This has been a year. When I agreed to serve as the interim Chief Diversity Officer, I did so because of you, the students, staff, faculty, and community members who represent the heart of UNCW. In some small way, I hoped that we could build a better future together. From the beginning, I knew I had a lot to learn and that has certainly proven to be true. In the 12 open fora that I held for the campus community last year and countless other conversations, what has also become clear is that our work in diversity, equity and inclusion remains unfinished.

To that end, we created the Chancellor’s Renewal and Change Accountability Committee that focuses and reviews our diversity, equity and inclusion efforts. Even though the work may never be complete, we can commit ourselves to the process, to learning to question, research, and engage in meaningful ways. We can commit ourselves to listening, to using our collective voice to write a new narrative for UNCW, one that remembers our segregated beginnings and that also imagines a future made stronger by our diversity.

As we look back on what we have accomplished this year, I am so grateful for each of you who has stepped in and stepped up. I have seen the long hours, the collaboration, and the creative problem-solving. Without question, we have worked to learn more about each other, and, in the process, we have learned much about ourselves. If I could leave you with anything from my service to this role, it would be to believe in the power of the “and.” Diversity, equity and inclusion work is not a zero-sum game. We can work towards racial justice while also advocating for the rights of others who have been historically marginalized or disenfranchised and denied access to opportunity.

We are a powerful collective. I have witnessed your brilliance and beauty in so many ways. As we move forward, I challenge us to stop trying to diminish the past. Our national history is marked by traumatic events. In as much as we have persevered, we cannot ignore the tragedy. To live towards a global future, we have to confront the hurt, sacrifice, and erasure of those who did not count as human or worthy. Today, we know better. We cannot undo the traumatic history that our ancestors endured but we can remember it. We can honor the perseverance and the forgiveness that allows us to live together, today.

Wings up Seahawks.
We fly, together.

Donyell Roseboro, Ph.D.
Interim Chief Diversity Officer
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Some photos taken pre-COVID-19.

On the Cover: “Because It’s Time,” a commemorative artwork created by artist Dare Coulter, celebrates resilience and highlights a core belief that Black lives matter. The concept for the sculpture, which stands near the amphitheater, was developed with student and community input. The piece was unveiled June 18, 2021. Learn more about the work on page 3.
Faculty Search Process

Facilitated by Nate Miner, associate vice chancellor for resource management, and Deanna Tirrell, director for academic personnel and administration, a faculty workgroup revised our search process policy and procedures in keeping with a diversity, equity and inclusion framework. The group assessed current practices across campus and identified some differences in how departments conducted faculty searches. The group then looked at best practices in faculty hiring as it relates to diversity, equity and inclusion and identified opportunities for improvement. The group then surveyed department chairs and school directors to get more information on the faculty hiring process and conducted a more detailed analysis of the diversity of the search committee, accountability during the search process, and stakeholder feedback during the candidate selection process.

The revised policy and procedures have been shared with department chairs and deans. The group will conduct a pilot for the recruitment cycle beginning fall 2021. The group will continue to share with faculty during the fall semester as a limited soft pilot is conducted. A more structured and extensive pilot is planned for the spring of 2022 and, after integrating faculty feedback, a new process will be instituted the following academic year.

Key areas of focus with the new process will be intentionality, consistency and accountability. In addition, applicant pools will be examined at each stage of the process to ensure that the pool reflects the availability in the market. If the available applicants in the pool do not reflect the diversity of applicants in the market, additional outreach will be conducted to share the position posting with diverse audiences. Overall, we hope that the intentionality, consistency and accountability in this revised process will help the university to recruit and hire more diverse faculty.

Bridge Program

Led by Fred Holding, director of the Office of Scholarship and Financial Aid, and Taniesha Young, first-year admission coordinator and a Diversity and Inclusion Fellow, we had a team research Bridge Programs to determine the type of program we could implement at UNCW. Bridge programs provide support to students from underrepresented populations during their first year (and, in some cases, beyond). Such programs often provide students with the opportunity to take classes in the summer prior to their first year, to get familiar with academic expectations and campus life. Bridge programs often attempt to address the high attrition rates of some student populations, particularly those who are identified as low-income or first-generation and have empirical evidence to suggest that they do lead to improved retention rate and persistence for the students who participate (Odeleye & Santiago, 2019).

Sheri Shaw, College of Health and Human Services assistant dean for student success, was selected to be the interim Bridge Program coordinator this summer. She has been working diligently to finalize the program design. Over the next academic year, we will also continue to survey other institutions who have long-standing Bridge programs to ensure that ours has key components for success. Our workgroup has recommended a summer component with year-long support. Our overall goal is to ensure that all students learn to navigate campus life and remain Seahawks.
Arts Programming & Community Engagement

The Office of the Arts, with Director Fidias Reyes along with the Office of Community Engagement and Applied Learning, both led by Dr. Jeanine Minge, have partnered with the Office of Institutional Diversity and Inclusion on a number of projects designed to represent diverse communities and to create more inclusive campus spaces, both digital and physical. In the fall of 2020, we initiated a call for proposals from local artists to design an outdoor exhibit that would represent Black history and culture in this region. The selected artist, Dare Coulter, met with a group of students, faculty, staff, and community members to discuss her approach to and design of the project. The public artwork, “Because It’s Time,” was installed in June. It is part of a larger effort titled “Artivism for Social Change,” which included “Blackness: A Framework” exhibit in the Fisher University Union, and a Black Lives Matter virtual and physical exhibit in Hoggard Hall that highlighted Black trailblazers who have made significant contributions to the university and the community and archived statements of solidarity from faculty and staff.

