



THE UNIVERSITY OF NORTH CAROLINA SYSTEM

Diversity and Inclusion Annual Report to Board of Trustees

Institution:	University of North Carolina Wilmington
Report Cycle:	Fiscal Year 2021-2022
Submission Date:	June 30, 2023

In accordance with the UNC Policy Manual Sections 300.8.5 and 300.8.5[R], “Regulation on Diversity and Inclusion,” the constituent institutions of the UNC System are required to present to their Board of Trustees (BOT) an annual report on the institution’s diversity and inclusion (D&I) operations and activities.

Rev. 02-10-2023

Describe institutional D&I goals and provide relevant available data on outcomes. If institutional D&I goals have not yet been developed or implemented, then describe the institution's plan to collect this data and expected date of implementation. The System-wide D&I metrics are in development and not required to be reported for FY 2021-2022.

Overview

This report is aligned with the diversity goals within the university's strategic plan. Supporting contributors to this report are listed in an endnote.

- The full text of the university's strategic plan can be found here [2016-22 Strategic Plan | UNCW.](#)
- The Office of Institutional Diversity & Inclusion also has key guiding principles and definitions which can be found here [Guiding Principles | UNCW.](#)

INSTITUTIONAL STRATEGIC PRIORITY 1ⁱ

Attract and retain high-quality, diverse students, faculty and staff; ensure an inclusive campus culture and a global mindset; and increase retention and graduation rates.

♦ Attract and retain high-quality, diverse students, faculty and staff

Program/Activity – (1) Office of Admissions Recruitment, (2) Faculty Search Process Pilot Program, (3) Cultural Centers, (4) Coastal ROOTS Bridge Program

Brief Narrative Description of Program/Activity

1. **The Office of Admissions:** The office conducts intentional outreach for diverse first-year and transfer student populations. The Office of Admissions participated in 387 high school visits and college fairs in the fall of 2021, as well as hosted and/or attended a number of programs designed to attract diverse students including the National Hispanic College Fairs in New Jersey, Upward Bound's Pre-College Expo 2022, the Caza Azul de Wilson Bilingual College Fair, and hosting STAE Day for 8th graders in the local community. Additionally, the Office of Admissions participated in 231 in-person or virtual events at community colleges, as well as engaged in programs specific to underrepresented community college students, including virtual TRIO presentations and the Coastal Carolina Community College Branch Out event.

Table 1. Overall Admissions Activity

Type	Fall 2021 Recruitment	Spring 2022 Recruitment
First-Year	387 High School visits & College Fairs	108 High School Visits & College Fairs (in-person and virtual)
Transfer	116 Community College Visits (in-person and virtual)	115 Community College Visits (in-person and virtual)

2. **Faculty Search Process Pilot Program:** The pilot for Faculty Recruitment Policy and Procedure launched in the 2021-2022 academic year. The process focused on accountability, intentionality, and consistency in faculty recruitment. The pilot included several interventions to enhance diversity of the applicant pools. Our total faculty of color increased to 165 in 2022 (22% of total faculty). Upon final assessment of the pilot

in the spring of 2022, changes were made to give colleges more flexibility in managing faculty recruitment, thus a second year of the pilot was recommended and commenced August 2022.

3. **Cultural Centers:** The four cultural centers, Upperman African American Cultural Center, Centro Hispano, Mohin-Scholz LGBTQIA Resource Center, and Asian Heritage Cultural Center engaged in 293 events during this reporting period. The centers' programming focused on three pillars: educate, advocacy, and support. With a particular concern around mental health, centers partnered with the Counseling Center to offer consistent support services. Two centers, the Upperman African American Cultural Center and Centro Hispano offered mentoring programs. MI CASA pairs current UNCW students with high school juniors and seniors to guide students through the college application and admissions process. The cohort for this reporting year included 21 mentees. Upperman's mentoring program is the Excellence Project. There were 25 students mentored in the program this reporting period.
4. **Coastal ROOTS Bridge Program:** We hosted our first cohort of students in the Coastal ROOTS Bridge program. There were 12 students in the program. Bridge programs have historically helped improve retention and graduation rates for underrepresented students. Our first cohort ended the summer with a 3.5 cumulative GPA and all 12 students were retained to the fall semester.

