UNCO Hispanic-Serving Institution (HSI) Project

Social Research Lab at the University of Northern Colorado

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Social Research Lab
UNIVERSITY OF NORTHERN COLORADO

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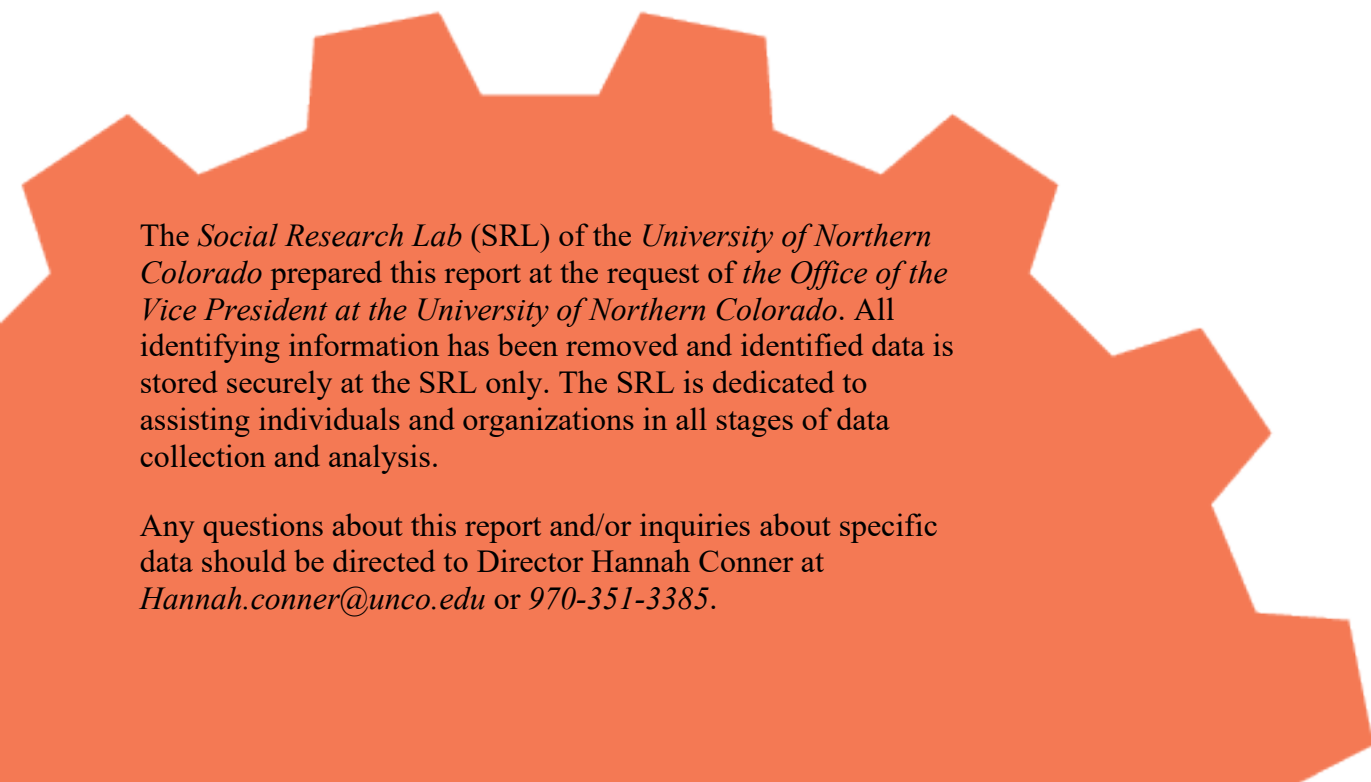**Hannah Conner**, *Deputy Director*

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Executive Summary

Overview

The following report contains both quantitative and qualitative analyses of data collected from the UNC Hispanic Serving Institution 2022 survey that was administered to faculty and staff at the University of Northern Colorado. The survey was designed to assess participants perceptions of DEI and HSI efforts at the UNC through Diversity, Equity, and Inclusion and Hispanic Serving Institution Inventory questions. Responses will be used to develop recommendations and highlights.

This report provides an in-depth analysis including thematic coding of descriptive data tables and open-ended responses; furthermore, this report is broken down into three primary sections: Executive Summary, Findings, and Appendices.

How to Read this Report

The "Tables" section contains descriptive statistics for each survey question from the UNC Hispanic Serving Institution survey. Each table contains percentages for how often participants selected certain answers. In addition, certain tables contain frequency rates or mean scores depending on the question type. The total number of respondents are denoted at the bottom of the table by the letter *N*. Response rates vary from table-to-table.

Tables 1-13 contain demographic data pertaining the participants position (i.e., role, college, department, unit name) and time at UNC. Tables 14-23 contain questions pertaining to HSI and DEI. Questions are composed of select all that apply, Likert scales, and open-ended questions. 6 open-ended questions were asked throughout the survey. Open-ended responses were coded for

themes after being transferred from Qualtrics to Excel. Questions aimed to discover the scope of:

- Inclusive practices and policies
- Implemented initiatives
- Useful resources for DEI and HSI
- Strategies for recruitment
- Integration of student first approaches
- Departmental approaches to DEI

Findings

This findings section is an overview of the key findings of the objectives set by the UNC HSI Initiative team.

Objective 1: Awareness of DEI and HSI

- Quantitative data suggests that faculty and staff are aware of the university becoming an HSI and DEI efforts taking place on campus. UNC has promoted a culture of DEI that is visible; however, diversity within leadership and the workforce is not as visible.
- Qualitative data demonstrates that faculty and staff fail to see the support and resources from the university administration to fully incorporate DEI and HSI practices.

Objective 2: Investment into a DEI and HSI framework

- 75% of faculty and staff see accountability within their departments through incorporating DEI efforts in the recruitment and hiring process. However, qualitative data suggests that accountability is lacking on an administrative level. Participants stated that there are not enough resources to fully incorporate DEI.

- UNC's mission of pursuing DEI work has been communicated but more communication about the value of prioritizing DEI work is needed for faculty buy-in. On a departmental level, the values of DEI are promoted through the recruitment process, education, and daily goals.

Objective 3: Implementation of DEI and HSI practices.

- There is a high level of dedication to DEI work from employees, which is shown through awareness and communication of DEI work. Participants would like to see continued hiring, recruitment, and retention of diverse hires. Conversely, there is a lack communication about plans for the recruitment and promotions of diverse hires.
- The campus environment and certain life challenges were most frequently selected to help address the needs and desires of the changing demographics of the student body.
- Faculty and staff identified implementation of DEI into classrooms and the curriculum in most facets. Intentional curriculum changes, training for staff, access to resources, and putting students first were identified as tools to promote DEI. Currently, there are high levels of general knowledge of DEI being taught in classes.

Demographics

The survey was first administered on 3/10/22 via email to current faculty and staff at UNC. The data collection was completed on 4/07/22 with a total of 494 responses. According to UNC Human Resources, there are currently 1,532 faculty and staff members. The survey had a response rate of 32%. More information can be found at: https://www.unco.edu/human-resources/about-us/unc-human-resources-data.aspx.

Demographics Charts

Position within the University

- Faculty, Tenured (associated/full professor)
- Faculty, Tenure-Track (assistant professor)
- Faculty, Adjunct (lecturer/instructor)
- Staff, Classified
- Staff, Exempt
- Contract, Renewable