In addition, UNCW served as a location for the MMIW ReDress Exhibit, which called attention to missing and murdered indigenous women. Sponsored by the YWCA of the Lower Cape Fear and the Corning Native American Council, in collaboration with UNCW’s C.A.R.E. Office and Randall Library, the exhibit included red dresses hung outside the library and digital resources to educate the campus community about the numbers of indigenous women who are missing or are murdered each year.

Winnipeg, Manitoba-based artist Jaime Black, a member of the Métis Tribe, created the REDress Project as an expression of her grief and her feeling of connectedness to fellow indigenous women.
"JUST US" Program Connects Arts and Resiliency

The Office of Institutional Diversity and Inclusion, the Office of the Arts, in collaboration with the Harrelson Center, sponsored the “JUST US” initiative designed to use art as a medium to teach youth resiliency skills. About 80 students from local middle schools and afterschool programs took part in the program.

OIDI Outreach Coordinator Kimberley Cheatham envisioned the initiative in the wake of the traumatic events of 2020. The program’s goal is to use art to help students focus on self-awareness, self-care, self-expression and self-reflection. Watson College of Education professor Janna Robertson, Watson students Schala Harper and Kia Thompson and Raleigh-based artist Dare Coulter designed the curriculum.

The art lessons introduced the basic skills of the New Hanover County Resiliency Task Force’s Community Resiliency Model (CRM)®. They were paired with the North Carolina middle school standards for social emotional learning, language arts, social studies and visual arts.

Each student prepared art, inspired by Coulter’s artistry, as a reflection of the source of their resilience. The Cameron Art Museum showcased their work from April 1-18. The curriculum is now available for use in schools. Plans are underway for subsequent projects.

“JUST US” student and parent participants joined artist Dare Coulter and UNCW collaborators to present at the 10th annual Applied Learning Summer Institute conducted by the UNCW Office of Community Engagement and Applied Learning.

Project participants include:

- Art and Special Education teachers at Myrtle Grove Middle School and Emma B. Trask Middle School, Girls Leadership Academy of Wilmington (GLOW), D.C. Virgo Preparatory Academy
- Brigade Boys & Girls Club
- Cameron Art Museum
- Dare Coulter, artist in residency for the UNCW Office of the Arts
- DREAMS Center for Arts Education
- Girls Rocking It in The South (G.R.I.T.S.) in collaboration with Working Narratives
- Harrelson Center
- Janna Robertson, Watson College of Education
- New Hanover County Resiliency Task Force
- New Hanover County Schools’ Arts Education Program
- UNCW Office of the Arts
- Restorative Justice Collaborative
- Turning the Wheel

To learn more about “JUST US” and to explore the student art gallery, visit uncw.edu/diversity/justus.html.
Leaning into Discomfort: Campus Initiative Gets Tough Exploring Racial Dialogue

Inclusion and Diversity Learning Development Specialist Kimberly McLaughlin-Smith has been putting her “skin in the game” her entire career. In spring 2020, shortly before the COVID-19 pandemic and the death of George Floyd, she invited all self-identified women on campus to join her in an open dialogue about race, not knowing at the time how timely this move would be.

Approximately 50 women responded to the call and the campus initiative Skin in the Game was created. Since then, participants have been “leaning into the discomfort” of open racial dialogue. McLaughlin-Smith said there are now about 30 in the group because the conversations do get intense.

While the focus of the collective is race, SIG founder McLaughlin-Smith says the group’s name is more reflective of investing time and effort, going beyond the superficial and getting skin-deep. “How deep are you in the day? How much skin are you putting in the game? Are you afraid to scrape your knee or the knee of another SIG sister?” are the questions posed to explore the issues.

“If I don’t do anything else in my career as a diversity professional, I’ve done this,” McLaughlin-Smith said of establishing SIG. “This is legacy material. Based on the hard work and commitment of the SIG Collective this group can live well beyond me and my time here. It’s the perfect vessel for my work as a DEI practitioner and for the great minds of the UNCW employees who work so hard to give this initiative life on our campus.”

The members’ reflective collections were shared through a video at NCORE 2021, a national forum on issues of race and ethnicity in American higher education that took place virtually in June 2021. The Office of Institutional Diversity and Inclusion was pleased to support select SIG members’ attendance and presentation at NCORE.

UNCW graduate assistant Christopher Bailey ’23 is working with McLaughlin-Smith to facilitate a men’s SIG program in the fall. “We are preparing to have similar results that the women’s cohort has produced by using their successful blueprint, which is built upon in-depth discussions on ‘race’ in an effort to become more engaged and understanding humans for the UNCW campus,” he said.

Jess Gorgas, residence coordinator (Housing and Residence Life), Naamah Noble, student records coordinator (Office of the Registrar), Chase and former university colleague Mel Newcity are working to bring the SIG model to the UNCW student population in the form of “ThirsTEA: Let’s Steep Together.” The goal is to gather a collective to engage in conversations around trust, microaggressions, intersectionality, allyship and other topics related to racial equity.