Notable Data/Outcomes: We increased our number of **diverse students by race and ethnicity** from 3,444 in the fall of 2021 to 3,491 in the fall of 2022. The percentage of our students of color remained steady at 19%. Through a number of different recruitment initiatives, we increased our number of **faculty** of color from 162 in 2021 to 165 in 2022. The number of **staff** of color increased from 301 in the fall of 2021 to 306 in the fall of 2022. From the MI CASA mentoring program, six students (33% of the cohort) committed to UNCW. The overall college admission attendance rate for MI CASA is 94%. With the Upperman African American Cultural Center's Excellence Project mentoring program, the 25 mentees ended the year with a 3.4 cumulative GPA. Our Coastal ROOTS Bridge program inaugural cohort ended the summer session with a 3.5 cumulative GPA.

Table 2. Undergraduate Enrollment

UNCW - Undergraduates				
Race-Ethnicity	Count	%	Count	%
American Ind or Alaska Nat	62	0%	57	0%
Asian	274	2%	274	2%
Black or African American	630	4%	674	5%
Hispanic	1,180	8%	1,101	8%
Nat Hawaiian/Other Pacific Islander	14	0%	10	0%
Non-Resident Alien	293	2%	280	2%
Two or More Races	483	3%	564	4%
Unknown	236	2%	334	2%
White	11,122	78%	11,194	77%
Grand Total	14,294	100%	14,488	100%

Table 3. Graduate Enrollment

UNCW - Graduate level		Fall 2022 Census		Fall 2021 Census	
Race-Ethnicity		Count	%	Count	%
American Indian or Alaska Native		40	1%	33	1%
Asian		81	2%	73	2%
Black or African American		394	10%	372	11%
Hispanic		239	5%	181	5%
Nat Hawaiian/Other Pacific Islander		1	0%	2	0%
Non-Resident Alien		94	2%	78	2%
Two or More Races		93	3%	103	3%
Unknown		202	3%	187	5%
White		2,405	74%	2,513	71%
Grand Total		3,549	100%	3,542	100%

◆ Promote a diverse and inclusive culture and a global mindset throughout the university.

Program/Activity – (1) Disability Services, (2) Military Affairs, (3) Office of International Programs

Brief Narrative Description of Program/Activity

1. **Disability Services:** The Disability Resource Center (DRC) at the University of North Carolina Wilmington is a department within the Division of Student Affairs. The DRC assists in meeting the unique educational needs for students with documented disabilities by promoting equal access to all programs and services. This enables eligible students to become integrated into campus life and become more successful, while maximizing their independence.

Table 4. Disability Services Student Support

	2021-2022	2020-2021
Number of Active Students*	1326	874
Male	358	226
Female	892	567
Did Not Complete Enrollment	76	81
Military Affiliated	241	106
American Indian/Alaskan Native	31	20
Asian	42	25
Black/African American	75	46
Native Hawaiian	1	1
Unknown	45	33
White	1057	668

2. **Military Affairs:** The Office of Military Affairs provides support services for military affiliated students. They support students through the admissions process, using education-related benefits, obtaining financial aid and choosing a program of study. During this reporting period, there were 2,176 military students.

Table 5. Military Enrollment

	Fall 2021		Fall 2022	
Student Race	Headcount	% of Total	Headcount	% of Total
American Indian or Alaska Native	13	0.6%	16	0.8%
Asian	31	1.4%	27	1.3%
Black or African American	139	6.4%	135	6.4%
Hispanic or Latino	203	9.3%	236	11.1%
Native Hawaiian or Pacific Islander	5	0.2%	5	0.2%
Nonresident Alien	6	0.3%		
Two or More Races	131	6.0%	105	5.0%
U.S. Nonresident			4	0.2%
Unknown	80	3.7%	63	3.0%
White	1,568	72.1%	1,529	72.1%
Grand Total	2,176	100.0%	2,120	100.0%