College/Division

- Participants
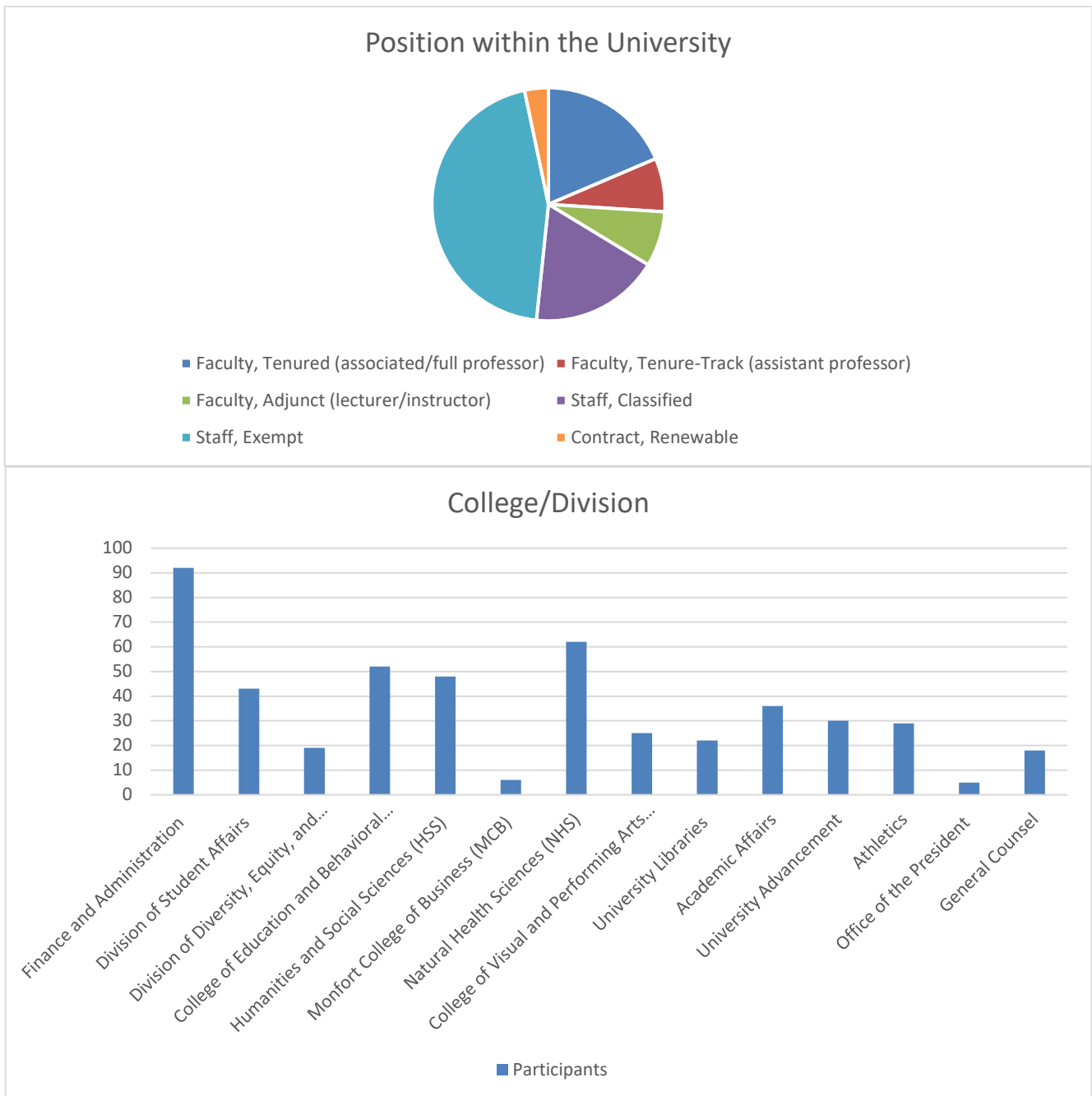
Objectives

The following objectives were defined by the client and sent to the Social Research Lab during the development of the project scope. The survey was created to address the objectives and asked multiple questions to assess each objective. The recommendations and highlights are based on the objectives and the finding section is organized by the objectives, with a subsection for each objective.

Obj. 1	The Office of the Vice President would like to assess employee's current awareness of HSI and DEI efforts at UNC.
Obj. 2	The Office of the Vice President would like to assess employee's investment into a DEI and HSI framework at UNC.
Obj. 3	The Office of the Vice President would like to assess employee's implementation of a DEI and HSI practices

Recommendations and Highlights

1 Faculty and staff demonstrate not only a high awareness of UNC becoming a Hispanic-serving institution (HSI) but also of general knowledge of Diversity, Equity, and Inclusion (DEI) work. It also suggests that UNC has created a welcoming, diverse campus, but may not reflect that same diversity in leadership, committees, and the workforce.

2 Analysis of qualitative data suggests that faculty and staff do not see the efforts of DEI work taking place at UNC. Faculty and staff indicate that there is a lack of support, both through effort and finances, in implementing DEI work.

3 75% of participants believe that their department demonstrates accountability. Staff and faculty see most accountability through professional development and employee hiring.

4 Faculty and staff demonstrate that DEI efforts have been communicated as part of UNC's mission and believe that inclusive language is used within policies. However, the value of DEI work isn't communicated as well.

5 Several colleges/divisions identified the importance of encouraging, incorporating, and implementing the values of DEI through daily goals, professional development, education, training, and organizations.

6 Qualitative responses from various departments/divisions suggest there is a lack of accountability in DEI efforts on the administrative level. Departments lack the support, budget, and resources to fully implement DEI efforts as part of UNC's mission and instead find low retention rates, performative action, program restructuring, and a lack of diversity.

7 Participants indicated that despite the staff at UNC being dedicated to DEI efforts, communication and execution of retention and promotion of diverse hires is low.

8 In terms of 21st Century Learner initiatives, staff and faculty have identified that the campus environment and life challenges should be further utilized to address the changing demographics of the student body.

9 Participants indicated that there were high levels of general diversity knowledge, anti-racism, and race and/or ethnicity being taught on a departmental level.

10 The classroom and their respective curriculums were identified to be influential in developing diverse and inclusive environments. Staff training, course changes, equitable syllabi, professional development for faculty, and access to resources were essential for incorporating this on a departmental level.

11 Faculty and staff recommend, and urge continued hiring and recruitment of diverse hires within their departments. Additionally, continued education on DEI awareness and implementation was identified as important for DEI and staff interactions.

12 Policies and procedures that emphasize diverse hiring, inclusive training, and a student's first approach should be utilized for DEI. Participants emphasized the importance of language, communication, accountability, and inclusive infrastructure.

Findings

Objective 1: Awareness of HSI and DEI efforts

Quantitative Data Finding 1: Awareness

Participants were asked to indicate their level of awareness of the components of Rowing, Not Drifting Strategic Vision, including developing into a Hispanic-Serving Institution (HSI) and promoting the Diversity, Equity, and Inclusion (DEI) framework. Analysis of quantitative and qualitative data shows the level of awareness within faculty and staff at UNC.

Table 14 contains responses from participants when they were asked "How aware are you regarding the University of Northern Colorado becoming a Hispanic-serving institution as a component of UNC's Rowing, Not Drifting Strategic Visioning." Overall, participants are aware of this vision as 38% demonstrated that they were aware and an additional 46% stated they were very aware. Only 9% stated they were somewhat aware, with an additional 4% not being aware at all. 3% of participants were neutral in their awareness. These data suggests that there is awareness among faculty and staff of UNC becoming a Hispanic-serving institution.

Table 15 shows data from participants when asked "What is your level of knowledge regarding Diversity, Equity, and Inclusion." 46% of participants had adequate knowledge, 34% had extensive knowledge, and 10% had excellent knowledge of Diversity, Equity, and Inclusion work. Only 10% of participants stated they had somewhat or extremely limited knowledge of DEI work. Staff and faculty display a high level of knowledge in terms of DEI.

Table 21 asked participants to "Please rate the following statements regarding UNC's culture of DEI below on a scale of strongly disagree to strongly agree." Mean scores ranged from 3.07 to 3.95, suggesting a moderate to moderately high strength in the culture of UNC in relation to DEI work. When presented with the statement "UNC has welcomed diversity on campus," 78% of faculty and staff agreed. When asked if "UNC has created a quick and respectful response for unexpected events," 72% participants agreed with the statement. 63% of participants agreed with the statement, "UNC has created clear engagement of a variety of campus groups for DEI efforts. The following statement, "There is diverse representation in committees," had 41% response rates for both the agree and neither agree or disagree sections," which is a low agreement level in comparison to other statements in Table 21.

Similarly, the statement "There is diverse representation in leadership at UNC," had 41% of an agreement level. When presented with the statement, "There is diverse representation across UNC's workforce," 41% of faculty and staff agreed. Lastly, 45% of participants agreed with the statement, "There is a campus-wide culture of DEI at UNC." Both the statement "There is diverse representation in leadership at UNC" and "There is diverse representation across UNC's workforce" received the lowest mean score at 3.07 while the statement "UNC has welcomed diversity on campus" received the highest mean score of 3.95. This data set suggests that even though UNC has created a welcoming campus for diversity, there remains a lack of diversity among leadership, committees, and the workforce.

Faculty and staff demonstrate not only a high awareness of UNC becoming a Hispanic-serving institution (HSI) but also of general knowledge of Diversity, Equity, and Inclusion (DEI) work. It also suggests that UNC has created a welcoming, diverse campus, but may not reflect

that same diversity in leadership, committees, and the workforce.

Qualitative Finding 1: Unawareness of DEI efforts

Analysis of open-ended responses have shown that participants believe that DEI efforts are not visible within the university. This non-visibility can lead to a lack of awareness of DEI efforts taking place. Specific quotes that demonstrate staff and faculties view of the DEI efforts are as follows:

"The faculty is resistant to change and make efforts toward student success on any level. They only address issues that benefit themselves." (College of Education and Behavioral Sciences)

"People talk a lot about how important DEI is, but we don't see much action backing the talk. We know that actual implementation of DEI will cost money and effort. Nothing much seems to have changed in terms of curriculum delivery." (College of Natural and Health Sciences)

"The College of PVA has truly done nothing to make any aspect of the student or staff experience on campus more inclusive. They have talked a lot of talk, but nothing has happened." (College of Performing and Visual Arts)

Analysis of qualitative data suggests that faculty and staff do not see the efforts of DEI work taking place at UNC. Faculty and staff indicate that there is a lack of support, both through effort and finances, in implementing DEI work.

