



**SCHOOL OF HEALTH AND HUMAN SCIENCES  
OFFICE OF DIVERSITY AND INCLUSION  
THE UNIVERSITY OF NORTH CAROLINA AT GREENSBORO**

**MEETING OUR AIMS:  
SUMMARY REPORT**

**APRIL 2016**

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# OUR MISSION

## Our Mission

The HHS Office of Diversity and Inclusion (HHSODI) was established July 1, 2012 by Dean Celia Hooper. 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 inclusive community, and assessment. Through our work, we have established a presence of the Office within the School and the larger university, and engaged in a variety of efforts related to the aforementioned core mission. For these efforts the HHSODI has been recognized with The Association of Schools of Allied Health Professionals *Cultural Pluralism Award* (2015).

### EDUCATION AND TRAINING

Education and training is critical to support values, goals, and practices that ensure a diverse and inclusive environment for faculty, students, and staff. We sponsored education and training opportunities with an emphasis on self-reflection, skill development, leadership, and workplace strategies. These efforts include intensive training opportunities, workforce development, intergroup facilitation, and lectures and presentations.

### BUILDING INCLUSIVE COMMUNITY

Building and supporting an inclusive community is an aim that targets intergroup and interpersonal relations and requires self-reflection; but, ultimately, community is about developing social relationships and creating a climate of mutual respect that affirms the core values of HHS and the university. Our efforts to promote an inclusive community centered on our DiversiTEA series, dialogue sessions, and other opportunities to commune with one another as we have done with the HHS Staff-to-Staff Community Events.

### ASSESSMENT

Assessment is also critical to know where we are, how far we have come, and to chart future directions. At the end of our first year, we conducted a school-wide survey of faculty with a focus on perspectives on diversity and inclusion, skills in the area of teaching, recruitment and training graduate students, promoting faculty diversity, and research preparation as well as actionable goals to move us forward as a School.

### LOOKING AHEAD

As we look ahead, HHSODI will continue to focus on our core mission. We plan to extend assessments to gauge perspectives of our students and staff, and to build multiple strategies through which we can best support equity, diversity, and inclusion in ways that are most responsive, and locally useful, to programs and departments and to the needs of faculty, staff, and students. We will also continue to develop innovative programming to support the HHS vision “to inspire and equip people and transform institutions to work in ways that make the world better, safer, healthier, and more humane and just.”

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## Education and Training

Education and training are critical if we are to implement, support, and sustain efforts that reflect our values in the areas of diversity and inclusion. The implementation of organizational policies and practices that will lead to equity requires the development of skills, awareness of effective strategies, and self- and organizational reflection on the barriers to achieving *Inclusive Excellence*. Working with university and community partners, HHSODI has offered training opportunities in a variety of areas for faculty, students, and staff.

### IN-SERVICE STAFF TRAINING

- **Diversity and Inclusion In-service Training.** “Working with Diverse Families” for the HDFS Early Care and Education Program Staff. Panelists: Krycya Flores, Latino Outreach Coordinator in the Center for New North Carolinians Immigrant Health Access Project; April Parker, Lead Organizer, Queer People of Color Collective; and Badi Ali, Islamic Center of the Triad, October 2015.
- **HHS Staff Training for a Dynamic and Inclusive Workforce.** “Office Dynamics: Us vs. Them,” facilitated by Patrick Madsen, UNCG Career Services, May 2015.
- **Staff Training for a Dynamic and Inclusive Workforce.** Three session facilitated by James Wyatt, Chair of the Chancellor’s Advisory Committee on Equity, Diversity and Inclusive Excellence; and Andrea Hunter, co-facilitator, April 2014.
- **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 launched an initiative that focuses on computer education and training and campus-wide computer access for Housekeeping and Facilities Staff, launched Fall 2014. Caroline Kernahan (formerly HDFS) and Andrea Hunter, Project Directors.

### STUDENT AND FACULTY TRAINING

- **HHS Teach In.** “What We Can Do: Tackling Bias, Intolerance, and Injustice” (3-hour event). Panelists: Rev. Nelson Johnson, Beloved Community Center; Endy Mendez, FaithAction International House; Deena Hayes, Racial Equity Institute; James Williams, NC Public Defender and the Association Committee on Racial Equity (Chair); April Parker, Queer People of Color Collective and Raise Up NC Faculty Forward Campaign; Susan Feit, National Conference for Community and Justice of the Piedmont Triad, Inc., March 2015.
- **HHS 711: Foundations in Intergroup Relations.** Mark Villacorta, Office of Multicultural Affairs, and Andrea Hunter developed a school-wide experimental graduate course focused on the intergroup relations. The course focused on core concepts and theory, intergroup dialogue, and skills needed to support equity, diversity, and inclusion with an emphasis on social justice and community engagement and the development of leadership and professional capacities in the fields of health and human sciences. The course was offered but was under enrolled.