“SIG became a place to land where we could all feel comfortable enough to be authentic even in the ongoing challenges of this past year,” said Gorgas. “Our hope is that this experience fosters a sense of solidarity, racial healing and community with cross-cultural and cross-racial connections among students.”
NextGen Postdoctoral Fellowship Program

This past year, we collaborated with NC Agricultural & Technical State University colleagues to design the NextGen Postdoctoral Fellowship Program. Aligned with our values of diversity, inclusion and equity, the Next Generation Postdoctoral Fellowship Program between the University of North Carolina Wilmington and North Carolina Agricultural & Technical State University is designed to provide qualifying graduates with opportunities to work and learn at each partner institution and then potentially transition, following a competitive search, to a tenure-track position at the partner institution where they have completed the fellowship. The objective is to attract highly qualified, emerging scholars, artists and researchers from NC A&T to UNCW and from UNCW to NC A&T to tenure and tenure-track positions by offering 2-year postdoctoral fellowship appointments that could lead to transitioning into faculty positions in a host department.

A Memorandum of Agreement is being finalized and the goal is to have the inaugural class of fellows in place for the start of the spring 2022 semester. During the fellowship period, fellows on our campus will be engaged with our Center for Teaching Excellence and our Office of Research Services and Sponsored Programs while fellows at NC A&T will be similarly engaged with honing their teaching and research skills. During the fellowship, fellows will teach no more than one class per semester and will focus on research collaborations. Fellows will also be paired with a faculty mentor and will participate in program activities throughout the fellowship term.

Africana Studies Program

Under the leadership of Emanuel Harris, professor of Spanish and Africana studies; Michelle Scatton-Tessier, interim dean in the College of Arts and Sciences; and Paul Townend, former dean of undergraduate studies, a team of faculty created an Africana Studies major. The major has been approved at the university level and is being added to our list of new programs for the UNC System to review. Once in the queue, the major will go through additional review and revision before receiving final approval from the UNC System office. We anticipate launching the program in 2022.

To establish a need for the program, faculty reviewed academic programs from all other UNC System institutions. East Carolina University, University of North Carolina Charlotte, University of North Carolina Chapel Hill, University of North Carolina Greensboro, and Winston-Salem State University had similar majors. Letters of support came from the Departments of Sociology and Criminology, Psychology, History, and Philosophy and Religion along with the Office of Institutional Diversity and Inclusion. As is the case for the Africana studies minor, the major will be interdisciplinary with faculty from several departments teaching required and elective courses. To earn a major in Africana studies, students must complete 39 hours of coursework, including an applied learning component.
Over the past year, we have analyzed our student, faculty and staff demographics using existing data sets. We have historical trends for race, ethnicity, and gender. While we have increased our number of racially and ethnically diverse students over the years, the percentage of those students has remained almost the same over time and is proportionally far less than diverse populations in the state and nation. For more information on state and national data, visit the NC Census Quick Facts at www.census.gov/quickfacts/NC and the 2020 U.S. Census Data Demographic Tables at data.census.gov/cedsci.

With the strategic planning process in 2021-22, we will establish clear goals for diversity with respect to student enrollment as well as faculty and staff hiring and retention.

Comprehensive student data can be found on the Office of Institutional Research and Planning dashboards at uncw.edu/irp/id/dashboards.html.
Undergraduate Student Population

<table>
<thead>
<tr>
<th>Semester and Year</th>
<th>Overall Undergraduate Student Population</th>
<th># of White Students</th>
<th># of Black Students</th>
<th># of Hispanic Students</th>
<th>Two or More Races</th>
<th>Asian</th>
<th>American Indian or Alaska Native</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 2020</td>
<td>14,650</td>
<td>11,393 (78%)</td>
<td>660 (5%)</td>
<td>1,133 (8%)</td>
<td>589 (4%)</td>
<td>278</td>
<td>59 (&lt;1%)</td>
</tr>
<tr>
<td>Fall 2019</td>
<td>14,785</td>
<td>11,486 (78%)</td>
<td>596 (4%)</td>
<td>1,102 (7%)</td>
<td>586 (4%)</td>
<td>309</td>
<td>51 (&lt;1%)</td>
</tr>
<tr>
<td>Fall 2018</td>
<td>14,452</td>
<td>11,213 (77%)</td>
<td>611 (4%)</td>
<td>1,034 (7%)</td>
<td>535 (4%)</td>
<td>284</td>
<td>56 (&lt;1%)</td>
</tr>
<tr>
<td>Fall 2017</td>
<td>14,502</td>
<td>11,291 (78%)</td>
<td>650 (5%)</td>
<td>999 (7%)</td>
<td>527 (4%)</td>
<td>273</td>
<td>66 (&lt;1%)</td>
</tr>
<tr>
<td>Fall 2016</td>
<td>13,914</td>
<td>10,780 (77%)</td>
<td>674 (5%)</td>
<td>956 (7%)</td>
<td>486 (3%)</td>
<td>311</td>
<td>70 (&lt;1%)</td>
</tr>
</tbody>
</table>