Objective 2: Investment into a DEI and HSI framework

Quantitative Data Finding 1: Accountability and Effort

Table 16 contains data about DEI efforts within departments. Participants were asked "What type of DEI efforts has you department/unit participated in?" The highest response rates were found in professional development (304), employee hiring (188), and committee work (174). The lowest response rates were found in consulting (46) and other (37). Some of the notable other responses include:

- Not aware/None/Zero
- Unsure/Unaware
- We are working on assessment and curriculum revisions, particularly for our first-year writing classes.
- Teaching in regular classes and workshops on campus
- Student Recruitment and BIPOC student forums and feedback
- Some faculty members participated in IETS workshops however we have not explicitly talked about our participation.
- Qualitative research initiatives including publications
- Program outreach and recruitment
- Policy updates
- Off campus trainings, Graduate level work, and incorporation into my curriculum
- Implicit Bias Training
- Guest speakers
- Facilitating UNITE
- Bringing specific services for students to the health center, changing to preferred name on ID cards

Table 18 contains responses from participants when asked "In what ways has your

department/unit shown accountability regarding DEI efforts?" 75% of participants stated that their department have shown accountability while 25% of participants stated that their department has not shown accountability. Majority of faculty and staff believe that their department shows accountability regarding DEI work. In addition, participants were asked to describe the ways that their department have shown accountability. Responses from faculty and staff that have seen accountability within their department stated the following:

- Working to incorporate DEI into curriculum, forms, etc.
- Working to develop recruiting and hiring practices aim toward DEI
- Working to create accessible environments for all faculty.
- Working on DEI through committees and professional development
- We specifically recruit and serve first generation, low income, underrepresented students in a federally funded TRIO program.
- We look at DEI as a part of our admissions process as well as infusing it into each class in our program

As shown above, participants identified several forms of accountability within their department regarding DEI work. Faculty and staff have seen DEI being worked into curriculums, recruitment, hiring practices, and admission processes. Accessibility was another aspect that was discussed by participants.

Conversely, staff and faculty were asked to provide statements if their department did not show accountability. Those who did not see accountability within their department stated the following:

- Unknown/Not sure/Not required/I don't know

- Improve/increase conversation at all levels
- I don't know what "accountability" means here
- We need to be more intentional about incorporating "universal design" rather than "reasonable accommodations" in programming efforts to better serve students with disabilities. Similarly, need to do a better job of incorporating and representing more identities in our programming/event/activity models.
- There are graduate primary instructors with multiple title 9 complaints and to my knowledge no action was taken. Students write evals every semester and there's no course for addressing what they write.
- Specified approach to ensuring our staff is trained on Diversity/Equity/Inclusion. Requirement to have AAEO in hiring committees. Hiring practices that bring the same type of candidates and exclude people of color for "more of the same".
- Insufficient support from the College/University in faculty hires.
- Holding UNC Admin accountable when they say they will support us but then never offer anything to do so.
- Establishing staff expectations and prioritizing training and development.

Many staff and faculty have identified a lack of accountability within their departments in multiple facets. Many didn't see any accountability or weren't sure if their department pursued DEI work. Faculty and staff identified a lack of diversity within their respective organizations.

There were significant responses in terms of the hiring and promotion processes. Participants indicated workspaces and leadership lacked diversity in all aspects. In addition, faculty and staff indicated discriminatory practices in the hiring process. Participants mentioned practices

to improve DEI work within their department. Staff and faculty demonstrated that there should be increased training, professional development, and conversations to increase DEI efforts. Furthermore, participants expressed that there needs to be increased accountability and expectations on all levels.

75% of participants believe that their department demonstrates accountability. Staff and faculty see most accountability through professional development and employee hiring.

Quantitative Data Finding 2: Communication and Education

Table 17 shows responses from participants when asked to "Please rate the following statements regarding UNC's communication and education with DEI efforts." Means in this table ranged from 3.5-4.07. 65% of participants stated that they agreed with the statement, "UNC has a specific definition for DEI and makes it easily accessible for the campus community." When asked if "UNC has incorporated DEI into its mission," 78% of participants agreed. 81% of participants agreed when presented with the statement "UNC has incorporated DEI into its strategic priorities."

Furthermore, 72% of faculty and staff agreed with the statement, "UNC leadership uses inclusive language in policies and procedures." When asked if "UNC's leaders have demonstrated the value of DEI for our campus community," 64% of participants agreed. Only 57% of participants agreed with the statement "The value of DEI has been communicated at all levels at UNC." Lastly, 77% of faculty and staff agreed with the statement, "UNC Offers educational DEI training to all existing and new faculty/staff." These numbers demonstrate a moderate to high level of communication regarding DEI efforts. Out of all the statements, most faculty and staff agreed with the statement,

"UNC has incorporated DEI into its strategic priorities," with a mean score of 4.07. However, the mean with the lowest score at 3.5 was "The value of DEI has been communicated at all levels at UNC." Despite DEI work playing a role in UNC's strategic priorities, the value that it offers may not be communicated at all levels.

Faculty and staff demonstrate that DEI efforts have been communicated as part of UNC's mission and believe that inclusive language is used within policies. However, the value of DEI work isn't communicated as well.

Qualitative Data Finding 1: DEI Training and Education

The Division of Finance and Administration have identified required DEI training for all staff and faculty members. Below are notable quotes from participants:

"(they) offer time and suggestions for DEI training, especially if an employee in the department shows signs of "needing" some training." (Finance and Administration)

"All staff have participated in CUPA DEI certification training." (Finance and Administration)

"Encouraging participation and attendance in DEI educational trainings and workshops." (Finance and Administration)

The Division of Student Affairs have identified several ways to include and incorporate DEI training and education. Attending UNITE sessions, developing DEI oriented goals, and encouraging DEI trainings for staff, faculty, and

students were all noted by the Division of Student Affairs. In addition, The Division of Diversity, Equity, and Inclusion identified that it was important to create and maintain professional development through programs such as UNITE. Notable statements include the following:

"Attending UNITE sessions. Created individual staff DEI goals as part of our Performance Management Plans, Reading research articles regarding HSI and having conversations about incorporating "servingness" into our systems." (Division of Student Affairs)

"Encourage/require student staff to attend DEI trainings, incorporating/ brainstorming ways to promote DEI through programming/staffing, and rec opportunities." (Division of Student Affairs)

"Requiring all students and staff to attend at least 2 unite sessions per semester. planning and acquiring resources to facilitate adaptive recreational activities." (Division of Student Affairs)

"Building DEI Into the onboarding and training processes." (Division of Student Affairs)

"Creating and maintaining professional development series around DEI." (Division of Diversity, Equity, and Inclusion)

"Development of the UNITE professional development program for faculty and staff." (Division of Diversity, Equity, and Inclusion)

Responses from the College of Education and Behavioral Sciences identified more encouragement of DEI training, much like previously stated divisions/colleges. It was also noted that staff are not always involved in DEI programs. Similarly, responses from the College of Humanities and Social Sciences believe DEI efforts should be encouraged and made part of daily goals. A statement from Academic Advising demonstrates that inclusive practices can be incorporated within daily practices and resources. Some important statements include the following:

"Faculty are involved in many committees and programs involving DEI. Staff are sometimes included." (College of Education and Behavioral Sciences)

"Encouraged to attend DEI training." (College of Education and Behavioral Sciences)

"Keeping DEI efforts at the forefront of our daily mission and goals; maintaining a minimum requirement for professional development engagement and encouraging additional professional development engagement." (College of Humanities and Social Sciences)

"Our supervisor regularly encourages us to make time for different workshops and presentations to strengthen our DEI knowledge and toolbox." (College of Humanities and Social Sciences)

"We situate learning materials (videos, podcasts, readings, and guest presenters) within advising practices to push staff to take personal actions towards inclusive advising." (Academic Affairs)

Several colleges/divisions identified the importance of encouraging, incorporating, and implementing the values of DEI through daily goals, professional development, education, training, and organizations.