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- **ROOTS 2.0 Institute.** This 2-day intensive retreat was convened at Haw River State Park, Brown Summit. The Institute focused on intergroup dialogue, building coalitions across differences, and addressing issues of equity and social justice as emergent professionals and leaders in the fields of Health and Human Services, April 2013. This Institute was developed in collaboration with the former Office of Multicultural Affairs (Mark Villacorta, Lucia Vidable) and *TEAM Quest*, and was sponsored by the Department of Human Development and Family Studies.
- **2014 Ethel Martus Lawther Lecture.** Abigail J. Stewart, Sandra Schwartz Tangri Distinguished Professor of Psychology and Women's Studies, The University of Michigan, "Creating an Inclusive Climate: Steps Toward Institutional Change." In addition to this well-attended lecture, 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.
- **Learning Communities and Inclusive Education.** C.P. Gause, Department of Teacher Education Higher Education UNCG, "Win, Lose, or Draw: Creating Engaging, Dynamic, and Affirming Learning Communities through Inclusive Education," October 2012.

### LECTURES AND PRESENTATIONS

- **HHS Innovations in Diversity and Pedagogy Series.** Amy Strickland, Department of Nutrition, "Cultural Competence Training in an Accredited Dietetics Program," March 2015.
- **Panelist.** Andrea Hunter, Diversity in the Classroom, Teaching Learning Commons, UNCG, March 2016.
- **Guest Lecture.** Andrea Hunter, "Eye on Inclusive Excellence: Teaching a Diverse Study Body, Nation, and Global World" HHS 703: Teaching Undergraduates in HHS, April 2016.
- **Radio Broadcast.** Andrea Hunter, "Some family roots are never found" aired on *Real People, Real Stories*, 88.5 FM, WFDD (explores identity, culture, and teaching), February 2014.
- **Guest Lecture.** Andrea Hunter, "Diversity and Inclusion within the Academy and Beyond: The Challenge and The Promise," HDFS Graduate Proseminar, March 2016, and April 2014.
- **Guest Lecture.** Andrea Hunter, "The Last Mile: Equity, Diversity, and Inclusion in Public Life" CTR 611: Foundations for Parks and Recreation Management, October 2013.
- **Panel Presentation.** Andrea Hunter, HHS Spring Assembly focus on Community Engagement, entitled "Diversity and Inclusion: From Mission to Practice," February 2013.
- **Essay Broadcast.** Andrea Hunter, "Triad mother reacts to Zimmerman Verdict" aired on *Real People, Real Stories* on 88.5 FM, WFDD, July 2013.
- **Presentation.** Andrea Hunter, "Diversity and Inclusion: Fault-lines and Strategies for Promotion and Tenure." HHS Administrative Council, October 2012.

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## Building Inclusive Community

Our efforts to build and sustain an inclusive community has focused on addressing difficult issues related to intergroup and interpersonal relations and sharing strategies and best practices to support inclusion from the workplace to the classroom. Such work requires self-reflection and dialogue; but, ultimately, what building inclusive community requires is the development of social relationships across differences and a climate of mutual respect that affirms the core values of HHS and the university. To build community in this way, we held a series of DiversiTEAs, staff-to-staff events, and other venues for dialogue.

### DIVERSITEAS

- **DiversiTEA.** Building an Inclusive Community: A Conversation on Trans\* Ex/Inclusion, April 2016.
- **DiversiTEA.** Microaggressions, co-sponsored with College Athletics, January 2014.
- **DiversiTEA.** Biased Language in the Workplace and Classroom, co-sponsored with College Athletics, November 2013.
- **DiversiTEA.** Becoming Comfortable with Uncomfortable Conversations, March 2013.
- **DiversiTEA and Training.** Several DiversiTEAs had a primary focus on education and training and are listed in the education and training section.