Graduate Student Population

<table>
<thead>
<tr>
<th>Semester and Year</th>
<th>Overall Graduate Student Population</th>
<th># of White Students</th>
<th># of Black Students</th>
<th># of Hispanic Students</th>
<th>Two or More Races</th>
<th>Asian</th>
<th>American Indian or Alaska Native</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 2020</td>
<td>3,265</td>
<td>2,415 (74%)</td>
<td>331 (10%)</td>
<td>170 (5%)</td>
<td>93 (3%)</td>
<td>59</td>
<td>39 (1%)</td>
</tr>
<tr>
<td>Fall 2019</td>
<td>2,714</td>
<td>2,093 (77%)</td>
<td>261 (10%)</td>
<td>126 (5%)</td>
<td>71 (3%)</td>
<td>40</td>
<td>26 (&lt;1%)</td>
</tr>
<tr>
<td>Fall 2018</td>
<td>2,295</td>
<td>1,748 (76%)</td>
<td>225 (10%)</td>
<td>109 (5%)</td>
<td>61 (3%)</td>
<td>33</td>
<td>20 (&lt;1%)</td>
</tr>
<tr>
<td>Fall 2017</td>
<td>1,985</td>
<td>1,521 (77%)</td>
<td>208 (10%)</td>
<td>86 (4%)</td>
<td>45 (2%)</td>
<td>25</td>
<td>16 (&lt;1%)</td>
</tr>
<tr>
<td>Fall 2016</td>
<td>1,826</td>
<td>1,396 (76%)</td>
<td>195 (11%)</td>
<td>77 (4%)</td>
<td>33 (2%)</td>
<td>25</td>
<td>15 (&lt;1%)</td>
</tr>
</tbody>
</table>

6-year Graduation Rate by Race/Ethnicity from UNCW

6-year Graduation Rate by Gender from UNCW

Source: Office of Institutional Research and Planning
# UNCW Faculty and Staff Numbers

## UNCW Total Employees EEO Breakdown Plan Year 2020

<table>
<thead>
<tr>
<th>EEO Group</th>
<th>2020 Employees</th>
<th>% to Total</th>
<th>2019 Employees</th>
</tr>
</thead>
<tbody>
<tr>
<td>Female</td>
<td>1,263</td>
<td>58.34%</td>
<td>1,228</td>
</tr>
<tr>
<td>Minority</td>
<td>446</td>
<td>20.60%</td>
<td>434</td>
</tr>
<tr>
<td>• Black</td>
<td>211</td>
<td>9.75%</td>
<td>211</td>
</tr>
<tr>
<td>• Hispanic</td>
<td>104</td>
<td>4.80%</td>
<td>96</td>
</tr>
<tr>
<td>• Asian</td>
<td>81</td>
<td>3.74%</td>
<td>75</td>
</tr>
<tr>
<td>• American Indian/Alaskan Native</td>
<td>12</td>
<td>0.55%</td>
<td>12</td>
</tr>
<tr>
<td>• Native Hawaiian/Pacific Islander</td>
<td>0</td>
<td>0.00%</td>
<td>0</td>
</tr>
<tr>
<td>• Two or more</td>
<td>39</td>
<td>1.80%</td>
<td>40</td>
</tr>
</tbody>
</table>

## UNCW Total Faculty EEO Breakdown Plan Year 2020

<table>
<thead>
<tr>
<th>EEO Group</th>
<th>Faculty</th>
<th>% to Total</th>
<th>2019 Faculty</th>
</tr>
</thead>
<tbody>
<tr>
<td>Female</td>
<td>376</td>
<td>53.41%</td>
<td>371</td>
</tr>
<tr>
<td>Minority</td>
<td>145</td>
<td>20.60%</td>
<td>144</td>
</tr>
<tr>
<td>• Black</td>
<td>26</td>
<td>3.69%</td>
<td>28</td>
</tr>
<tr>
<td>• Hispanic</td>
<td>43</td>
<td>6.11%</td>
<td>45</td>
</tr>
<tr>
<td>• Asian</td>
<td>63</td>
<td>8.95%</td>
<td>58</td>
</tr>
<tr>
<td>• American Indian/Alaskan Native</td>
<td>3</td>
<td>0.43%</td>
<td>3</td>
</tr>
<tr>
<td>• Native Hawaiian/Pacific Islander</td>
<td>0</td>
<td>0.00%</td>
<td>0</td>
</tr>
<tr>
<td>• Two or more</td>
<td>10</td>
<td>1.42%</td>
<td>10</td>
</tr>
</tbody>
</table>

## UNCW Total Staff EEO Breakdown 2020

<table>
<thead>
<tr>
<th>EEO Group</th>
<th>Staff</th>
<th>% to Total</th>
<th>2019 Staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Female</td>
<td>887</td>
<td>60.75%</td>
<td>857</td>
</tr>
<tr>
<td>Minority</td>
<td>301</td>
<td>20.62%</td>
<td>290</td>
</tr>
<tr>
<td>• Black</td>
<td>184</td>
<td>12.60%</td>
<td>183</td>
</tr>
<tr>
<td>• Hispanic</td>
<td>61</td>
<td>4.18%</td>
<td>51</td>
</tr>
<tr>
<td>• Asian</td>
<td>18</td>
<td>1.23%</td>
<td>17</td>
</tr>
<tr>
<td>• American Indian/Alaskan Native</td>
<td>9</td>
<td>0.62%</td>
<td>9</td>
</tr>
<tr>
<td>• Native Hawaiian/Pacific Islander</td>
<td>0</td>
<td>0.00%</td>
<td>0</td>
</tr>
<tr>
<td>• Two or more</td>
<td>29</td>
<td>1.99%</td>
<td>30</td>
</tr>
</tbody>
</table>

Source: UNCW Human Resources
OIDI Center
Space Moves

This past year, we requested and received additional space for Centro Hispano and the Upperman African American Cultural Center.

