gaps in community engagement as it relates to a diversity of community organizations and a diversity of staff who are engaging in volunteerism.

Recommendation 2
By June 2018, support the participation of employees interested in leadership positions on community advisory boards in the ASCs Cultural Leadership Training program. The program is designed to identify leaders and help them develop into productive volunteers and board candidates for cultural organizations across our community.

Short-Term: The University should be an active and visible presence in all parts of the community.

Long-Term: By identifying and training diverse individuals to be engaged with the community, we contribute to building an ever expanding and diverse community both inside and outside the University.

Recommendation 3
Create at least two (2) opportunities by December 2018 to engage in public dialogue with the surrounding communities to understand how our Center City Building might be an asset for them. Two possibilities to involve CCB are the UNC Charlotte Diversity Day and to organize a Community day.

Short-Term: Events held at CCB should celebrate our mission of Diversity and Inclusion and signal to the community that we are active partners. To get there, we first need to understand the limitations and insights that prevent us from doing so already. (For example, all local employers, community organizations etc. are engaged with CIAA in uptown. Why is UNC Charlotte not and how do we participate?)

Long-Term: CCB is our most visible face in Uptown Charlotte; We understand the Center City building as our prototype satellite campus for the direct engagement of our University with the city of Charlotte and the region at large.

Recommendation 4
By May 2019, search the possibility of various satellite units that will encourage presence and interaction with the Charlotte community. One suggestion is to use “pop-ups” to explore different locations along the LYNX Blue Line. The ultimate goal is to have a permanent unit(s), which could be a multifunctional building(s) where arts, sciences and other departments/centers at UNC Charlotte can engage via talks/presentations/shows and other activities with the Charlotte community.

Short-Term: The University should have an active and visible presence in all parts of the community.

Long-Term: By having satellite units the University we can further engage the participation with the Charlotte community. Moreover, it will create new knowledge and find solutions for present community issues.

Recommendation 5
Include the participation of three Charlotte community representatives in the Council of University Community. The external representatives will be selected by the CUC based on the impact to enhance diversity on and off the University.

Short-Term: The participation of Charlotte community leaders will enrich the continuous improvement of diversity on and off campus.

Long-Term: By keeping a constant communication with Charlotte community leaders, UNC Charlotte will provide effective leadership for the community in issues of diversity, access and inclusion.

Recommendation 6
Create an “Opportunity Fund” by spring 2019 that specifically supports faculty/staff projects that work with community partners to support increasing access to opportunity.

Short-Term: The University demonstrates its commitment to supporting community research both internally at the University and externally to the community.

Long-Term: The University will create a body of research that directly contributes to increasing opportunity in Charlotte.

Recommendation 7
By December 15th, 2018, conduct a system wide survey (e.g., financial services, 49er Mart) to collect information on how the University is handling/encouraging partnerships with historically underrepresented businesses (HUB) (e.g., University purchasing and contracting).
Short-Term: This information will provide a more complete and ongoing repository of partnership with HUB.

Long-Term: This information helps us understand how we encourage transactions with HUB.
UNC Charlotte Diversity Plan
Objective 7

Ensure the success of the plan through assessment, accountability, and recognition.
Recommendations from Subcommittee #7

Diversity Plan Objective: Ensure the success of the plan through assessment, accountability, and recognition.

Recommendation 1: Additional Diversity Training for Campus Leadership
(see: https://www.racialequityinstitute.org/)

Short-Term: By August 14, 2018, members of the Council on University Community will attend the Racial Equity Institute’s (REI) Phase I workshop on historic, cultural, structural, and institutional racism due to their responsibility and authority as campus leaders for ensuring the successful implementation of the Diversity Plan and thus fulfill the foundational need to have a clear and shared understanding of how institutional bias operates. REI periodically conducts their workshop on campus and throughout the Charlotte-Mecklenburg community, thus making the workshop accessible.

Long-Term: By August 14, 2019, all Associate Vice Chancellors will also attend the Racial Equity Institute’s Phase I workshop so that they are in alignment with the members of the Council on University Community’s oversight and implementation of the Diversity Plan.

Recommendation 2: Combine the Diversity Plan with the University’s Strategic Plan

Short-Term: For the 2018-2019 Annual Reporting year, all units on campus will also include responses to the University's Diversity Plan in their annual reports so that it is clear to campus members, administration, and the public that the values and practices of diversity and inclusion are incorporated into the University’s broader strategic goals.