3. **Office of Global Partnerships and International Education (GPIE):** International Partnerships: The Cameron School of Business and the Global Partnerships and International Education office continues to explore an ALA/UNCW pathway to undergraduate studies through a relationship with the African Leadership Academy in Johannesburg, South Africa. The African Leadership Academy serves as a Pan-African International Baccalaureate finishing school for high-performing high school students from Anglophone, Francophone, and Lusophone Africa. The Dean of the Cameron School of Business traveled to India with Chancellor Voley and the Associate Provost of Global Partnerships and International Education to explore 2+2 undergraduate, and direct-enroll graduate programs with Indian partner universities in Delhi, Gujarat, and Visakhapatnam. The Global Partnerships and International Education office awards two staff internationalization grants to support international professional development opportunities for staff in the amount of \$2500 each. This practice continues annually.

Table 6. International Students

	Fall 2020	Fall 2021	Fall 2022
New Freshmen	18	36	26
New Transfer	36	59	65
Continuing Undergraduates	194	254	311
Graduate Students	83	109	126
Sub-total UNCW Enrollment	331	458	528

Notable Data/Outcomes: See Table four for data on the numbers of students served in the Disability Resource Center. The average GPA of students receiving services from the Disability Resource Center during this reporting period was a 3.26. With military-affiliated students, we saw a slight decrease of 56 students from 2,176 in Fall of 2021 to 2,120 in Fall of 2022. While the number of African American/Black military affiliated students went down slightly, the number of Hispanic students increased by 33. Given COVID impacts on education abroad, we are including Education Abroad numbers below for a three-year period to provide context. These numbers represent the reporting period that is the year after the travel occurred. In the reporting period 2019-2020, we had 1,044 students study abroad and 68 faculty-led programs; for 2020-2021, we had 431 students study abroad and 15 faculty-led programs; and for 2021-2022, we had 116 students study abroad and three faculty-led programs. Faculty and student participation in education abroad programming is rapidly returning to pre-pandemic levels in the current academic year, at roughly 65% of pre-COVID education abroad participation. This percentage approximates the return to international travel globally.

INSTITUTIONAL STRATEGIC PRIORITY 2

Enhance learning experiences and educational programs; and advance research and scholarly activities

- ◆ Advance university academic programming
- ◆ Foster global learning and research

Program/Activity – (1) FREED – Fragility, Resilience, Engaged Education in a Democracy Project; (2) Study Abroad Programming

Brief Narrative Description of Program/Activity

1. **FREED (Fragility, Resilience, Engaged Education in a Democracy) Project**

UNCW received two grants totaling \$325,000 from the Teagle Foundation to plan and implement the Fragility, Resiliency, and Engaged Education in Democracy (FREED) Project. This project will include the design of a module for UNI classes that examines foundational documents from U.S. history, how those documents define democracy, and the ways in which this region still grapples with the meaning of democracy after the 1898 coup d'état which disenfranchised Black Wilmingtonians. The grants were submitted by Dr. Jeanine Minge, associate provost for high impact practices, community partnerships and director of the arts, Provost Jamie Winebrake and Dr. Donyell Roseboro.

2. **Study Abroad Programming:** Education Abroad Programming: UNCW offers 1,000+ education abroad programs in 50+ countries. Current students also have the opportunity to earn academic credit while gaining practical internship, fieldwork or research experience. UNCW partners with leading organizations to provide students with program placement and comprehensive support. GPIE commits over \$100,000 in faculty travel grants to assist in funding faculty research/presentation opportunities overseas. GPIE commits to six Global Citizenship grants for faculty to take a summer session to fully plan and finalize a course with global themes/content to help internationalize the curriculum.