### DIALOGUE SESSIONS

- **HDFS Graduate Student Dialogue.** A dialogue to address the murders of UNC Muslim students as well as other current issues related to discrimination and intolerance. Strategies to make positive difference within the university and larger society were also discussed, facilitated by Andrea Hunter, February 2015.
- **Panelist.** Andrea Hunter (with April Parker) for UNCG PRIDE! discussion of a screened documentary entitled: "Black Womyn: Lesbians of African Descent," March 2014.
- **A Conversation on Diversity and Inclusion.** Brown-bag dialogue, Twentieth-Century Civil Rights Movements and Diversity and Inclusion in Higher Education, February, 2013

### STAFF-TO-STAFF COMMUNITY EVENTS

- **HHS Staff to Staff Winter Feast Potluck** hosted by the HHS Office of Diversity and Inclusion Staff Committee sponsored by HHS departments and programs, December 2015.
- **HHS Staff to Staff Luncheon** hosted by the HHS Office of Diversity and Inclusion Staff Committee sponsored by HHS departments and programs, June 2015.
- **HHS Diversity and Inclusion Book Club.** *Redefining Realness: My Path to Womanhood, Identity, Love & So Much More* by Janet Mock (transgender journey), Spring 2015.
- **HHS Diversity and Inclusion Book Club.** *The Immortal Life of Henrietta Lacks*, Fall 2014.



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## Assessment

Assessment is required to know where we are, how far we have come, and to chart future directions. At the end of our first year (May/April 2013), we conducted a survey of HHS faculty with a focus on perspectives on diversity and inclusion, skills in the area of teaching, recruiting and training graduate students, promoting faculty diversity, and research preparation.

### HHS DIVERSITY AND INCLUSION FACULTY SURVEY

The *HHS Diversity and Inclusion Faculty Survey* (n= 81) examined attitudes about the importance of diversity and inclusion, 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. Our thanks to Emily Janke (Office of Community Engagement/HHS) who granted us permission to develop parallel items and to use the template from an OCE questionnaire.

#### Equity, Diversity, and Inclusion: From Values to Strategic Planning

	Mean (SD)	Strongly Agree/Agree(%)
In my department or program diversity and inclusion is a central part of our values, vision statement, or goals.	2.0 (.98)	65.4
In my department or program we have articulated definitions of diversity and inclusion that inform teaching, curriculum, and program development.	2.7 (1.1)	42.5
In my department or program we have developed clear strategies to increase the diversity of our faculty.	2.9 (1)	27.8
In my department or program we have implemented strategies to ensure the inclusion and support of faculty from groups with a history of exclusion.	3.0 (.96)	22.2
I believe that supporting equity, diversity, and inclusion initiatives is essential to fulfilling the HHS teaching, research, and service mission.	1.4 (.65)*	93.8

1: strongly agree, 3: neither agree/disagree, 5: strongly disagree.

- Faculty (93.8%) agree that support for equity, diversity, and inclusion is essential to fulfilling the teaching, research, and service mission of HHS, and two-thirds of faculty indicate that their support for diversity and inclusions is reflected in their department or program's values and goals.
- About 4 in 10 faculty indicate their department has articulated definitions of diversity and inclusion that inform teaching, curriculum and program development; and 1 in 5 faculty indicate strategies have been implemented to ensure inclusion and support for faculty from groups with a history exclusion.

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- Faculty who are members of groups with a history of exclusion, marginalization, or oppression more strongly agree that initiatives that support equity, diversity, and inclusion are essential.

### Inclusive Teaching and Pedagogy

	Very Prepared (1)	Somewhat Prepared (2)	Not Prepared (3)
Enable all learners by establishing an inclusive classroom environment Mean (SD) = 1.5 (.57)*	48.1 (38)	48.1 (38)	3.8 (3)
Promote student understanding of diversity and inclusiveness by developing relevant learning outcomes Mean (SD) = 1.7 (.64)*	38.5 (30)	51.3 (40)	10.3 (8)
Infuse diversity and inclusiveness content throughout your classes, whatever the subject Mean (SD) = 1.7 (.63)	35.4 (28)	54.4 (43)	10.1 (8)
Contribute to student understanding of diversity and inclusiveness by teaching a course in which these topics are a central focus Mean (SD) = 2.0 (.82)	32 (24)	33.3 (25)	34.7 (26)

Includes respondents with applicable position only.

- The majority of faculty (96.2%) indicate they are either very or somewhat prepared to establish an inclusive classroom learning environment; and nearly one-half of faculty indicate they were very prepared to do so.
- Faculty indicate less high-level preparedness to infuse diversity and inclusion into course content or to teach a course where topics related to diversity and inclusion are a central focus.
- Faculty who are members of a group or population with a history of exclusion, marginalization, or oppression indicate higher levels of preparedness to create an inclusive classroom climate and to develop relevant learning outcomes to promote student understanding of diversity and inclusion.

