

HEALTH AND HUMAN SCIENCES OFFICE OF DIVERSITY AND INCLUSION

Annual Report: July 1, 2013 – June 30, 2014

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The HHS Office of Diversity and Inclusion (HHSODI) was established July 1, 2012. The core aim of the Office is to seed sustainable *Inclusive Excellence* within the School of Health and Human Sciences through education and training, building an inclusive community, and assessment. For year 2, we continue to establish a presence of the Office within the school and the larger university, and to implement efforts related to the aforementioned core mission. For 2013-2014, across our sponsored public events, we have had over 130 attendees.

1. EDUCATION AND TRAINING

Education and training initiatives have focused on organizational practices that support inclusive excellence in the workplace, best practices for faculty and graduate student diversity; and inclusive workforce development. These education and training efforts (initiatives and in-progress proposals) have included staff, faculty, and students. Guest lectures, presentations, and media broadcasts that address issues of equity, diversity, and inclusion in higher education are also an extension of these efforts.

1.1 Highlights

2014 Ethel Martus Lawther Lecture. HHSODI planned and hosted the 2014 Lawther Lecture. Dr. Abigail Stewart, Sandra Schwartz Tangri Distinguished Professor of Psychology and Women's Studies, from The University of Michigan delivered the 2014 Lawther Lecture entitled: "Creating an Inclusive Climate: Steps Toward Institutional Change." In addition to this well-attended lecture (70-75 attendees), Dr. Stewart held consultative meetings with the UNCG ADVANCE Planning team, HHS Directors of Graduate Studies, and the HHS Administrative Council. Dr. Stewart also met with Chancellor Brady and other UNCG faculty and administrators with an interest in diversity and inclusion (March, 2014).

Staff Training for a Dynamic and Inclusive Workforce. The aim of this HHS staff training was to (a) engage core concepts related to diversity and inclusion with an emphasis on value-added for the workplace; (b) identify strategies to create an inclusive environment that support inclusive excellence; (c) target specific workplace concerns and strategies to address them; and (d) address the full range of diversities found within the workplace, and (e) focus on dialogue, engagement, and working collaboratively to support inclusive practices. Three sessions were facilitated by James Wyatt, Chair of the Chancellor's Advisory Committee on Equity, Diversity and Inclusion; and Andrea Hunter served as a co-facilitator (April, 2014, 12 attendees).

Campus-wide Computer Access for Housekeeping and Facilities Staff: Computer Literacy and Use as Pathways to Inclusion and Workforce Development. In partnership with Facilities Operations, we proposed an initiative that focuses on education and training, and campus-wide computer access for Housekeeping and Facilities Staff to support: (a) the development of computer literacy and related skills; (b) access to information regarding payroll, benefits, human resources, and professional development opportunities; (c) greater inclusion of housekeeping and facilities staff in the larger university community; and (d) electronic communication between employees and supervisors with the potential to lead to greater efficiencies. We are in the final stages of planning, and are seeking to launch this program Summer, 2014.

1.2. Media Broadcasts and Guest Lectures

Media Broadcasts. Andrea Hunter presented radio broadcast essays that addressed equity and social justice, and culture, identity, and ancestry in teaching faculty diversity. “Triad mother reacts to Zimmerman Verdict” aired on *Real People, Real Stories* (2013, July 15) on 88.5 FM, WFDD, NPR affiliate for the Piedmont Triad. This essay was featured on the Monday following the weekend announcement of the verdict on July 13. “Some family roots are never found” aired on *Real People, Real Stories* (2014, February 5), 88.5 FM, WFDD. This essay was also featured on *UNCGNow* and the podcast posted on the UNCG Facebook page.

Guest Lectures/Presentations. Andrea Hunter delivered a guest lecture in CTR 611: Foundations for Parks and Recreation Management entitled: “The Last Mile: Equity, Diversity, and Inclusion in Public Life”(October 2013). The focus, aims, and a review of HHSODI initiatives were presented to the HHS Board of Visitors (October 2013). A lecture/discussion on “Diversity and Inclusion with the Academy and Beyond: The Challenge and The Promise” was presented to HDF Graduate Proseminar (April 2014). Hunter was a co-facilitator for UNCG PRIDE! discussion of a screened documentary entitled: “Black Womyn: Lesbians of African Descent” (March 2014).

1.3. Cultural Competence and Inclusive Pedagogy: Planning Efforts

HHS Workgroup on Cultural Competence. “Practicing Inclusive Teaching and Pedagogy” was one of the actionable goals identified in the *HHS Diversity and Inclusion Faculty Survey*. Indeed, many HHS faculty (52% to 68%) indicated they were under or moderately prepared to teach courses and train graduate students with respect to diverse populations, alternative approaches/perspectives, and issues related to diversity, inclusion, and equity. To move forward on faculty-identified goals, Andrea Hunter convened a working group of HHS faculty to discuss school-wide course development and other strategies with the aim to better prepare graduate students as teachers, researchers, service-providers, policy-makers; and to support inclusive teaching and pedagogy across HHS department. The workgroup includes: Ginger Hinton, Mark Fine, Justine Lee, Sudha Shreeniwas, Kristine Lundgren, Kelly (Jay) Poole, Katherine Jamieson, and Sharon Morrison.