Notable Data/Outcomes: The FREED planning grant team held multiple planning meetings to design a five-year project to integrate the history of 1898 into curricular and co-curricular activities. At the end of the planning grant period, the team submitted an implementation grant and were awarded funding. With respect to study abroad programming, given COVID impacts on education abroad, we are including Education Abroad numbers below for a four-year period to provide context. These numbers represent the reporting period that is the year after travel occurred. In the reporting period 2018-2019, we had 1,015 students study abroad and 68 faculty-led programs; for 2019-2020, we had 1,044 students study abroad and 68 faculty-led programs; for 2020-2021, we had 431 students study abroad and 15 faculty-led programs; for 2021-2022, we had 116 students study abroad and three faculty-led programs. Faculty and student participation in education abroad programming is rapidly returning to pre-pandemic levels in spring 2022.

INSTITUTIONAL STRATEGIC PRIORITY 4

Organize for success, engage with community and the world, and communicate efforts broadly and effectively.

- ◆ Organize and capitalize on key partnerships, campus strengths and employee interests to increase community, regional and global impact and enrich the student experience
- ◆ Incentivize, support, recognize and reward community/scholarly engagement activities by students, faculty and staff

Program/Activity – (1) International Partnerships, (2) Latino Alliance, (3) Community Engagement and Impact, (4) Interdisciplinary Minority Student Research Group, (5) NextGen Postdoctoral Partnership Program, (6) Diversity & Inclusion Fellows

Brief Narrative Description of Program/Activity

1. **International Partnerships:** International Partnerships: The Cameron School of Business visited the African Leadership Academy in Johannesburg to reconnect through an ALA/UNCW pathway to undergraduate studies. They also visited Nelson Mandela University in Port Elizabeth and Stellenbosch University in Cape Town to finalize planning for the EMBA residency (rescheduled for 2023). We added the American University of Cairo as an institutional partner. GPIE awards two staff internationalization grants for \$2,500 each. This practice continues annually.

2. **The Latino Alliance:** [The Latino Alliance](#) is facilitated out of our Centro Hispano. The mission of the Latino Alliance of Southeastern North Carolina is to build a stronger network among people and organizations that serve the Hispanic/Latino community in the region, and to empower local citizens and organizations that serve the Hispanic/Latino community by creating positive change in areas of education, business, health care, safety, and community building. The Alliance partners with New Hanover Regional Medical Center, NourishNC, New Hanover County Schools, New Hanover County, Diaper Bank of Lower Cape Fear, Wilmington Chamber of Commerce, and Catholic Charities. In person events were made possible with the help of bilingual volunteers at vaccination clinics where healthy foods, diapers and personal care essentials, clothes and housewares were provided at no charge to the community. Community partners included North Carolina Department of Health and Human Services, New Hanover County Schools, CWS Wilmington, City of Wilmington Parks and Recreation, New Hanover County Health Department, NOVANT/NHRMC, St. Mary's Dental Clinic, El Cuerpo, NC Navigator, CFNC, UNCW MI CASA, American Red Cross, Black River Health-Manos Unidas, Association of Mexicans in North Carolina, MedNorth Health, Hope Recovery Faith Community and Recovery Center, NC Works, Catholic Charities of Cape Fear, Nourish NC, among others.
3. **Community Engagement and Impact:** The Center for Social Impact, the Restorative Justice Collaborative, Third Person Project, UNCW Learn to Swim Program, and 1898 Legacies and Futures Research Collaborative continued community-based programming and research during this reporting period. The Learn to Swim Program facilitated eight one-hour lessons for 29 students at D.C. Virgo Preparatory Academy, the university's lab school. There were approximately 553 participants across all activities. The Center for Social Impact produced severable reports noted in the outcomes section.
4. **Interdisciplinary Minority Student Research Group (IMSRG)**
The IMSRG project, led by Josalin Hunter, is intended to provide applied learning experiences for both undergraduate and graduate minority students at UNCW. Minority students (and communities) involved in this project are defined as those who identify as African American, Latin(e), Asian/Asian-American, Native American or Pacific Islander, identify as having a mental, physical, or sensory disability, identify as a military veteran, identify as a first-generation student, and/or identify as LGBTQIA+. These applied learning experiences are planned via participation in ongoing faculty research activities, coursework with an intentional focus on underrepresented communities, and mentorship in the development of independent research projects. Projects during this reporting period included workshops and research presentations on trauma-informed approaches to early childhood care and on veteran services; language, gender, and sexuality; Indigenous language revitalization; music, media, and African-American mental health, and arts-based approaches to equity in healthcare and nursing. IMSRG faculty also developed their own research model, the Critical, Adaptive, Interdisciplinary, and Trauma-Informed (CAIT) Model, hosting trainings on CAIT and its implementation.
5. **Post-doctoral Partnership Program:** Working in collaboration with the Provost, Dean of the Graduate School, and representatives from NC A&T State University, we designed a post-doctoral research fellowship pathway program for students from each institution to obtain two-year fellowships. In this partnership students from NC A&T are eligible for post-doctoral fellowship opportunities on our campus while our students are eligible for post-doctoral fellowships at NC A&T.
6. **Diversity & Inclusion Fellows Program:** Fellows work in collaboration with campus entities to design programs, policies, and/or procedures that align with institutional and divisional priorities.