Centro Hispano and Upperman expanded their spaces over the summer. Centro has moved into what is currently the student media space in Fisher Student Union, while Upperman added the former Centro office area and La Sala to its existing space. The centers are reopening with architectural updates and enhanced programming for the 2021-22 academic year. Many thanks to Nicholas Troutman, Chris Sellers, Mark Morgan, Tom McCarley, Jake Inabnit and the facilities team who made these moves possible.

In total, the OIDI center spaces will increase from 3,160 total square feet of space to 6,223 square feet.

- **Centro Hispano** will go from 1,030 square feet to 2,198 square feet.
- **Upperman** will go from 1,630 square feet to 2,660 square feet.
- **The Mohin-Scholz LGBTQIA Resource Office** expanded from 500 square feet to 1,365 square feet in 2020.
Centro Hispano serves close to 1,300 Hispanic/Latinx students who attend UNCW and provides outreach to the local community through several initiatives, mentoring programs, cultural events and special programming.

Latino Alliance

UNCW’s Latino Alliance was recognized by Diamante Arts and Cultural Center, the oldest Latino/Hispanic Arts and Culture organization in North Carolina, for providing services and support in fighting COVID-19 within the Latinx community.

The alliance was presented the Health and Science Award during the virtual 25th Latino Diamante Awards held Nov. 21, 2020. The awards honor individuals and organizations that make significant contributions to North Carolina’s Latino/Hispanic community and celebrates the diversity within the Latino/Hispanic community.

Since March 2020, the Latino Alliance helped distribute more than 6,000 masks to Latinx families. The group partnered with Christ Community Church to host three drive-through resource events, where groceries, masks, books, diapers and other items were distributed. The alliance also aided the NCCU ACCORD to facilitate the testing of nearly 200 Latinx residents in New Hanover County. It collaborated with New Hanover Regional Medical Center to conduct a series of Facebook Live sessions in Spanish on COVID prevention, testing and treatment with a combined audience of 9,200 viewers. The alliance also distributed bilingual flyers from New Hanover County Public Health to Latinx communities throughout the county.
Awards and Recognitions

Distinguished Diversity Award Winner
Edelmira Segovia ’98, ’12Ed.D.

Edelmira Segovia, director of Centro Hispano in the Office of Institutional Diversity and Inclusion, is the first recipient of the UNCW Alumni Association’s Distinguished Diversity Award. She received the Outstanding Organizational Advisor award from the Southeastern Latinx Student Leadership Conference as well as the DUB Advisor of the Year for her work with Alpha Psi Lambda.

Jessica Aguilar ’20

Jessica Aguilar was named a 2021 Wilma Women to Watch finalist in the Rising Star category. As an undergraduate, the social work major was involved with Pender County Juntos 4-H; UNCW’s MI CASA mentoring program; Habitat for Humanity and other organizations. She currently serves as the Pender County coordinator for Juntos 4-H.

2021 OSLE and CAIC Awards

Cornerstone and Dub Awards earned by Latinx students

The Cornerstone and Dub Awards recognize the contributions of UNCW’s outstanding student leaders. The awards are presented by the Office of Student Leadership and Engagement, and Campus Activities and Involvement Center.

Pat Leonard
Senior Medallion
Rosa Argueta
Nicole Fortoso
Brianna Ramirez

William Bryan
Senior Leader Award
Brianna Ramirez

The A. Farrell Teague
Merit Scholarship for Rising Seniors
Diana Ingles

Distinguished Engagement Award
Salma Dominguez
Maria Garcia Ortega
Chelsea Guevara
Jazmin Huerta
Diana Ingles
Kaitlin Martinez-Gonzalez

Excellence in Engagement Award
Chris Morales
Monserrat Vigueras

Fraternity and Sorority Life Woman of the Year Award
Katie Lopez

United Greek Council
Bradley Cup Award
Alpha Psi Lambda
AUGUST 2020

Raise Your Flag
Virtual meet and greet social, where incoming first-year, transfer and current students connect with staff and other Hispanic/Latinx students at UNCW.

SEPTEMBER

Ponte en mis Zapatos
The start of a series with faculty and staff who shared their journeys navigating life as Latinx professionals. The first person to share their story was Chris Montero, former assistant director of UNCW alumni relations.

Professional Development Day: Sherwin Williams
Virtual professional development opportunity for students to listen to current employees’ experiences and learn about the company and the possibilities of future career development.

Café con Centro
A series of informative sessions to explore different cultural issues. This session discussed and defined the term “Hispanic” as a panethnic category used in the U.S., with guest speakers Tatianna Diaz, director of diversity and inclusion at Cedar Crest College, and Liliana Madrid, then MI CASA program coordinator at UNCW.