Long-Term: In preparation of the 2022-2027 five-year Strategic Plan, the Diversity Plan will be incorporated so that diversity and inclusion goals are embedded throughout the Strategic Plan and thus signal to campus members, administration, and the public that the values and practices of diversity and inclusion are ingrained in the University’s ethos.

Recommendation 3: Campus Climate Surveys

Short-Term: By August 14, 2018, the University will construct campus-wide climate surveys for faculty, staff, and students designed to assess the implementation of the Diversity Plan. These climate surveys will be informed by results from previous surveys.

Long-Term: By AY 2018-2019, the University will disseminate these campus-wide climate surveys for faculty, staff, and students in order to obtain a comprehensive dataset to assess the implementation of the Diversity Plan.

Recommendation 4: Diversity Plan during the annual Student/Academic Affairs Summit

Short-Term: By December 5, 2018 (last day of classes for fall 2018) the University will select three of the seven objectives from the Diversity Plan to include on the spring 2019 agenda for the Annual Student/Academic Affairs Summit to thread diversity goals into the alignment initiatives in academic/student affairs.

Long-Term: By AY 2020-2021, the University will include the final four of the seven objectives from the Diversity Plan into the agenda for the annual Student/Academic Affairs Summit.

Recommendation 5: Formally integrate a new Institutional Level Outcome for diversity, inclusion, and access.

Short-Term: By the end of the spring 2019 semester the Senior Associate Provost and Executive Director of the University Office of Assessment and Accreditation will begin discussion to expand the Institutional Level Outcomes to include a third axis for diversity, inclusion, and access; access: https://assessment.uncc.edu/institutional-level-outcomes

Long-Term: By the end of spring 2020, formally mandate a third Institutional Level Outcome for diversity, inclusion, and access; and require all academic units and colleges to address this new diversity, inclusion, and access outcome in their annual SLO reports and strategic plans.

Recommendation 6

The Council on University Community will regularly review the UNC Charlotte Plan for Diversity, Inclusion and Access.

Short-Term: By January 2019, the CUC will review and update the current Diversity Plan.

Long-Term: By the end of the Spring 2019 semester, the CUC will develop a clear strategy for managing ongoing review and updates to the Diversity Plan; this strategy will include how to obtain and incorporate community input for the review process and, in turn, how to communicate Diversity Plan updates to the University Community.

Recommendation 7

UNC Charlotte will select a Chancellor's Cabinet-level representative (with a staff and a budget) who will be responsible for and responsive to campus-wide equity assessment, accountability, and diversity-related concerns and incidents.

Short-Term: By January 2019, the CUC will determine what this position will be called, the staffing and budget, and the expectations and best practices therein and share and discuss this position with the Chancellor.
**Long-Term:** By July 1, 2019, the position will be put in place.
ADDITIONAL INFORMATION

For questions or any additional information on the contents of this report, please contact Provost Faculty Fellow, Dr. Chance W. Lewis using the contact information below:

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APPENDIX B

Recommendations to Improve the University Based on the Charge of Your Subcommittee

Objective 1

1. Revise the language of the UNC Charlotte Plan for Diversity, Inclusion, and Access to make it more inclusive. Possible avenues of evaluation include assessing the proportional representation of student demographics (race, ethnicity, religion, gender, sexuality, and nationality) in relation to a) Charlotte and statewide populations, b) faculty demographics, and c) UNC-system and peer institutions of UNC Charlotte.

2. Create a University wide mentorship program for students for diversity related issues. The creation of various mentorship programs would promote a broad understanding of diversity, access, and inclusion insofar as it seeks to actively promote and support marginalized students.

3. Create a Chancellor’s Diversity Fellow and a group of Provost’s Diversity Fellows who will represent each College and Unit.

Objective 2

1. Enhance access to and increase minority representation in High Impact Practices*

2. Identify training needs for faculty and staff in order to create an inclusive environment conducive to retention and graduation of marginalized students.

3. Examine and improve efforts to retain underrepresented graduate students through best practices and collaboration between colleges and the Graduate School.

Objective 3

1. Modify faculty recruitment training based on recommendations and consultation provided by the CUC Working Group.

2. Provide additional support for the mentoring and development of diverse tenure track and clinical faculty

3. Require annual training for Academic Affairs administrators on strategies to support underrepresented faculty with the promotion and tenure process.