Notable Data/Outcomes/Feedback: The **Latino Alliance** conducted virtual information sessions

on topics related to national school lunch program, COVID vaccines for children 6 months and over, refugee services, adult COVID prevention and vaccination, affordable health care, blood shortage and blood drives, nutrition, substance abuse, community resources, college access and financial aid, reaching more than 25,000 viewers. During this reporting period, The Interdisciplinary Minority Research Group (IMSRG) published their second paper on the testing and evaluation of the CAIT model and presented this paper at an International Mentoring Conference. They submitted their first NSF REU Grant for \$400,000. IMSRG Faculty hosted an all-day training on inclusive mentorship for UNCW and outside community members and created their first-ever CAIT model training day for undergraduate and graduate student leaders. Finally, IMSRG faculty expanded services for students by incorporating alumni mentors and their first community-affiliated mentors. With community engagement and impact, the **Center for Social Impact** published the following: *Cape Fear Inclusive Economy Report* (they later turned this report into a manuscript on the barriers to upward mobility and equitable economic growth and it is under review for publication) compiled with Cape Fear Collective, Chamber of Commerce, Forward Cities, ResilNC and others for regional and statewide partners. They also produced, *Mental Health and the North Carolina Bleeding Disorder Community*. Compiled for Hemophilia of North Carolina and their partners statewide, *Examining Mental Health Disorders in Overweight and Obese Pediatric Patients*, which they later published in the Journal of Pediatric Healthcare, a study motivated by requests from regional healthcare practitioners. Finally, they published, *Implications for health system resilience: Quantifying the impact of the COVID-19-related stay at home orders on cancer screenings and diagnoses in southeastern NC* in Preventive Medicine. This was a study requested by NHRMC, Coastal Connect, and other regional partners. During this reporting period, we also hosted an interview day for our **NextGen postdoctoral candidates** and initiated the hiring process for three of them to join UNCW. With the **D&I Fellows**, we had 12 fellows who partnered on several projects, including working with housing staff to review and reimagine living/learning communities and preparing the submission for our Africana Studies major. Additional work included a photovoice project with southside youth from Sokoto House. The series of workshops focused on the themes of community and resilience, empowering the youth to reflect on assets and liabilities in the community. After learning some photography skills, youth were provided cameras and journals to take photos and write reflections conveying their perspectives of the community. The series rounded out with a visit to campus, including a mini campus tour, a photoshop workshop, caption development, a reflection of the experiences and dining in a campus venue.