Election Info Session
Collaboration with public citizens to learn more about this year’s election.

Making Space: A QTPOC Conversation
A collaboration with Upperman, Mohin-Scholz and Centro inviting queer and trans students of color into a space for conversation to build and create community with each other and explore their unique issues and needs.

OCTOBER

Ponte en mis Zapatos
A continuation of the series with faculty and staff sharing their journeys navigating life as Latinx professionals featuring Marta Sánchez, an associate professor in the Watson College of Education.

Stories Beyond Borders
Virtual screening and discussion on immigrants’ rights. A fuller story of immigration needs to be told to address the harms perpetuated by immigration enforcement practices and policies that extend beyond the crisis at the border.

De Colores
A session to reclaim our histories to illuminate queerness and Latinidad with guest speaker Chris Mendoza. This session carried dialogue on “Queering Spanglish and Reclaiming our LGBTQ+ Historias: A Tribute to the Mariposas and Marimachas.”

Professional Development: Morgan Stanley
Professional development workshop with Shawn Good, vice president of Morgan Stanley. During this networking session, Good shared information on finance, business, marketing, economics and international business affairs.

Café con Centro
This session was a conversation on linguistic variation in Spanish, U.S. Spanish and code-switching, with guest speaker Amanda Boomershine, professor of Spanish at UNCW. Students also learned about the Spanish for bilingual/heritage speakers’ program at UNCW.
NOVEMBER

Ponte en mis Zapatos
A final conversation of the series with faculty and staff featuring Latisha Rivera ’19, first-year admissions coordinator at UNCW.

Joteria Jugando con Orgullo
A virtual presentation with a Latinx artist Antonio Castellanos reimagined the traditional Lotería game creating a powerful education tool that highlights the beauty of the LGBTQ+ community. Castellanos’ inspiration stems from his love for culture, education and giving voice to Mexico’s LGBTQ+ community.

JANUARY 2021

Self-Care
The Counseling Center collaborated with Centro Hispano to focus on providing tools for students as they experienced another semester during COVID-19. The purpose of this session was to give students different methods to cope with the obstacles of being a college student during a pandemic.

FEBRUARY

Conociéndonos con Centro
An introduction session to open the doors to new and current students. The session consisted of icebreakers and a fun game to make sure students got to see the community and familia we are.

Resume Workshop
The UNCW Career Center and Centro Hispano collaborated to provide a resume-building workshop.

Las Cafeteras
The UNCW Alumni Relations team and Centro Hispano collaborate to create an interactive Homecoming program featuring Las Cafeteras, the group that has taken the music scene by storm with their infectious live performances crossing genre and musical borders. The session showcased their best music videos and was an opportunity to create powerful conversations around Latinx power, culture and community organizing.

MARCH

Jeopardy con Centro
A series to create a space to develop a community with students and have fun. The game session was the perfect moment for students to test their knowledge about different Latinx topics, including music, food, geography and more.

Get Lit the Poet X

Gender as a Social Construct
A session that touched base on gender with Kye Gardner, director of operations for Blaze Advisors, and Berto Ponce, resident director for the Art Institute of Chicago. They are two gender non-conforming presenters who discussed gender and what that means with transitioning into a college environment.

APRIL

Lotería con Centro
A continuation of efforts to develop the Latinx student community and friends while playing Lotería, a traditional Latin American game.

Understanding Colorism and Anti-Blackness in Latinx Culture
A workshop with Faustina J. Cuevas, FC DEI Consulting, LLC, explored racial issues with the Latinx community. The session was the opportunity to discuss the community’s problems as well as how to fight these issues and become a better ally.
MI CASA Mentoring Program

MI CASA (Mentors Initiating Community Action, Support, and Advocacy) mentoring project at UNCW is an innovative program designed to provide access to higher education to Hispanic/Latino high school students in North Carolina. The goal of this two-year program is to identify high achieving Hispanic students from local high schools who wish to further their education in universities like UNCW. During this college preparatory process, high school mentees and UNCW mentors foster a stronger sense of community. MI CASA serves as a comprehensive support program that provides mentoring, college preparation seminars, tutoring, community service, and cultural enrichment activities in order to help high school mentees become compelling candidates for college admission and scholarship awards. This past year, the program had 40 high school mentees and 40 UNCW students served as mentors.

Participating schools:
New Hanover County
- E.A. Laney High School
- Eugene Ashley High School
- John T. Hoggard High School
- New Hanover High School

Brunswick County
- North Brunswick High School

Pender County
- Pender High School
- Topsail High School
- Heide Trask High School

Duplin County
- Wallace Rose Hill High School

Centro Hispano Community Outreach

FALL 2020

August: Cape Fear Salvation Army: Handed out boxed meals

October: Package Disposals: Handed out masks, diapers, formula, books for children, and free COVID-19 testing; drive-through trick or treat at Maides Park

November: Free COVID-19 Testing: Gave free COVID testing and information on mental health and substance use resources

December: Free Christmas Shopping: Handed out lightly used clothing, toys and baby items

SPRING 2021

Package distribution every Wednesday: Handed out food supplies, masks, personal hygiene products

April: Vaccine Clinic and Resources Event: Gave 300 Johnson & Johnson vaccines out, handed out lightly used clothing, books, furniture; offered information about Coastal Horizons Rape Crisis Center for sexual assault victims; distributed information on how to register to vote; distributed masks
The Excellence Project Shines Under Incoming Leadership

The Excellence Project Scholars Program is a mentoring initiative designed to provide incoming freshmen and transfer students with tools and insights needed for meaningful social engagement and to encourage the highest standards of academic excellence. The mission of the program is to raise the academic profile, retention and graduation rates of African American students on campus. Using a peer mentoring paradigm, the Excellence Project utilizes student mentors to help students in the program navigate the university and create pro-social relations and dimensions of identity based in scholarship and achievement.