Qualitive finding 2: Lack of accountability and University support

When it comes to accountability and university support, the College of Education and Behavioral Sciences indicated that there was room for improvement. Some responses indicated that there was a lack of resources, support, and finances when it comes to DEI work. It was noted that there are programs and efforts to meet DEI expectations, however, the capabilities to do so are limited. Statements from the College of Education and Behavioral Sciences indicate that there is a lack of accountability on the administrative level. Notable responses are as follows:

"I don't understand this question. What do you mean by accountability? Our department has reached out for several years to a variety of units across campus asking for professional development in this area. All requests have gone unanswered. We reached out to external experts and the prices were incredibly high and we have no budget for this. We have DEI expectations in faculty evaluation process, but how does one actually measure this? How does a

faculty member demonstrate this? This is very complicated, and I feel like we are left to our own devices to try to sort this out." (College of Education and Behavioral Sciences)

"Insufficient support from the College/University in faculty hires." (College of Education and Behavioral Sciences)

"Using the additional funding provided by HR to advertise open staff positions in venues that are associated with minority candidate pools/hiring practices." (College of Education and Behavioral Sciences)

"We have training offered for DEI workshops to help promote DEI practices in our classrooms. At a department level, it is not talked about as much." (College of Education and Behavioral Sciences)

"UNC needs to recognize that diversity equity and inclusion means more than race and ethnicity. UNC's narrow definition continues to leave students/staff and faculty from other diverse populations out in the cold and demeans their existence because UNC narrowly focuses on race/ethnicity/language." (College of Education and Behavioral Sciences)

"Respect for diversity is an attitude. Practices and policies at UNC when it comes to diversity has more to do with

political correctness, basically it is fake. Diverse faculty live in fear of continuous judgment, lack of support, overwork because they are the ones mentoring diverse students. UNC is missing the point. You need to work with chairs and directors, the majority of which are white and have no clue what diverse faculty and students go through at UNC." (College of Education and Behavioral Sciences)

Responses from the College of Natural Health Sciences also identified a lack of accountability and support from the university. Statements suggest that DEI efforts are in the early stages of development with very little support, resources, and guidance from the university administration. Faculty and staff responses also indicated a need for community outreach, inclusive practices/policies, and student engagement. Some statements that demonstrate these findings include:

"Have student communities been engaged in what this looks like and what it will mean for them? I heard a comment from another faculty member recently that indicated that Asian, Pacific Islander, Native American and American Indian students were feeling more marginalized with this new effort. (I don't know additional background. It seemed like there had perhaps been communication gaps?)." (College of Natural Health Sciences)

"No mandate/policy for all current or future faculty/instructors to meet minimum DEI trainings or to update

courses to be more inclusive. No acquisition of grants or partnerships that advance DEI in our student body, staffing/recruitment, etc." (College of Natural Health Sciences)

"Little effort has been made by individual faculty members towards DEI efforts. Some individual faculty members and the director have made substantial efforts (e.g., course redesigns, PD. student support, communication efforts, etc.). Yet, these efforts are not at the department level." (College of Natural Health Sciences)

"We are in the early stages of developing DEI efforts, so besides talking about it, we don't have concrete practices and policies as of yet. Guidance and RESOURCES from the University would go a long way with developing our DEI efforts. Thus far there is only some lip service from the University regarding this important issue, I have not seen any true commitment from the University regarding DEI." (College of Natural Health Sciences)

"UNC needs to connect with the communities/ high schools/ middle school, etc. But the work of a committee to create an office for such communities' ties was not deemed crucial and the recommendations were ignored from the top." (College of Natural Health Sciences)

"At a department level, we do not have inclusive practices and policies. Only individual instructors have inclusive policies and practices (e.g., grading, student support and expectations, course re-designs, etc.)." (College of Natural Health Sciences)

The College of Performing and Visual Arts identified a lack of accountability when it comes to university approaches to DEI. Participants identified aspects of DEI work that are not being pursued, such as ability status and gender identity. Faculty and staff feel as if equity for all identities is not a central focus for the university. Retention issues, lack of student engagement, and lack of forethought for various identities were also noted through responses. Some notable statements include:

"I have not seen much if any effort in showing real accountability in this way. For example, though we talk at length about creating curriculum that are focused on addressing issues of DEI there are no ways to truly keep track of this, nor hold faculty accountable, or acknowledge them for efforts." (College of Performing and Visual Arts)

"There are many physically disabled students that cannot navigate the music building and don't have enough resources to succeed. UNC seems to only care about racial and gender inclusion, not disability." (College of Performing and Visual Arts)

"There is a significant lack of forethought to ability status and also pronouns." (College of Performing and Visual Arts)

"Lots of meetings with students to hear grievances. constantly discussing these issues as they relate to BIPOC students. Not a lot of representation of other protected groups, including women, LGBTQ individuals, over 65 individuals, etc. many workshops on inclusivity for classrooms." (College of Performing and Visual Arts)

"It's clear UNC has a retention issue, but it is becoming more and more clear that this administration, under President Feinstein and his cronies see retention of faculty and staff as a challenge to its financial goals, and in fact is working to create an environment where people choose to leave." (College of Performing and Visual Arts)

Qualitative data from Student Affairs, Finances and Administration, and the Division of Diversity, Equity, and Inclusion suggest faculty and staff see a discrepancy between the university's mission of DEI work and actual integration of those practices. Notable statements include the following:

"DEI efforts not fully integrated into hiring and onboarding." (Finance and Administration)

"We need to be more intentional about incorporating "universal design" rather than "reasonable accommodations" in programming efforts to better serve

students with disabilities. Similarly, need to do a better job of incorporating and representing more identities in our programming/event/activity models." (Division of Student Affairs)

"My department's actions do not align with what they say. They say the right words and yet act in discriminatory and inequitable ways." (Division of Student Affairs)

"I feel that our unit cannot take DEI as far as desired due to university precedent." (Division of Student Affairs)

"I am not aware of accountability efforts." (Division of Diversity, Equity, and Inclusion)

"Funding sources, specially from human capital in order to truly serve students' needs within the DEI areas." (Division of Diversity, Equity, and Inclusion)

Statements from Academic Affairs suggest an unawareness of accountability and DEI efforts at an administrative level. Faculty and staff's responses suggest that DEI efforts that are being put forth are not being supported by the university. Statements that support this include the following:

"Not requiring attendance and participation (encouraged vs. tied to performance evaluation)." (Academic Affairs)

"As a department, DEI is openly discussed as a priority and considered in our

practices and actions. However, we have not, as a department, solicited (until now) nor been given specific tools to assure we are meeting our DEI needs. What tools has the University given to insure we are inclusive and accessible to all? That I am unsure of. Clear expectations and tools are needed, especially when everyone is already at or over capacity in workloads. DEI is a priority in our department, but we need TRUE time and resources to be effective." (Academic Affairs)

"Actually, supporting Hispanic students instead of boasting about HSI and not adding any additional support for them. Many students I supervise are Latinx and feel that HSI is "to make the university look good" and not actually to help UNC's Hispanic student population. As far as I have been told, there is nothing specifically in place for them in relation to HIS." (Academic Affairs)

"While our individual unit works towards providing inclusive practices for our students, it is difficult to see that support by administrative leaders in our college." (Academic Affairs)

"I have no idea what inclusive practices and policies have been provided by our administration to our department. We are often forgotten by administrative units and don't even fall under one of the descriptors in this survey." (Academic Affairs)

Statements from the Athletics Department suggest that there is not only a lack of diversity within their department, but a lack of support in achieving it at the administrative level. The following statements demonstrate this:

"There are almost no persons of color, no cultural inclusions, gatherings, or spaces to do such. If there is it is not well accounted for in our department." (Athletics)

"We have asked for help from our DEI Office in reviewing our practice and policies and have not received help. Everything we have done has been on our own, we hired an outside consultant to do a 6-part series with our staff. We are actively working to diversify our search committees for hiring." (Athletics)

"Continuing the efforts into 2022, we need more staff support." (Athletics)

Furthermore, responses from the College of Humanities and Social Sciences have identified a lack of accountability at an administrative level that has negatively impacted DEI efforts. Participants feel as if DEI efforts put forth by the university are more performative than actual action taking place. Faculty and staff have seen many negative impacts from attempted DEI efforts through budget cuts, low pay, program cuts, and a general non-inclusive environment. Many participants feel as if the efforts of DEI are landing solely on faculty and staff, furthering their feelings of being over-burdened. Notable statements that demonstrate these findings include:

"Really, there is failure at the administrative level." (College of Humanities and Social Sciences)

"Pretty much anything else. many of the conversations about DEI feel more like lip service than actual action." (College of Humanities and Social Sciences)

"A lot of this work is not visible nor on our minds as the university works to remove funding from HSS, putting contract renewable faculty at risk, even if they are needed and included in their departments. Putting faculty at risk and making them feel like they are unwanted and not respected does not encourage them to continue to be present and focused on the classroom, which then affects student learning and putting students first. While my department is working to "decolonize" our curriculum and teaching practices, the moves the university is making puts the few diverse members we have at risk and/or makes them want to exit the university." (College of Humanities and Social Sciences)

"Training to incorporate DEI efforts in our teaching through CETL and recognition of those efforts. We used to have time to encourage DEI related partnerships, but we're all being asked to do twice our job (and the work of fired administrators), so we don't have time or support to pursue those efforts anymore. We tried to hire diverse faculty but three offers to faculty

with minoritized identities said no because our pay was too low." (College of Humanities and Social Sciences)

"The university has shown disregard for the programs by cutting nearly half of the offerings and creating a hostile environment in the college and university. the faculty of color, who provide much of the needed official and unofficial advising and support for students of color who seek out Faculty of color are not being supported by the university." (College of Humanities and Social Sciences)

"I don't think there are many. The impetus to do things falls on individual faculty as instructors to incorporate and be aware of DEI practices, but the broader department (and university) doesn't really show interest in systemic changes." (College of Humanities and Social Sciences)

"Instead, the proposals tend to center around what already over-burdened faculty and staff can do to reach out individually." (College of Humanities and Social Sciences)

Qualitative responses from various departments/divisions suggest there is a lack of accountability in DEI efforts on the administrative level. Departments lack the support, budget, and resources to fully implement DEI efforts as part of UNC's mission and instead find low retention rates, performative action, program restructuring, and a lack of diversity.