INSTITUTIONAL STRATEGIC PRIORITY 5

Fund strategic initiatives by building on strong relationships with all stakeholders

- ◆ Strategically grow enrollment without sacrificing quality and access

Program/Activity – *Scholarship Funding for Diverse Students*

Brief Narrative Description of Program/Activity

1. **Scholarship Funding for Diverse Students:** Philanthropic investment in scholarships to assist UNCW in recruiting and retaining deserving diverse students is critical. Fortunately, our donor base interested in joining us in this endeavor is growing. UNCW has 33 privately funded named scholarships, 27 of which are endowed. Of the 33 scholarships, 18 have an institutional definition that determines award eligibility, 14 are oriented towards students demonstrated interest in or a commitment to issues related to the African American community and one for minority students in general. The value of those endowments is just over \$2.5M and roughly \$145,000 is available each year to be awarded. In addition, in the spring of 2020, we started raising funds for a new one-million-dollar commitment for diversity scholarships. As of the end of June 2022, just over \$1,115,000 has been committed in

endowed and annually funded scholarship support. The university is actively exploring ways to better leverage privately funded commitment to meet institutional goals. Given the need to complement donor dollars with institutional funds, UNCW also made available \$500,000 annually to be used by the Office of Admissions for the recruitment of diverse students through institutional merit scholarships.

Table 7. 1898 Teal Transformational Summary

Entry Year	Student Type	Students Awarded and Enrolled	Total Amount Awarded	Average Award Received
Summer 2022, Fall 2022, & Spring 2023	First-Year	81	\$271,375	\$3,350
	Transfer	63	\$140,500	\$2,230

Notable Data/Outcomes: The award criteria for our diversity scholarships led to the selection of a diverse student population in line with our comprehensive definition of diversity which states that *Diversity includes, but is not limited to, race, sex, age, color, national origin (including ethnicity), creed, religion, disability, sexual orientation, political affiliation, veteran status, gender, educational disadvantage, socio-economic circumstances, language, and history of overcoming adversity.* The Teal Transformational scholarship is a newer scholarship. We are in year three of awards.

PART 2: The number of positions and FTEs with D&I responsibilities, indicating the percentage of each associated with D&I responsibilities

Indicate the staffing provided to support the institution's D&I program. This includes positions that have designated D&I-related work duties, whether centrally administered or located in various schools, colleges, or divisions. This report is not intended to capture portions of positions less than half-time (0.50 FTE) unless the part-time position is fully dedicated to D&I functions. It is recognized that many faculty and staff throughout the institution may spend some degree of effort on or contribute to institutional D&I activities, even though these activities do not represent the primary focus of their position; however, these should not be included in this report.

Position Title	School/Division	Percent of Work Time Assigned to D&I Activities	Brief Description of D&I Related Activities
Business Operations Coordinator	Office of Institutional Diversity & Inclusion	100%	This position manages the budgetary needs of the unit.
Executive Assistant	Office of Institutional Diversity & Inclusion	100%	This position supports the Chief Diversity Officer and initiatives out of the unit.
Chief Diversity Officer	Office of Institutional Diversity & Inclusion	100%	This position is responsible for facilitating campus-wide policies and initiatives related to diversity and inclusion. This includes work across all divisions, in particular Academic and Student Affairs.
Diversity & Inclusion Outreach Coordinator	Office of Institutional Diversity & Inclusion	100%	This position fosters programming with diverse community organizations and communities.

Position Title	School/Division	Percent of Work Time Assigned to D&I Activities	Brief Description of D&I Related Activities
Program Coordinator for Cultural Enrichment Programming	Office of Institutional Diversity & Inclusion	100%	This position coordinates cultural programming for the Upperman African American Cultural Center.
Program Coordinator for Mentorship & Pre-Professional Programming	Office of Institutional Diversity & Inclusion	100%	This position coordinates mentoring and pre-professional programming for the Upperman African American Cultural Center.
Director, Upperman African American Cultural Center	Office of Institutional Diversity & Inclusion	100%	This position leads the Upperman African American Cultural Center.
Director, Centro Hispano	Office of Institutional Diversity & Inclusion	100%	This position leads Centro Hispano which includes the MI CASA program, an academic support program for Latinx high school juniors and seniors.
Director, Mohin-Scholz LGBTQIA Resource Center	Office of Institutional Diversity & Inclusion	100%	This position leads the programming and outreach efforts of the LGBTQIA Resource Center.
Inclusion & Diversity Learning & Development Specialist	Human Resources	100%	This position designs and delivers professional development for faculty, staff, and administrators across campus.