### Faculty and Student Diversity: Recruitment, Mentoring, Training, and Evaluation

	Very Prepared (1)	Somewhat Prepared (2)	Not Prepared (3)
Increase the strength of a faculty application pool through an inclusive recruitment process Mean (SD) = 1.9 (.73)	29.6 (21)	46.5 (33)	23.9 (17)
Use multiple models to identify graduate student applicants from diverse backgrounds who can be successful in the program Mean (SD) = 2.1 (.78)	25.7 (18)	38.6 (27)	35.7 (25)
Evaluate the quality of research, creative activity, and other scholarly research that focuses on diverse populations or groups who have experienced exclusion, marginalization, or oppression Mean (SD) = 1.8 (.72)	34.7 (25)	45.8 (33)	19.4 (14)



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Support scholars from diverse backgrounds and with diverse perspectives by applying expanded models of excellence during annual reviews and promotion and tenure decisions Mean (SD) = 1.9 (.73)	29.4 (20)	47.1 (32)	23.5 (16)
Provide engaged mentorship to scholars from diverse backgrounds who use what may be considered alternative perspectives and approaches Mean (SD) = 2.0 (.67)	23.9 (17)	54.9 (39)	21.1 (15)
Train graduate students with a focus on diverse populations or groups who have experienced exclusion, marginalization, or oppression Mean (SD) = 1.8 (.70)	36.1 (26)	47.2 (34)	16.7 (12)

Includes respondents with applicable position only.

- Most faculty indicate they are either somewhat prepared or not prepared to increase the strength of the faculty applicant pool through inclusive recruitment strategies; and this is similar for the application of multiple models to identify graduate students from diverse backgrounds who may be successful.
- About one-third of faculty indicate they are very prepared to evaluate the quality of scholarship that is focused on diverse, marginalized, excluded or oppressed populations.
- Less than one-quarter of faculty indicate they are very prepared to provide engaged mentorship to scholars who are from diverse backgrounds that also use alternative perspectives and approaches.
- Three in ten faculty indicate that they are very prepared to apply expanded models of excellence to the annual evaluation and promotion and tenure decisions of scholars from diverse backgrounds.
- Thirty-six percent of faculty indicate they are very prepared to train graduate students with a focus on diverse populations or groups who have experienced exclusion, marginalization, or oppression; but, nearly 17% are not prepared at all.

### Research and Collaboration with Diverse Populations

	Very Prepared (1)	Somewhat Prepared (2)	Not Prepared (3)
Design research or creative projects that acknowledge the diversity of the participants Mean (SD) = 1.6 (.62)*	40.6 (26)	51.6 (33)	7.8 (5)
Contribute to understanding of diversity and inclusiveness through research or creative activity where they are central topics Mean (SD) = 1.8 (.76)*	42.2 (27)	37.5 (24)	20.3 (13)
Design and conduct research or creative activity with a focus on diverse populations or groups who have experienced exclusion, marginalization, or oppression Mean (SD) = 1.8 (.78)*	40.6 (26)	35.9 (23)	23.4 (15)
Identify community partners or faculty collaborators from diverse backgrounds Mean (SD) = 1.9 (.71)	30.2 (23)	48.7 (37)	21.1 (16)

Includes respondents with applicable position only.

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- About 4 in 10 faculty indicate they are very prepared to design studies that acknowledge diversity, to contribute to the understanding of diversity and inclusion in studies where it is a central focus, and are very prepared to conduct research with a focus on diverse populations or groups who have experienced exclusion, marginalization, or oppression.
- Faculty who are members of a group or population that have experienced exclusion, marginalization or oppression indicate greater preparedness to design and conduct research on the aforementioned populations and to contribute to scholarship where diversity and inclusion are central topics.
- Thirty percent of faculty indicate they are very prepared to identify community partners or faculty collaborators from diverse backgrounds, and the remainder, 7 in 10, are somewhat or not all prepared.

### Knowledge of Resources, Support, and Advocacy

	Very Prepared (1)	Somewhat Prepared (2)	Not Prepared (3)
Serve as an advocate for a member of the UNCG community who has been victimized by prejudice or discrimination Mean (SD) = 2.1 (.72)*	20.5 (16)	47.4 (37)	32.1 (25)
Inform faculty members from under-represented groups about resources available to support needs associated with minority status on campus. Mean (SD) = 2.2 (.71)	18.2 (14)	46.8 (36)	35.1 (27)

Includes respondents with applicable position only.