Objective 3: Implementation of DEI and HSI practices

Quantitative Data Finding 1: Recruitment, Representation, and Equity

Table 23 contains data from participants when asked "Please rate the following statements regarding UNC's investment and infrastructure in regard to DEI below on a scale of strongly disagree to strongly agree." Means in this table range from 2.71 to 3.89. When presented with the statement "UNC has dedicated staff for DEI," 78% of staff and faculty agreed. 69% of participants agreed when asked if "UNC has dedicated financial resources to DEI. 51% of participants agreed when presented with the statement, "There is clear communication of DEI priorities and outcomes across UNC."

When asked if "UNC has ensured quality of DEI resources for the campus community," only 49% of faculty and staff agreed. When it comes to the statement, "UNC has invested in a student pipeline for the future workforce," 69% of participants agreed. Furthermore, 53% of participants agreed when presented with the statement "UNC has communicated a pay equity plan for faculty and staff." "UNC has communicated and executed a plan for retention and promotion for diverse hires" only had an agreement level of 25%. Additionally, 48% of participants agreed when asked if "UNC has equitable hiring protocols and search committee preparation." Lastly, 32% of participants agreed when presented with the statement "UNC has shared faculty/staff recruitment applicant pool data." The lowest mean in this data set was 2.71 for the statement "UNC has communicated and executed a plan for retention and promotion for diverse hires." The highest mean score was 3.89 for the statement "UNC has dedicated staff for DEI." Data found in this table suggests that although UNC staff dedicated to DEI work, there is difficulty when it comes to communicating effective strategies for retention and promotion of diverse hires to promote DEI efforts.

Participants indicated that despite the staff at UNC being dedicated to DEI effort, communication and execution of retention and promotion of diverse hires is low.

Quantitative Data Finding 2: Class Structure

Table 22 contains responses from participants when asked "What specific 21st Century Learner initiatives should be further utilized to help all students as the student demographic continually evolves? Select all that apply." Scores in this table ranged from 163-229, with the highest frequency being Campus environment (cultural connection, non-traditional student presence, Hispanic peer networks, Hispanic faculty, mentors) with a frequency of 229. The lowest frequencies were found in English Language Learners (e.g., early years, additional time to complete reading and assignments, innovative teaching strategies) (163) and other (14). Some of the notable other include:

- These all sound useful, and I think could be targeted to all students, faculty, and staff to improve compassion, insight/competence, connections, and belongingness.
- Staff/Faculty recognition and understanding of Code-Switching fatigue.
- Reexamining financial aid practices
- More access to mental health! More training on how to "do" college
- Give students an opportunity to build and create and innovate - many classes are structured as a transfer/acquisition model of learning.
- Flexible scheduling; removing financial barriers (including textbook costs)

- Expectations that UNC welcomes all forms of diversity and equity and is NOT just continually focused on race/ethnicity; UNC's focus is too narrow and fails its students, staff, and faculty
- Develop programs and course offerings that reflect the needs of the current generation. Provide an education that becomes the foundation of a successful career.

Staff and faculty have identified many 21st Century Learner initiatives as stated above. Participants identified several components to improve learning methods for students, faculty, and staff through revised class structures, restructuring financial structures, providing access to more resources, and promoting the values of DEI work.

Table 20 shows responses from participants when asked "What topics have been discussed, covered, or targeted by your department/unit?" The highest frequencies of topics include the following:
- General diversity knowledge or skill building (248)
- Anti-Racism (205)
- Race and/or ethnicity (205)
- LGBTQ+ awareness and/or inclusion (199)

The lowest occurring frequencies of topics include:
- Intersectionality (70)
- Age or familial status (67)
- Religious, faith, and/or spiritual beliefs (58)
- Veteran status (59)
- Other (21)

Some of the notable other statements include:

- Supporting Diverse "Employee" Communities (since we are HR)

- White and/or socio-economic privilege
- Supporting Diverse "Employee" Communities (since we are HR)
- Sexual violence on college campuses/supporting survivors. Upcoming workshop on fatphobia.
- Many of these topics are also discussed in graduate level professional issues coursework and clinical training
- Identifying, understanding, & preventing sexual harassment in the workplace
- Culturally and Linguistically Diverse Education. Biculturalism.
- Body positivity and Health at Every Size

In terms of 21st Century Learner initiatives, staff and faculty have identified that the campus environment and life challenges should be further utilized to address the changing demographics of the student body.

Participants indicated that there were high levels of general diversity knowledge, anti-racism, and race and/or ethnicity being taught on a departmental level.

Qualitative Finding 1: Curriculum and Classroom Environment

The College of Education and Behavioral Sciences have identified forms of DEI efforts that are being implemented within departmental policies, curriculum, and classroom environments. Hiring, procedures and policies, and admissions are all guided by DEI efforts. Furthermore, DEI work is incorporated within each classroom through discussion, course changes, syllabi revisions, and creating an inclusive environment. Statements that highlight these findings include:

"Reviewing and revising curriculum; DEI hiring training." (College of Education and Behavioral Sciences)

"Hiring; course development; practices among faculty." (College of Education and Behavioral Sciences)

"By efficiently providing access, affordability, and quality education to UNC students in an inclusive, welcoming and culturally and linguistically diverse environment." (College of Education and Behavioral Sciences)

"The Cumbres Teacher Preparation Program at CEBS has shown accountability regarding DEI efforts by providing access to quality education, in an inclusive, diverse, and welcoming environment to all students." (College of Education and Behavioral Sciences)

"Creating a committee, having DEI centered in discussions, adding a DEI group of courses to our undergraduate curriculum." (College of Education and Behavioral Sciences)

"Including a DEI course grouping in curriculum and holding discussions on DEI." (College of Education and Behavioral Sciences)

"We look at DEI as a part of our admissions process as well as infusing it into each class in our program." (College of Education and Behavioral Sciences)

"Incorporated into our syllabi and encouraged to include within courses materials." (College of Education and Behavioral Sciences)

"We mindfully address DEI issues in each of our classes through both content and activities/assignments." (College of Education and Behavioral Sciences)

Statements from the College of Humanities and Social Sciences emphasis the development of syllabi with a DEI framework will be beneficial for the department. Integrating it within the classroom helps foster DEI within the classroom environment and individual interactions. DEI efforts are also demonstrated within faculty interactions and community outreach. Statements that exemplify this include:

"Revising syllabi to conform with DEI best practices; fostering DEI in the classroom through our personal interactions with students; community engaged research and student training that incorporates students and the public from diverse backgrounds; working on policy and activism that address DEI issue at UNC and our community; teaching DEI in the classroom." (College of Humanities and Social Sciences)

"The Writing Program demonstrates the most of the work through working toward equity minded syllabi and classroom practices. The department has had discussions around including DEI in reviews." (College of Humanities and Social Sciences)

"It's in our faculty evaluations, it's a central part of every single course we

offer, it's a major part of our advising and service to the university, it's what we do." (College of Humanities and Social Sciences)

"I also think that UNC's relationship with Aims needs to remain a central part of how we think about this designation. I've taught at both schools, and most of my Aims students hope to transition to UNC. Many are also first generation and lack external support, so we need to build HSI programs into the Aims-UNC pipeline." (College of Humanities and Social Sciences)

"As mentioned before, we are working on curriculum and assessment revisions for FYC classes. We are also beginning the process to decolonize our major, moving away from the traditional emphasis on British and American literature to a more diverse cannon. Our future program will be developed around content topics and there's active interest in wider cultural representation." (College of Humanities and Social Sciences)

Statements regarding the College of Natural Health Sciences and DEI implementation within the curriculum and classroom environment include:

"Developing an internal DEI committee to incorporate and lead discussions surrounding various DEI topics. This has also led to multiple faculty members participating in the semester long DEI professional development trainings.