This section must include all staff included in Part 2 above. Personnel costs should reflect only the portion of the position's time associated with D&I activities over the fiscal year. Distinguish expenses by funding source.

Type of Expense	State Funds	Non-State Funds	Total Expenditures
Personnel Expenditures	970,499.57	40,942.39	1,011,441.96
Non-Personnel Expenditures	173,450.15	118,447.70	291,897.85
Total Expenditures	1,143,949.72	159,390.09	1,303,339.81

PART 4: A list of signature D&I programs that serve a critical role in helping the constituent institution accomplish its learning and D&I objectives, along with their purpose and any data on outcomes, including relevant participant feedback

This list is not intended to be exhaustive but should reflect the most significant D&I programming. If feedback or related data on outcomes is not available, indicate how this data may be captured in the future.

- UNCW's Safe Zone, Understanding Gender, and Active Ally Training** program, facilitated by our Mohin-Scholz LGBTQIA Resource Office, is designed to help campus allies foster an atmosphere of support and safety for UNCW's lesbian, gay, bisexual, transgender and questioning population (LGBTQIA+), including students, faculty and staff. The mission of Safe Zone is to identify, educate and support allies. This will allow allies and UNCW to: provide a comfortable environment for all members of the UNCW community, to encourage an atmosphere free of homophobia and heterosexism and to support the LGBTQIA+ community. Our purpose is to provide a setting of appreciation, affirmation, and information for and about the LGBTQIA+ community.
- Program: Voices of Inclusion Signature Program**
Diversity, equity, and inclusion programming with Human Resources includes the [Voices of Inclusion Signature Program](#). The Voice of Equity & Inclusion Signature Program requires completion of two learning/development sessions and four elective sessions. All sessions are offered on a rotating basis each fall and spring through the Dare to Learn Academy (D2LA). Participants can sit for these sessions in any order. To complete the program, participants will be asked to participate in a capstone conversation panel facilitated by a member of the Diversity, Equity & Inclusion team.

Notable Data/Outcomes/Feedback: For Safe Zone 101, Understanding Gender, and Active Allyship training in fall 2022- spring 2023, 152 students, faculty and staff attended at least one of trainings. Of the participants who completed the survey, the average overall rating (on a scale of 1-5 with 5 being the highest) was a 4.9 with the overwhelming majority of participants commenting on how valuable and informative the workshops were and 100% of participants saying that they would recommend the training to others. Spring 2023 we implemented an additional workshop entitled Using Our History to Heal. The inaugural workshop had 14 participants of which 100% indicated they learned something new and would recommend

making the workshop permanent. For the Voices of Inclusion Signature Program, during this reporting period, there were 122 enrollments.

We Fly, Together.

Wings up Seahawks.

ⁱ This report was compiled with the support of a host of offices outside of the Office of Institutional Diversity & Inclusion. Contributing authors from within OIDI include Brooke Lambert, Mohin-Scholz LGBTQIA Resource Center; Edel Segovia, Centro Hispano; Sean Palmer, Upperman African American Cultural Center; Patti Schulz, Interim Director of the Asian Heritage Cultural Center; Olivia Kashuba, Business Coordinator; and Jessica Kirby, Executive Assistant. Contributing authors from outside of OIDI include Michael J. Smith, Institutional Research & Planning; Jeanine Minge, Office of Community Engagement & Applied Learning; Chris Prentice, Center for Social Impact; Michael Wilhelm, Office of International Affairs, Lauren Scott, Office of Admissions; Eddie Stuart, University Advancement; Christine Pesetski, Undergraduate Studies & University College; Elaine Doell, Human Resources; Lori Preiss, Human Resources; Kimberly McLaughlin-Smith, Human Resources; Kristy Nance, Business Affairs; Addie China, Department of English; Brian Victor, Disability Resource Center; Bill Kawczynski, Office of Military Affairs; and Nate Miner, Provost's Office, Administration and Resource Management.