Under the direction of Dione Reynolds, the Excellence Project peer mentors and mentees are paired at the start of the academic year. This mentor relationship is an academic year-long experience, where the mentees are supported to succeed their first year and beyond. The Excellence Project Scholars Program not only enriches the experience of students attending UNCW but also plays a key role in student retention, persistence and academic success. This year, the Excellence Project Scholars Program retained all 25 students that participated; five mentors were graduating seniors. Additionally, program participants achieved an average cumulative year GPA of 3.4!

The program’s success can be attributed to the dedication of the Excellence Project peer mentors, who play a key role in helping acclimate incoming freshmen and transfer students. Peer mentors help mentees navigate personal, social and academic experiences through regular contact and resourceful guidance. Additionally, the intentional and holistic infrastructure was created to mitigate issues that may hinder the academic success and persistence of students, such as matters of adjustment, identity development, sense of belonging, academic planning, financial aid and access to resources.

As the program continues to grow, we hope to create a four-year development model that students can participate in until they graduate.
Upperman Inaugurates
the Hubert A. Eaton
Honor Society

On April 10, 2021, the Upperman African American Cultural Center inducted the first class of students into the Hubert A. Eaton Honor Society, created to celebrate the students who have exhibited a high level of scholastic achievement as well as community involvement. The honor society’s name pays tribute to the individual who played a key role in the desegregation of the University of North Carolina Wilmington. The inaugural class consisted of 10 high achieving, civically engaged students: Tonika Abdul-Mutakallim, Dwayne Altman-Leach, Alexus Ellis, Bryanna Graham, Brianna Harris, Theresa Joseph, Annie Malinda, Leanna Reddick, Sydney Ross and Kaylah Russ.

Dr. Hubert Arthur Eaton was an African American physician and civil rights activist in North Carolina, most notably known for his fight for black physicians to have equitable access to recreational facilities and equal opportunities to public hospitals. In 1962, Dr. Eaton and Dr. John T. Hoggard (the founder of Wilmington College, which became UNCW), reached a gentlemen’s agreement to begin admitting qualified African American students. Dr. Eaton is the reason Black students can attend UNCW today and the reason we are able to provide students with an opportunity to join an honor society in his name.

The Hubert A. Eaton Honor Society provides students of high intellectual and academic caliber a centralized experience to harness their skills. Additionally, Upperman leadership and select faculty/staff provide members with mentorship, networking opportunities and fiscal resources to aid with education. Each fall semester, the members of the honor society help incoming UNCW students move into their dorms. This act of service is a way for students to fulfill the purpose and promise for which Hubert A. Eaton fought.

Inaugural class average GPA 3.6
Back to the Afrofuture: Upperman Hosts the Annual ABCC Conference

For the past decade, the Upperman Center has been an integral member of the Association for Black Cultural Centers and has played crucial roles in the development of the group as a whole. In fall 2020, Upperman had the privilege of hosting the Association’s 29th annual ABCC Conference, titled “Virtually Black: Cultural Centers Advancing Afrofutures.” This particular conference and year provided distinctive challenges and opportunities. Due to COVID-19, the conference was virtual.

The fellowship felt at ABCC is consistently considered the highlight of the conference. For most cultural center professionals, the ABCC conference is the only time where they are surrounded by fellow practitioners in their field who, in addition to providing strategies and mentorship, understand the unique nature of cultural center work and this camaraderie helps replenish participants on emotional, mental and spiritual levels. This, of course, was not possible due to the pandemic. In addition to COVID-19, cultural center staff and DEI professionals had just recently gone through handling the racial uprisings during the summer and found themselves frequently called away from supporting students, leading to an extra sense of exhaustion.

“Virtually Black” sought out those whose work spoke to Afrofuturism itself, such as preeminent scholar Ytasha Womack; academics who are re-imagining the ways we look at the world, including Joseph L. Jones on cultural centers as Maroon societies. Conference planners also sought keynotes who are pushing culture forward, like Morgan DeBaun, founder of Afrotech and Blavity, who talked about her work and how it’s informed by Afrofuturism.

“Virtually Black” sought to ensure that the conference itself embodied new ways of thinking not only about the work cultural center professionals do, but also the way in which it is done. The conference had more than 120 attendees with students, staff, faculty and community members from 36 institutions as far away as New Mexico and Oregon. Appointed as the host for the 30th annual conference next year, Upperman is excited to once again exemplify the best of cultural center work and re-connect with fellow professionals.