Multiple faculties incorporate and update course offerings to be more inclusive in multiple aspects and sit on college-level DEI committees. Multiple faculty are participating in research that intersects various aspects of DEI to inform future research, teaching and practice." (College of Natural Health Sciences)

"Feedback from each other as it relates to syllabi construction and student involvement in projects." (College of Natural Health Sciences)

"Syllabus revisions, classroom policies to accommodate broad range of backgrounds and situations, curriculum to support CLD education, relevant course material, faculty evaluation criteria." (College of Natural Health Sciences)

"We are training our faculty to incorporate more DEI based teaching methods and working to create a more equitable and inviting hallway/office space for our students to feel welcome and comfortable. We are still finalizing our official department policy." (College of Natural Health Sciences)

"Having processes to update course content using inclusive language, a faculty member is on the college DEI committee, a faculty member is on the strategic planning committee (which has included DEI accountability in the draft plan), collaborating with MS Dietetics students in capstone projects that

address DEI in course content, adapting more holistic practices for internship and graduate school requirements, participating in DEI trainings at UNC and through professional organizations, (as individuals not as reps of the department - supported non-profit organizations that support, mentor, and engage students and professionals that are underrepresented or minoritized in dietetics), recognized limitations in current research." (College of Natural Health Sciences)

Responses from University Libraries demonstrate policies that aim to increase the diversity through diverse collections. Faculty and staff are working to increase the libraries collection by incorporating works from underrepresented groups to create diversity and inclusivity. Notable statements include:

"Improving the centering of minoritized voiced in our Libraries collections." (University Libraries)

"For our major exhibits our labels are now bilingual. We're increasing representation in our collections by working with underrepresented groups on community archiving." (University Libraries)

"Purchasing materials created by and about people of color; working on more inclusive subject headings displayed in our catalog." (University Libraries)

"I think we could improve programming/curriculum to incorporate more stories from the Hispanic culture." (Division of Student Affairs)

The classroom and their respective curriculums were identified to be influential in developing diverse and inclusive environments. Staff training, course changes, equitable syllabi, professional development for faculty, and access to resources were essential for incorporating this on a departmental level.

Qualitative Finding 2: Hiring and Staff Interactions

In terms of hiring and staff interactions, the Division of Student Affairs identified a theme of continued efforts in creating a DEI framework within hiring practices, education, programming, and events to create a more diverse environment. The following statements demonstrate these findings:

"Discriminating against women with children and a practice of hiring cronies." (Division of Student Affairs)

"Inclusive and equitable practices include those within hiring, on-boarding, continued training, career conversations and appointments, helping to break down systems of oppression with employers and outside partners in terms of bias in recruiting/hiring practices, updating public resources with inclusive/best practices, and ultimately we push DEI to be a focal point in all actions and policies." (Division of Student Affairs)

"Making a direct effort to be an inclusive employer for student staff and create a diverse student staff.
Having conversations regarding issues brought to attention by DEI
Discuss ways in which we can incorporate diversity, equity and inclusion into campus rec programming and events offered." (Division of Student Affairs)

"Awareness education, hiring when possible, but staffing shortages have us hiring anyone we can right now." (Division of Student Affairs)

"Ensure hiring practices demonstrate commitment and/or understanding of HSI, accountability for staff/faculty." (Division of Student Affairs)

"Statements and some resources on website, trying to recruit and retain staff (and trainees) with more broadly representative identity markers and/or espouse values and demonstrated behaviors with DEI efforts, allotment of time/space for professional development both broadly and specifically through diversity discussion efforts, putting in systems for better tracking campus related events so that we can proactively plan to attend/support accordingly. Looking at use of inclusive language and creating cultural opportunities throughout the process of engaging with care at the center." (Division of Student Affairs)

"Because areas may have not advertised job postings in publications known for diverse candidates, beyond HigherEd.com. This usually happens because the department posting the job has to pay for the extra ads and departments do not have funds or will not justify paying for the ads because of budget constraints to cover any extra advertising. I have seen this in all areas I work with and it may be a university-wide issue for UNC." (Academic Affairs)

Staff and faculty from the Finance and Administration department identified increased hiring of diverse employees as essential to DEI efforts. Hiring, job posting, recruitment, and training requirements were identified by participants as methods to achieve this. Some notable statements include:

"Continue to recruit Latinx faculty and staff w/ intentionality.
Continue to build a welcoming campus community." (Finance and Administration)

"I'm not particularly confident that our department (custodial service) currently reflects a commitment to the HSI model because most mid-to-upper-level management in our department remains predominantly (if not overwhelmingly) Anglo in constituency..." (Finance and Administration)

"Hiring practices
Job posting practices
Search committee training requirements
Contacting w/ immigration attorney

Employee name in use policy Partner benefits." (Finance and Administration)

"We haven't consciously made any, though we do hire students from diverse communities." (Finance and Administration)

"Review and revisions of position descriptions, and policies to a limited extent. Updating job posting information using diverse recruiting sources at times. Encouraging training, and awareness, as well as including inclusivity in goals and professional development initiatives." (Finance and Administration)

Responses from the Division of Diversity, Equity, and Inclusions demonstrated a need to not only hire underrepresented identities, but also implementing inclusive practices. This is presented in the following:

"We are a very small department. Currently there are only two of us who are regular UNC employees -- one Hispanic and one Caucasian. We do employ student staff (currently 7) and we try our best to find and hire student staff who are first-generation college students from low-income families and from diverse race and ethnic groups. We do this because our program works with high school students from those same or similar backgrounds." (Division of Diversity, Equity, and Inclusion)

"We provide an emphasis on providing tools for inclusive practices for our staff. The staff gets exposed to these practices via onboarding training every fall and spring semester, as well as dedicated time during every other weekly staff meeting that is dedicated towards professional development for further learning and group processing. Inclusiveness also surfaces on regular basis thru our customer service approach, inclusive critical lens towards programming efforts and services provided, and intentionally embedding inclusivity in training and services provided by both talking about it and demonstrating how it can look like by implementing those with actions in real-time." (Division of Diversity, Equity, and Inclusion)

Other departments/colleges, such as EBS, VPA, NHS, and Athletics also identified the need for diverse hires through recruitment and hiring within their departments to promote DEI. This is demonstrated throughout the following in participants responses:

"Hiring; collegiality; diversity BEYOND UNC's narrow definition to include persons with disabilities in staff/students/faculty." (College of Education and Behavioral Sciences)

"Recruitment practice to get a more diverse pool of candidates. Recognizing and celebrating each individual's strengths and uniqueness." (College of Education and Behavioral Sciences)

"We are trying to prioritize DEI faculty for promotions (such as moving from adjunct to CR, CR to tenure), and incorporate DEI considerations into our hiring practices for both faculty and staff (College of Visual and Performing Arts)."

"Diverse hires, emphasis on professional development, engagement in our strategic plan (which has DEI initiatives)." (College of Visual and Performing Arts)

"We have diversified our search committees for new hires. We provided education for us from the Institute for Sport & Social Justice. We had a staff/student group that discussed issues related to DEI." (Athletics)

"Personally, I would like to see more focus on hiring of faculty and staff that aligns with our student population and this mission." (College of Natural Health Sciences)

"DEI and cultural awareness information is embedded across multiple courses and there is a consistent message across instructors." (College of Natural Health Sciences)

Faculty and staff recommend, and urge continued hiring and recruitment of diverse hires within their departments. Additionally, continued education on DEI awareness and implementation was identified as important for DEI and staff interactions.

Qualitative Finding 3: Policies and Procedures

Faculty and staff from the Finance and Administration department suggest revising recruitment and hiring policies and procedures to assist in DEI efforts. In addition, implementing preferred name and gender policies were recommended. Some notable statements of this include:

"Mainly hiring practices and priorities, otherwise Purchasing & Contracts really does not have many opportunities for showing such accountability." (Finance and Administration)

"Preferred name policy Student/patient choice of gender identification on intake forms at health center. Adding gender affirmation hormone therapy to services at the health center Annual training for all areas in inclusivity, diversity." (Finance and Administration)

"Identifying better ways to incorporate the recruitment and hiring of diverse employees." (Finance and Administration)

As for the Division of Student Affairs, trainings, recruitment, and committees focused on increasing diversity were discussed by faculty and staff. Participants also indicated increasing infrastructure that supports DEI work. Statements from faculty and staff include:

"Trainings, creating committees to focus on these issues, beginning to shift hiring practices." (Division of Student Affairs)

"Require recruitment in diverse array of posting locations." (Division of Student Affairs)

"Making UNITE sessions mandatory for all staff and student staff, creating a quiet zone space for student employees that is accessible to all, intentionality around programming/event planning and how it may impact/relate to our student body." (Division of Student Affairs)

"Use of pronouns in applications." (Division of Student Affairs)

"Continued work on department mission/vision/goals/SLO's, Making DEI trainings a mandatory training expectation for all levels of staff, Continuing to work with partners around campus on efforts to improve access and an environment of inclusivity." (Division of Student Affairs)

"We are consistently talking about DEI in staff meetings. We are required to attend two UNITE trainings per semester. We are constantly changing and evolving our policies each semester to better fit our needs in DEI." (Division of Student Affairs)

"Our dress code very open for interpretation, allowing people to wear what they're comfortable with. We are required to attend 2 UNITE trainings each semester. We have inclusive marketing

around the building. We are beginning to expand out inclusive approaches to exercising (accessible harness at the climbing wall, accessible equipment, etc.)." (Division of Student Affairs)

"Acquisition of clothing and equipment to allow for free or discounted access to recreational resources.
re-designation of spaces as all gender restrooms.
demonstration of adaptive recreational techniques." (Division of Student Affairs)

Faculty and staff from the College of Education and Behavioral Sciences a multitude of DEI guided polices that emphasis the student first approach. These statements are as follows:

"Student first policies." (College of Education and Behavioral Sciences)