HHS 711 Foundations in Intergroup Relations. Mark Villacorta, Office of Multicultural Affairs, and Andrea Hunter are working on course development for a school-wide experimental graduate course focused on the intergroup relations. The course will be focused on core concepts and theory, intergroup dialogue, and skills needed to address social justice, and diversity, inclusion, and equity in leadership and professional capacities with an emphasis on fields of study in health and human sciences; and community engagement.

1.4. Diversity and Inclusion Conferences Attended

Diversity and Inclusion Conferences. Andrea Hunter attended the North Carolina Diversity and Inclusion Partners Conference, University of North Carolina at Chapel Hill, (November 2013); and the American Indian Education Summit on Higher Education Building Community, Connecting the Dots, North Carolina State University (March 2014).

2. BUILDING INCLUSIVE COMMUNITY

DiversiTEAS. It is the aim of all of our efforts to support and build an inclusive community. However, the DiversiTEAS is a programming initiative whose central aim is to support community building through dialogue about difficult issues related to diversity and inclusion as well as the social processes that can be barrier to inclusion. This year we have also enjoyed a successful collaboration with College Athletics. The topics addressed in these events were, first, language and diversity including biased language and its impact and the evolving language of diversity (November 2013, 30 attendees); and, second, a focus on

microaggressions including what they are, their impact, and how we may address and eliminate them (January 2014, 17 attendees).

3. ASSESSMENT

HHS Diversity and Inclusion Faculty Survey. We conducted the *HHS Diversity and Inclusion Faculty Survey* (n=81; May/April 2013) which examined the perceived importance of diversity and inclusion, department/program strategic planning, recommendations for actionable goals, and self-assessment of core skills in multiple domains: teaching, research and scholarship, recruitment and mentoring of diverse graduate students and faculty. Quantitative and qualitative data was analyzed including the development of a concept map of actionable goals (40% of participants suggested goals) for diversity and inclusion within HHS. These data have been used to identify areas of focus for the Office as we move forward, one such area is “Practicing Inclusive Pedagogy and Teaching,” as noted above. We currently plan to repeat this assessment in 3-year intervals (Spring 2016).

4. OTHER ACTIVITIES

Subcommittee on Faculty Recruitment, Promotion, and Tenure. Andrea Hunter serves on the Chancellor’s Advisory Committee on Equity, Diversity and Inclusive Excellence. Hunter (with Diane Gill) was asked to serve as Chair of the *Subcommittee on Faculty Recruitment, Promotion, and Tenure*. The subcommittee was convened December 2013, and we submitted our final report May 2014. The report is based on institutional data as well as studies (survey, focus groups) conducted during AY2008-09 to AY2012-13. The approach was two-fold, first, to examine the demographic characteristics of the faculty (gender, race), trends in tenure and promotion, and career progression by gender and race, and, second, to examine factors studies suggest are related to these outcomes. These factors include: (a) faculty development and investment; (b) equity, respect, and empowerment; (c) climate; and (d) faculty satisfaction. Faculty perceptions of the aforementioned areas by gender and race/ethnicity are reported based on *The Rankin Report: Faculty Retention Project (2008)*, *The Collaborative on Academic Careers in Higher Education (COACHE) Survey (2008/09)*, and *The UNCG Faculty Satisfaction Survey (2010)*. The report includes recommendations that reflect an integration of those advanced in previous reports that remain relevant, and those newly developed based on the data presented.

5. BROAD STRATEGIC GOALS

There are several broad strategic goals for HHSODI which include: (a) securing funding to seed and support the efforts of the Office; (b) further evolution of an organizational structure that best supports the development and implementation of initiatives including establishing an Advisory Board; (c) expanding efforts targeting staff training (Heather Mitchell and Lisa Walker will be joining us to work on these efforts) and training for graduate students; (d) conducting an online HHS staff diversity and inclusion survey; (e) conducting small-group faculty discussions related to survey findings, and to assess the experiences of diverse groups of faculty; (f) focusing on inclusive teaching and pedagogy through HHS workgroup, teacher training, teaching resources (e.g., Google Site), and developing a proposal to pilot course assessments; and (g) launch of the HHSODI website (<http://hhs-diversity-and-inclusion.wp.uncg.edu/>). We will also continue to move forward with the initiatives noted in previous sections.

6. 2013-2014 PLANNING COMMITTEE

Rebecca Adams (Gerontology/Sociology), Stephanie Baker (PHE), Danielle Crosby (HDF), David Demo (HHS), Virginia Hinton (CSD), Caroline Kernahan (Staff, HDF), Kimberly Miller (CTR), Paige Smith (PHE), Tyreasa Washington (SW), Teresa Wellenford (CPS), Kathleen Williams (HHS).