AAGA Lifts Up Students

Alumni of African descent consistently serve as advocates for the center helping to realize a stronger vision in our 25th anniversary. Not only were alumni instrumental in giving of their time during the 2020-21 academic year, alumni also overwhelmingly gave of their treasure by helping to support programming efforts. Continued work and commitment around homecoming and commencement remain the hallmark of the Upperman Center and African American Graduate Association connection!
Talk to Me: Upperman Creates the “Chop It UPP” Podcast

As a part of Upperman’s 25th anniversary celebration, the center launched its very own podcast titled “Chop It UPP,” bringing all the professional staff members in the center together to talk about topics common to Black cultural experiences and what it’s like to run a Black cultural center. Graduate and undergraduate student guests provide updates on life and music recommendations pertinent to the topic of the day.

The podcast serves the center in a few ways. It provides an easy entry for new students to become familiar with the Upperman Center, connecting staffers with freshmen to introduce them to the space as well as Black student leaders on campus. Secondly, the podcast serves as an informal learning tool. Listeners of “Chop It UPP” this past year heard perspectives on issues such as dealing with the summer uprisings as a Black student at PWI, what it’s like to be a part of NPHC, and other elements that may traditionally have been panels or discussions that would not draw students in if they had to sit and listen. Through the podcast, students can get insight into Black life at UNCW. In addition, each podcast broke down concepts such as “Respectability Politics” and “Fictive Kin,” offering students theoretical frameworks and language to think about the world, as well as practical advice for staying on top of their game throughout the semester. The podcast is another example of the Upperman Center’s commitment to exploring new ways to engage with students.
The Mohin-Scholz LGBTQIA Resource Office maintained its virtual programs during the 2020-21 academic year. We continued to see student, faculty and staff engagement around the new virtual delivery of programs. The Safe Zone Series has remained one of the most popular programs, especially for faculty and staff engagement. While the Safe Zone Series was only offered for fall 2020, we had more than 100 participants and continue to receive positive feedback for the sessions. We will be rolling out a new and updated series beginning fall 2021 and expect similar success.

This year, the Queer Culture Series focused on building connections and included an alumni panel as well as a faculty and staff panel. Both programs proved to be popular, successful and impactful. Connecting students with alumni as well as faculty and staff members who can provide support and mentoring will continue to be a key goal for our office.

One of the biggest and most popular events was made possible with the help of UNCW Alumni Association and the UNCW Office of the Arts. “A Fireside Chat with Sasha Velour and Peppermint” was part of the Homecoming 2021 lineup and was one of our most well-attended events to date with more than 100 participants. During the hour, we were able to hear about identity, gender, drag and activism. We hope to continue to bring engaging speakers to empower our students and alumni.

As part of our Transgender Day of Visibility celebration and in conjunction with UNCW Randall Library, we enjoyed hearing from North Carolina native author and activist Jacob Tobia. In this engaging conversation, Tobia shared parts of their book, their coming out story and what is next in activism in supporting the transgender community. Our students enjoyed being able to ask questions and we hope to bring Tobia back when we are able to resume in-person programming.

Our smaller monthly and weekly programs also kept us busy. The weekly discussion group, Building Q*mmuinty, had a strong group of core students
who were able to finally meet each other in person at the end of the semester. After seeing each other only through screens each week, students were excited to share a lunch together before leaving for the semester. We continued to host monthly game nights and movie nights that students enjoyed from the comfort of their own homes. Lastly, we added a program called “Book Talk.” This year we explored young adult queer books such as *Kings, Queens, and In-Betweens, The Gentleman’s Guide to Vice and Virtue*, *The Black Flamingo* and others. We received positive feedback from the students and hope to continue this new program in person for fall 2021.

The office underwent an expansion last year, creating flexible programming space to serve more students. The project was funded by a major gift commitment from alumnus John Scholz ’84 and his spouse, Dr. Anil Mohin. Because of the couple’s generosity, the UNCW Board of Trustees approved the naming of the office as the Mohin-Scholz LGBTQIA Resource Office on July 17, 2020. Scholz and Dr. Mohin recognize the importance of supporting equity, diversity and inclusion in education. The couple worked closely with the Office of Institutional Diversity and Inclusion and the Division for University Advancement to bring the expansion project to fruition.

Overall, 2020-21 has been a successful year. From expanding the space over the summer, moving everything to a virtual format, and continuing to offer support and programs for our students, faculty and staff, we have remained busy. We have been thrilled with the students who have participated and have benefited from our programs. While this has not been the year any of us expected, we know that good things are to come! We are ready for fall 2021.
Since the start of Like No Other: The Campaign for UNCW on July 1, 2015, more than $2 million in gifts and commitments have been received in support of diversity initiatives. Together, we have made important strides for our university to be more diverse and inclusive, but the work is always ongoing. Distinguished scholarships and professorships are critical to our ability to attract scholars in ways that intentionally build on diversity and reflect our nation’s changing landscape. Program support for UNCW’s cultural centers and resource office will help us expand outreach activities and further enrich our environment. None of that is possible, however, without the support and involvement of our alumni, donors and community partners, who help us learn from the past while we work to amplify UNCW’s culture. We invite you to play an active role in our continuing work. To learn more, please visit giving.uncw.edu/diversity