Objective 4

1. Build a database of individuals from across campus willing to serve on search committees for faculty/staff vacancies.

2. Create a template that will guide administrative staff in personalizing professional development resulting in staff being better prepared for promotional opportunities.

3. Add an additional tab to the University Diversity website that includes terms, definitions, and information for an understanding of multicultural issues and commonly used terms.

Objective 5

1. Provide commonality for all Prospect for Success Courses.

2. Incorporate diversity as a SOTL grant priority.

3. Create a format of university required reporting of SLOs that comply with the diversity plan recommendation that curricular content be appropriate to the field of study and must reflect diversity and engage students in analysis of issues of diversity.

Objective 6

1. On an annual basis, create at least two opportunities to engage in public dialogue with the surrounding communities to understand how our Center City Building might be an asset for them.
2. Conduct a system wide survey (e.g., financial services, 49er Mart) to collect information on how the University is handling/encouraging partnerships with historically underrepresented businesses (HUB) (e.g., University purchasing and contracting).

3. Conduct a system wide survey in collaboration with university units (e.g., Community Relations, Civic Action Plan) to collect information (including but not limited to demographic information) on how all university employees engage with community organizations (e.g., volunteering, board membership).

Objective 7

1. Administrator evaluations at all levels will include assessment of contributions to promoting the University’s goal for diversity, access, and inclusion.

2. The Institutional Plan will detail tangible efforts in all divisions to support the University’s commitment to diversity, access, and inclusion.

3. With the Division of University Advancement, the CUC will develop a mechanism for recognizing and publicizing outstanding accomplishments related to the Plan objectives.
APPENDIX C

Recommendations of Communication Plan to Highlight Accomplishments of CUCWG

1. Submit news, announcements, activities, etc. to campus newsletters, including the Academic Affairs weekly, Grad Weekly, and others for campus-wide distribution. Also identify student-specific media outlets for distribution (i.e. NinerTimes social media).

2. Submit accomplishments to be included in the quarterly Dean’s Meetings.

3. Distribute information at Staff Council Meetings and Faculty Assembly.

4. Distribute information and accomplishments through videos and articles through Inside UNC Charlotte.

5. Add a social media feed on the Diversity webpage.

6. A mass email from Provost or Chancellor.

7. Share accomplishments through broadcasts on the internal TV screens around the campus buildings.
APPENDIX D

Recommendations for UNCC Units Based

College of Liberal Arts and Science
1. Increase representation of underrepresented faculty in
   a. Administration and special programs within the various university departments.
   b. Parity with respect to salaries.

LGBTQ+ Staff and Faculty Caucus
1. Identify training needs for faculty and staff in order to create an inclusive environment conducive to retention and graduation of marginalized students.

2. Increase retention rates of diverse faculty members.

CCI
1. Diversify the CCI faculty.

2. Share "diversity news"/initiatives from across campus at CCI's monthly leadership meetings and CCI's monthly faculty meetings.

3. Leverage the recent marketing efforts of CCI's new Director of Communications to address diversity and inclusion.

Student Affairs
1. Create a diversity committee to ensure all areas will be trained on diversity and inclusion

EM
1. Improve number of scholarship applicants from underrepresented minority and low-income populations. Review current data on scholarship applicants and recipients and identify potential barriers for students from underrepresented minority and low-income populations.

2. Collaborate with LGBTQ+ Faculty/Staff Caucus to promote opportunities for students to identify with the LGBTQ+ community on campus

UGE
1. Increase underrepresented students participating in undergraduate research and honors

2. Investigate faculty training in unintended bias for Top 40 and Prospect courses

BCOB
1. Hire a full-time staff member that plans and implements diversity and inclusion initiatives

2. Require annual diversity and inclusion training/workshop for all instructors (faculty, adjunct, etc.)

3. Intentionally integrate diversity issues and topics into relevant course curriculums (aforementioned staff member could help coordinate this with UCALC)

Graduate School Programs
1. Adopt and promote nationally recognized diversity programs and awards focused on graduate URM students.

2. Create a “Faculty Fellow for Diversity” housed in the Graduate School, who will work with programs to improve diversity recruitment and retention efforts.

Other Units
1. Regular reporting of university level initiatives at college meetings.

2. Active support from leadership of diversity communication campaigns/efforts

3. Develop a certified team for campus wide diversity and inclusion training using recommended and well researched programs.

4. Stimulate entrepreneurship by initiating a program to provide salary incentives to faculty who implement innovations that enhance diversity within the university community.