- About 2 in 10 faculty indicate they are very prepared to inform faculty members from underrepresented groups about resources that address needs associated with being a minority; and are very prepared to serve as an advocate for a member of the UNCG community who has been victimized by prejudice or discrimination.
- Faculty who are members of groups or populations with a history of exclusion, marginalization, or oppression indicate higher levels of preparedness to serve as an advocate when a member of the UNCG community has been victimized by prejudice or discrimination.

# OUR MISSION

## Looking Forward

### ACTIONABLE GOALS: CONCEPT MAP

Below is a concept map based on *HHS Diversity and Inclusion Faculty Survey (2013)* open-ended query (40% of survey participants responded) regarding important actionable goals for HHS and its departments and programs. The actionable goals include two major areas, first, commitment to goals and values related to equity, diversity, and inclusion and the implementation of policy and organizational practices that reflect values; and, second, improving outcomes related to teaching and faculty, student, and staff diversity. The specific nodes are: Set Goals; Support Inclusive Culture and Practices; Develop and Implement Policies for Equity, Diversity, and Inclusion; Policy Compliance; Practice Inclusive Teaching and Pedagogy; Educate Administrators and Staff; Increase Faculty Diversity; Increase Graduate Student Diversity; Address Academic Challenges of Undergraduates; and Increase Staff Diversity.