"1. Provide support for culturally and linguistically diverse students vis a vis college writing
2. Provide support for students, staff and faculty across the gender and sexuality spectrum
3. Provide support for students with disabilities
4. Provide support to all students regardless of their race, ethnicity, age, national origin, sexual orientation, cultural identity, gender identity, physical ability, immigration status, socioeconomic status.
5. Provide support to all underserved/underrepresented students in the program

6. Provide support to undocumented, DACA, and DREAMers.
7. Provide support in Spanish language to Bilingual and Bicultural students from a Latinx descent." (College of Education and Behavioral Sciences)

Participants from the College of Humanities and Social Sciences emphasis policies and procedures regarding faculty development. Support for training, curriculum, hiring, and recruitment were recommended for DEI improvement. Notable quotes include:

"Required UNITE sessions; hiring and recruitment practices for full-time and student staff, inclusive language integration." (College of Humanities and Social Sciences)

"Incorporating DEI efforts into our faculty evaluation criteria." (College of Humanities and Social Sciences)

"Supporting faculty training and curriculum development, rewarding DEI improvements in course design, strongly encouraging DEI as an assessment measure in faculty performance, demonstrating transparency and consideration of DEI in hiring practices." (College of Humanities and Social Sciences)

The College of Natural Health Sciences identified training faculty, increasing equitable policies, and more conversation around DEI through open-ended questions such as the following:

"Training faculty, creating an action plan of improving our department spaces and webpages, incorporating more equitable practices into classes, reaching out to District 9, creating a department DEI policy, etc." (College of Natural Health Sciences)

"Discussing DEI issues at every departmental/faculty/staff meeting; creating several DEI taskforces; encouraging faculty/staff to attend DEI trainings offered by CETL, UNITE, etc." (College of Natural Health Sciences)

Participants from Academic Affairs demonstrated a need for recruitment and retention of diverse hires through inclusive policies, procedures, and language. Furthermore, participants identified strategic plans and DEI training should be further utilized. Statements that discuss this include:

"Creating language for all job postings, providing hiring incentives, highlighting equity gaps for students." (Academic Affairs)

"We specifically recruit and serve first generation, low income, underrepresented students in a federally funded TRIO program. We attend professional development seminars and conferences provided nationally through COE." (Academic Affairs)

"Being focused on DEI hiring and student recruitment. Developing student peer mentor programs with specific and in-depth DEI training, utilizing DEI language

on webpages and in materials.”
(Academic Affairs)

“Revising policies to be more inclusive.”
(Academic Affairs)

“Hiring diverse staff and providing equitable and inclusive support to all students in our program. Staff participate in DEI professional development opportunities provided on campus, and actively seek opportunities outside of UNC. Staff will communicate with other units on campus the share the inequities faced by our program participants with the hope of seeing policies and procedures changed on campus with DEI at the forefront.” (Academic Affairs)

“Require staff to attend min number UNITE trainings. Built into department strategic plans with performance measures. Hiring practices.” (Academic Affairs)

Furthermore, University Advancement staff and faculty demonstrated a need to put students first in DEI efforts. Accountability is created through intentional student/customer feedback, language, and recruitment plans. This is demonstrated through the following:

“Our department strives to put students first and treat every customer with respect and sensitivity. We show accountability by leaving door tags and asking the student or customer to review our performance.” (University Advancement)

“Working to develop recruiting and hiring practices aim toward DEI.” (University Advancement)

“Changing language around our efforts with donors and students. We created the Alumni Career Panels to highlight and engage alumni of color in university life and connect them with students.” (University Advancement)

“Intentionality in staff hiring and recruitment plans, prioritization of funded programs in support of DEI initiatives; approved service time for staff to participate in committees and special campaigns.” (University Advancement)

Responses from the Department of Diversity, Equity, and Inclusion suggest inclusive practices for recruitment and hiring are needed for programming. Safety requirements and infrastructure should be implemented for identities that need them to create a more inclusive, equitable environment, as demonstrated by the following:

“Some inclusive practices that have been provided by my department are supporting gender identity, updating needed information around pronouns. Working towards lactation and menstrual equity.” (Division of Diversity, Equity, and Inclusion)

“Participant population (recruitment), programming, and hiring efforts.” (Division of Diversity, Equity, and Inclusion)

"By requiring safety requirements around covid, for a diverse student body and staff." (Division of Diversity, Equity, and Inclusion)

The Athletics Department and General Counsel have identified a need to change hiring practices to be more inclusive of identities such as race and gender. A statement from a staff member of General Counsel identified this but also the need to use inclusive language. Furthermore, the Office of the President suggested that it should be communicated that diverse hiring processes are part of UNC's mission. Notable statements include:

"Hiring individuals of all races and genders." (Athletics)

"Changing hiring practices to be more inclusive." (Athletics)

"Inclusive language and hiring." (General Counsel)

"Ensuring it is a priority when hiring leadership positions, it is reflected in strategic planning priorities, and that it is clearly articulated as a priority through communication to the university community." (Office of President)

University Libraries and the College of Visual and Performing Arts identified communication of DEI/accountability, class structuring, and connecting with students through diverse programming as an essential part of DEI through the following:

"Changed course syllabus and policies, including for late work, grading and attendance in order to help as many students as possible succeed despite various obstacles. Address issues of representation and diversity in research." (University Libraries)

"Hiring diverse employees, setting up a DEI committee, making efforts to connect to student through diverse programming and materials." (University Libraries)

"Communicating a bi-annual Anti-Racism Action Plan Accountability Report." (College of Visual and Performing Arts)

Policies and procedures that emphasize diverse hiring, inclusive training, and a student's first approach should be utilized for DEI. Participants emphasized the importance of language, communication, accountability, and inclusive infrastructures.

Appendices

Tables

Table 1: What role best describes your current position?	Frequency	Percent
Faculty, Tenured (associated/full professor)	90	19%
Faculty, Tenure-Track (assistant professor)	36	7%
Faculty, Adjunct (lecturer/instructor)	37	8%
Staff, Classified	87	18%
Staff, Exempt	218	45%
Contract, Renewable	16	3%
N=484		

Table 2: Please indicate your length of service at UNC.	Frequency	Percent
Less than 1 year	70	14%
1-2 years	43	9%
3-4 years	71	15%
5-6 years	67	14%
7+ years	230	48%
N=481		

Table 3: Please indicate your immediate college/division.	Frequency	Percent
Finance and Administration	92	19%
Division of Student Affairs	43	9%
Division of Diversity, Equity, and Inclusion	19	4%
College of Education and Behavioral Sciences (CEBS)	52	11%
Humanities and Social Sciences (HSS)	48	10%
Monfort College of Business (MCB)	6	1%
Natural Health Sciences (NHS)	62	13%
College of Visual and Performing Arts (PVA)	25	5%
University Libraries	22	5%
Academic Affairs	36	7%
University Advancement	30	6%
Athletics	29	6%
Office of the President	5	1%
General Counsel	18	4%
N=487		

Table 4: Please indicate your immediate unit name.	Frequency	Percent
Financial Services	1	1%
Budget and Financial Planning	3	3%
General Accounting	3	3%
Enrollment Management	4	5%
Admissions	2	2%
Financial Aid	4	5%
Registrar	2	2%
Facilities Management	29	33%
Human Resources	8	9%
Information Management & Technology	17	19%
Parking Services	1	1%
Purchasing & Contracts	4	5%
Card Office/Student Business Services	1	1%
University Center	2	2%
University Police	2	2%
Administration (E.g., Leadership, ASC, etc.)	6	7%
N=89		

Table 5: Please indicate your immediate unit name.	Frequency	Percent
Campus Recreation	6	16%
Counseling Center	4	10%
Dean of Students	3	8%
Dining Services	3	8%
Disability Resource Center	1	3%
Housing and Residential Education	9	24%
Office of Student Life	2	5%
Administration (E.g., Leadership, ASC, etc.)	9	24%
Career Readiness	1	2%
N=38		

Table 6: Please indicate your immediate unit name.	Frequency	Percent
Department of American Sign Language and Interpreting Studies	2	4%
Department of Applied Psychology and Counseling Education	3	7%
Applied Statistics and Research Methods	2	4%
Department of Leadership, Policy, and Development: Higher Education and P-12 Education	3	7%
School of Psychological Sciences	5	11%
Department of School of Psychology	1	2%
School of Special Education	10	22%
School of Teacher Education	18	39%
Administration (e.g., Leadership, ASC, etc.)	2	4%
N=46		

Table 7: Please indicate your immediate unit name.	Frequency	Percent
Anthropology	4	9%
Criminology and Criminal Justice	2	5%
English	10	23%
Gender Studies	1	2%
Geography, GIS, and Sustainability	5	11%
History	5	11%
Journalism and Media Studies	2	5%
Philosophy	1	2%
Sociology	4	9%
World Languages and Cultures	2	5%
Administration (E.g., Leadership, ASC, etc.)	8	18%
N=44		

Table 8: Please indicate your immediate unit name.	Frequency	Percent
Business Administration	3	75%
Administration (E.g., Leadership, ASC, etc.)	1	25%
N=4		

Table 9: Please indicate your immediate unit name.	Frequency	Percent
Audiology and Speech Languages Sciences	3	5%
Biological Sciences	3	5%
Chemistry and Biochemistry	3	5%
Colorado School of Public Health	3	5%
Earth and Atmospheric Sciences	5	9%
Mathematical Sciences	5	9%
Nursing	13	24%
Nutrition and Dietetics	4	7%
Physics and Astronomy	2	4%
Rehabilitation and Human Services	3	5%
Sport and Exercise Science	6	11%
Administration (E.g., Leadership, ASC, etc.)	6	11%
N=56		

Table 10: Please indicate your immediate unit name.	Frequency	Percent
School of Art and Design	2	8%
School of Music	15	63%
School of Theatre Arts and Dance	5	21%
Administration (E.g., Leadership, ASC, etc.)	2	8%
N=24		

Table 11: Please indicate your immediate unit name.	Frequency	Percent
Access Services	1	5%
Administration (E.g., Leadership, ASC, etc.)	3	16%
Archives and Special Collections	2	11%
Information Literacy and Undergraduate Support	3	16%
Library Research Services	4	21%
Michener Library	2	11%
Technical Services	4	21%
N=19		

Table 12: Please indicate your immediate unit name.	Frequency	Percent
Administration (E.g., Leadership, ASC, etc.)	10	33%
Research, Sponsored Programs, Compliance	5	17%
Graduate School	1	3%
Student Academic Success	5	17%
Academic Effectiveness	4	13%
Extended Campus	2	7%
International Education	3	10%
N=30		

Table 13: Please indicate your immediate unit name.	Frequency	Percent
Administration (E.g., Leadership, ASC, etc.)	3	12%
Alumni Relations	6	25%
Development	5	21%
Advanced Operations	4	17%
Marketing and Communication	6	25%

N=24

Table 14: How aware are you regarding UNC becoming a Hispanic-Serving institution as a component of UNC's Rowing, Not Drifting Strategic visioning?	Frequency	Percent
Not aware at all	18	4%
Somewhat aware	37	9%
Neutral	15	3%
Aware	168	38%
Very aware	199	46%

N=437

Table 15: What is your level of knowledge regarding Diversity, Equity, and Inclusion (DEI)?	Frequency	Percent
Extremely limited	11	3%
Somewhat limited	29	7%
Adequate	201	46%
Extensive	150	34%
Excellent	46	10%

N=437

Table 16: What type of DEI efforts has your department/unit participated in? (Select all that apply.)	Frequency	Percent
Professional development	304	69%
Coaching	85	19%
Committee work	174	40%
Initiative	150	34%
Consulting	46	11%
Policy creation	85	19%
Programmatic development	154	35%
Community partnership	123	28%
Employee recruitment	157	36%
Employee hiring	188	43%
Other	37	8%
Total	437	

Table 17: Please rate the following statements regarding UNC's communication and education with DEI efforts.						
Statement	Mean	Strongly disagree	Disagree	Neither agree or disagree	Agree	Strongly agree
UNC has a specific definition for DEI and makes it easily accessible for the campus community.	3.63	3%	12%	20%	49%	16%
UNC has incorporated DEI into its mission.	3.96	2%	7%	13%	52%	26%
UNC has incorporated DEI into its strategic priorities.	4.07	2%	4%	13%	48%	33%
UNC leadership uses inclusive language in policies and procedures.	3.84	2%	6%	20%	49%	23%
UNC's leaders have demonstrated the value of DEI for our campus community.	3.69	4%	9%	23%	42%	22%
The value of DEI has been communicated at all levels at UNC.	3.50	6%	14%	23%	37%	20%
UNC Offers educational DEI training to all existing and new faculty/staff.	3.97	4%	6%	13%	44%	33%
N=337-361						

*The total number of responses varied depending on the statement.

Table 18: In what ways has your department/unit shown accountability regarding DEI efforts?	Frequency	Percent
They have shown accountability by (respondent inserts text)	223	75%
They have not shown accountability	75	25%
N=298		

Statement	Mean	Strongly disagree	Disagree	Neither agree or disagree	Agree	Strongly agree
Table 19: Please rate the following statements regarding UNC's DEI efforts.						
There is representation of protected groups in faculty/staff at UNC.	3.37	5%	17%	23%	44%	11%
There is equitable pay for protected groups in faculty/staff at UNC.	3.13	8%	20%	33%	28%	11%
UNC has collected data on DEI efforts on campus.	3.56	3%	8%	32%	45%	12%
UNC has ensured collected data is easily accessible to the campus community.	3.02	9%	23%	33%	26%	9%
UNC has created a form of assessment and review to ensure DEI efforts/goals are met.	3.18	6%	20%	35%	29%	10%
UNC has created a system of accountability to meet DEI goals at all levels.	2.96	10%	24%	32%	28%	6%
N=240-336*						
*The total number of responses varied depending on the statement.						

Table 20: What topics have been discussed, covered, or targeted by your department/unit?	Frequency	Percent
General diversity knowledge or skill building	248	57%
Accessibility and/or Universal Design	121	28%
Anti-Racism	205	47%
Age or familial status	67	15%
Audit of policies or programs from an inclusive lens	77	18%
Cultural competency	137	31%
Disability (physical, emotional, mental, and/or learning)	131	30%
First-Generation	169	39%
Hispanic-Serving Institution	171	39%
Immigration and/or Undocumented Communities	83	19%
Inclusive language and/or behaviors	170	39%
Inclusive mental health	134	31%
Inclusive policies and/or practices	145	33%
Inclusive teaching and/or pedagogy	116	27%
International communities and/or national origin	63	14%
Intersectionality	70	16%
Gender equity	175	40%
LGBTQ+ awareness and/or inclusion	199	46%
Microaggressions	118	27%
Native and/or Indigenous communities	91	21%
Organizational change	87	20%
Race and/or ethnicity	205	47%
Recruitment/retention of underrepresented faculty, staff, or students	157	36%
Religious, faith, and/or spiritual beliefs	58	13%
Socioeconomic status and/or class	109	25%
Supporting diverse student communities	139	32%
Unconscious/implicit bias	149	34%
Unit and/or department culture	132	30%
Veteran status	59	14%
Whiteness and/or white supremacy	91	21%
Other	21	5%
Total	437	

Table 21: Please rate the statements regarding UNC's culture of DEI below on a scale of strongly disagree to strongly agree.						
Statement	Mean	Strongly disagree	Disagree	Neither agree or disagree	Agree	Strongly agree
UNC has welcomed diversity on campus.	3.95	2%	5%	15%	53%	25%
UNC has created a quick and respectful response for unexpected events.	3.81	3%	7%	18%	50%	22%
UNC has created clear engagement of a variety of campus groups for DEI efforts.	3.65	4%	9%	24%	44%	19%
There is diverse representation in committees.	3.18	6%	22%	31%	31%	10%
There is diverse representation in leadership at UNC.	3.07	11%	24%	24%	31%	10%
There is diverse representation across UNC's workforce.	3.07	10%	23%	26%	31%	10%
There is a campus-wide culture of DEI at UNC.	3.25	6%	18%	31%	35%	10%
N=268-350*						

Table 22: What specific 21st Century Learner initiatives should be further utilized to help all students as the student demographic continually evolves? Select all that apply.	Frequency	Percent
Examination of family contexts (e.g., support, diverse roles, financial obligations, legacy)	200	46%
Personal aspirations (e.g., educational/career, attainment, role model, self-awareness)	211	48%
Life challenges (e.g., divorce, well-being including mental health, immigration, loss of employment, foreclosure)	221	51%
English Language Learners	163	37%
Campus environment (cultural connection, non-traditional student presence, Hispanic peer networks, Hispanic faculty, mentors)	229	52%
Other	14	3%
Total	437	

Statement	Mean	Strongly disagree	Disagree	Neither agree or disagree	Agree	Strongly agree
Table 23: Please rate the following statements regarding UNC's investment and infrastructure in regards to DEI below on a scale of strongly disagree to strongly agree.						
UNC has dedicated staff for DEI.	3.89	1%	7%	16%	53%	23%
UNC has dedicated financial resources to DEI.	3.70	4%	7%	20%	53%	16%
There is clear communication of DEI priorities and outcomes across UNC.	3.35	6%	17%	26%	39%	12%
UNC has ensured quality of DEI resources for the campus community.	3.37	6%	13%	32%	36%	13%
UNC has invested in a student pipeline for the future workforce.	3.26	6%	15%	37%	32%	10%
UNC has communicated a pay equity plan for faculty and staff.	3.31	10%	15%	22%	42%	11%
UNC has communicated and executed a plan for retention and promotion for diverse hires.	2.71	15%	28%	32%	19%	6%
UNC has equitable hiring protocols and search committee preparation.	3.29	9%	14%	29%	34%	14%
UNC has shared faculty/staff recruitment applicant pool data.	2.91	14%	21%	33%	24%	8%
N=212-304*						

*The total number of responses varied depending on the statement.