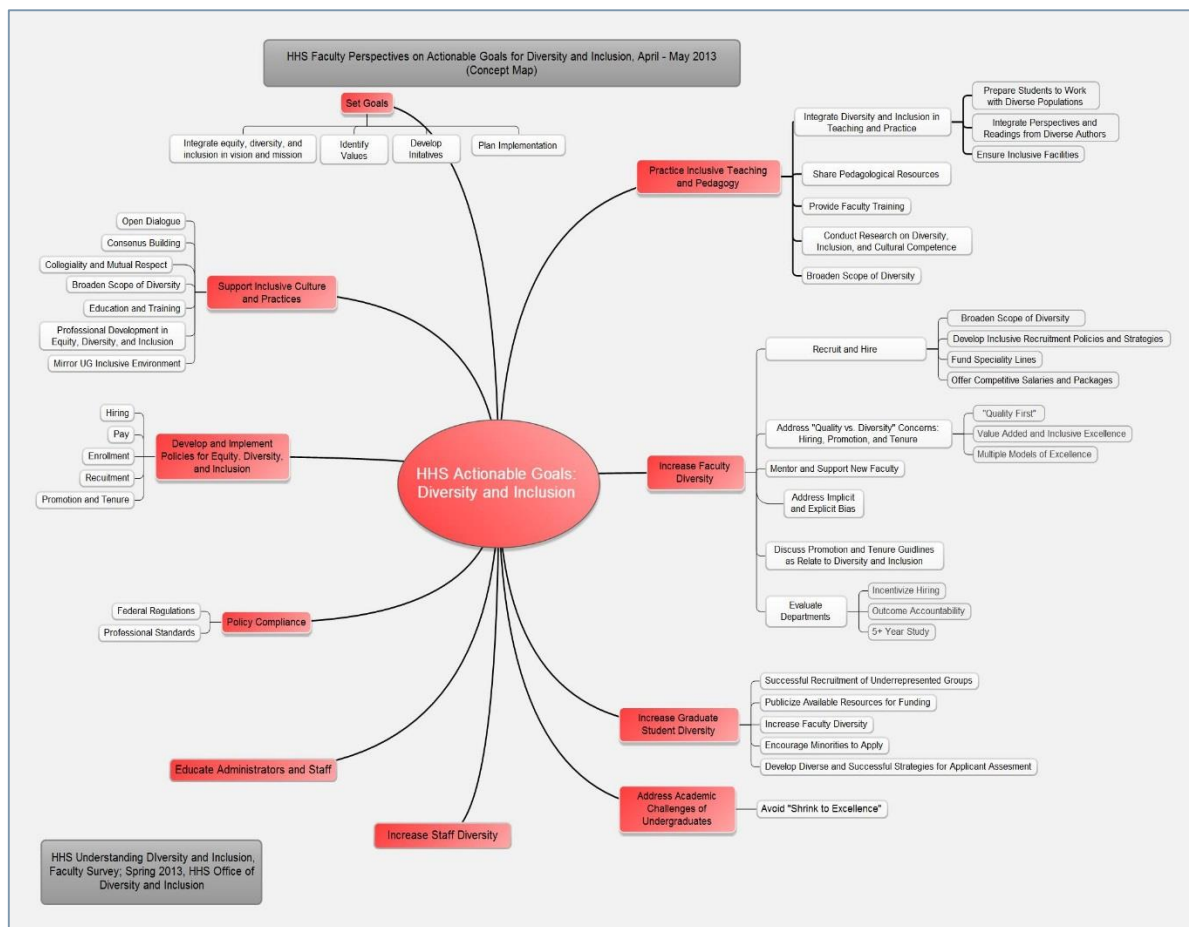


Figure 1 HHS Diversity and Inclusion Faculty Survey: Concept Map of Actionable Goal

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## Next Steps

As we look ahead, HHSODI will continue to focus on our core mission: education and training, building inclusive community, and assessment. We plan to extend assessments to gauge the perspectives and experiences of our students and staff, and to build multiple strategies through which we can best support equity, diversity, and inclusion in ways that are most responsive, and locally useful, to programs and departments and to faculty, staff, and students.

*The HHS Diversity and Inclusion Faculty Survey* is suggestive of several areas where additional work is needed to actualize our values and goals with respect to equity, diversity, and inclusion. Of particular interest is the development of innovative organizational structures and mechanisms that can further advance HHSODI aims, and that will support movement on the actionable goals faculty identified.

We also encourage faculty, staff, and students to not only attend our programming but also to engage in generating ideas, participate in planning and implementation of initiatives/programs, and to take on leadership roles and serve as advocates for equity, diversity, and inclusion in place. The HHSODI website will be launched in April, and this will provide additional opportunities to highlight individual or group work (e.g., teaching, research, workplace efforts). There will also be opportunities to contribute your writing to our blog.

Finally, in all of our efforts, HHSODI will continue to develop innovative programming and initiatives to support the HHS vision “to inspire and equip people and transform institutions to work in ways that make the world better, safer, healthier, and more humane and just.”

Andrea G. Hunter, PhD  
Director  
HHS Office of Diversity and Inclusion

*We who believe in freedom can not rest.*

Ella Josephine Baker

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### HHSODI Planning and Advisory Committees, University Partners, and Community Participants

#### PLANNING AND ADVISORY COMMITTEES (2012-2016)

Faculty, staff, and students have participated in aspects of planning or in advisory capacities since the Office was established in 2012, all are named below.

Rebecca Adams (Gerontology)	David Demo (HHS)	Kimberly Miller (CTR)
Stephanie Baker (formerly PHE)	Pam Howe (HHS)	Lisa Walker (HHS)
Janeen Chastain (PCS)	Virginia Hinton (CSD)	Paige Smith (PHE)
Reko Currie (NTR)	Caroline Kernahan (formerly HDFS)	Tyreasa Washington (SW)
Danielle Crosby (HDFS)	Marick Lewis (Development Office)	Kathleen Williams (HHS)

#### UNIVERSITY PARTNERS AND COLLABORATIONS

Several UNCG partners have collaborated with us to provide programming, served as partners, and provided services or sponsorship for the varied events, programs, and initiatives the HHSODI has pursued. These partners are named below.

James Wyatt, Chair, Chancellor's Advisory Committee on Equity, Diversity, and Inclusive Excellence Facilities Operations	Department of Human Development and Family Studies UNCG Staff Senate	HHS Department and Program Chairs Office of Multicultural Affairs
Mark Villacorta (formerly OMA) Office of Career Services HES Discretionary Funds Grant	Brian Downs (HHS) TEAM <i>Quest</i> Client Services	Lucia Vidable UNCG Computer Club Frances Clerk

#### COMMUNITY PARTICIPANTS

We are grateful several community organizations accepted our invitation to participate in programming on the behalf of our School and to benefit our faculty, students, and staff. They committed their time and shared expertise to provide learning opportunities for us. Participant organizations are named below, see report for individual representatives.

Beloved Community Center	Queer People of Color Collective	James Williams, NC Public Defender
Islamic Center of the Triad	FaithAction International House	Triad Gender Association
National Conference for Community and Justice of the Piedmont Triad, Inc.	New North Carolinians Immigrant Health Access Project	Racial Equity Institute

# OUR MISSION

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