The CLAS Diversity Program was established in 2010 by Dean Nancy Gutierrez to maintain and promote a climate of diversity. “In the College of Liberal Arts & Sciences,” Gutierrez said, “we are committed to developing an inclusive environment where diversity, in all its forms, is valued and incorporated in the full-range of college activities.”

This program is to recognize that diversity is critical to the future of our institution as an urban growth university as well as the uniqueness of our college whose departments and degree programs span from the humanities to sciences and social sciences. In 2012, UNC Charlotte students came from 45 American states and over 100 countries. The faculty in our college also engages in a wide range of research, teaching and service activities that make us uniquely situated to contribute to the diversity of our university community. It is imperative to recognize, support and promote the diverse make-up of our college as well as a richer understanding of the multicultural world in which we live today.

A central focus of the CLAS Diversity Program is working with Departmental Diversity Liaisons (DDLs, see next page) to provide leadership in developing and disseminating best practices to incorporate diversity into our scholarship, teaching and service. Diversity includes, but is not limited to ability/disability, age, culture, gender, language, race, religion, sexual orientation, and socio-economic status. Building on the work by previous DDLs under the leadership of Dr. Scott Fitzgerald (Sociology), the current group has been working hard, spearheading a number of initiatives (see next page) to enhance our collective diversity experience.

Please feel free to take a moment to get to know the kind of work we do as a group. We certainly welcome your feedback to make our college and campus an even more inclusive and wonderful place to be.

-- Dr. Min Jiang
College Diversity Coordinator,
Associate Professor of Communication Studies
DEPARTMENT DIVERSITY LIAISON INITIATIVES

Department Diversity Liaisons (DDL)

- Kenneth White, Aerospace Studies
- Dorothy Smith-Ruiz, Africana Studies
- Catherine Fuentes, Anthropology
- Didier Dreau, Biological Sciences
- Joanna Krueger, Chemistry
- Min Jiang, Communication Studies
- Joe Marinello, Criminal Justice & Criminology
- Lara Vetter, English
- Scott Hippensteel, Geography & Earth Sciences
- Garth Green, Global, International & Area Studies
- Erika Edwards, History
- Emily Kristoff, Languages & Culture Studies
- Yanqing Sun, Mathematics & Statistics
- Ann Gonzales, Philosophy
- Mike Fiddy, Physics & Optical Science
- Nick Caste, Political Science & Public Administration
- Sara Levens, Psychology
- Julia Robinson, Religious Studies
- Judy Aulette, Sociology

Diversity Initiatives

In the 2013-2014 academic year, DDLs have identified and have been working on a number of diversity-related issues. Our group strives to provide leadership, more resources and information for faculty, staff and students.

1. **Campus ombuds services**
   Work with campus & graduate ombuds, compare with peer institutions’ approaches/guidelines
   **DDLs:** Mike Fiddy (Lead), Nick Caste, Catherine Fuentes (2014 Spring)

2. **Educate students about importance of diversity in the workplace**
   Diversity in the workplace/employment (e.g. classroom, speakers and community relations)
   **DDLs:** Kenneth White, Joe Marinello, Dorothy Smith Ruiz

3. **Diversity in faculty recruitment & retention**
   Work with ADVANCE to obtain data (e.g. discipline, gender, race etc.)
   **DDLs:** Judy Aulette, Lara Vetter, Erika Edwards

4. **Women/minorities in science**
   Broaden conversations on the topic, involve leadership, publicize faculty/student profiles
   **DDLs:** Sun Yanqing, Sara Levens, Joanna Krueger

5. **Issues of diversity in student evaluation of teaching (SET)**
   Continue to work on SET, work with department review committee, online evaluation
   **DDLs:** Scott Hippensteel (Lead), Emily Kristoff, Didier Dreau

6. **CLAS diversity website**
   Revise college diversity website, work with student intern and diversity coordinator
   **DDL:** Erika Edwards (2013 Fall)

7. **International faculty**
   Identify unique challenges faced by international faculty and departments (e.g. hiring, retention)
   Identify resources and make suggestions
   **DDLs:** Garth Green (Lead), Min Jiang

8. **Student focus group project advisory**
   Advise diversity coordinator. Acts as a "sounding board" for focus group project
   **DDL:** Catherine Fuentes (2013 Fall)
Our Students Come From:
- 45 states
- 97 NC counties
- 103 countries

Among Them:
- 30% are minorities
- 1300+ are international students

UNC Charlotte Has:
- 100+ multicultural student organizations
- 34 religious student organizations
- 200+ courses exploring cultural differences

UNC Charlotte has dedicated time, effort and resources to creating a warm, inviting and diverse campus. Focus is placed on the recruitment and graduation of a diverse student body that reflects community diversity as well as an increase in the availability of higher education for historically underrepresented groups.

The percentage of minority students (Black, Hispanic, American Indian, Asian students, and multiracial students) at the university has increased steadily since 2005. According to the 2012-13 Diversity Plan Progress report, in Fall 2012, UNC Charlotte enrolled 26,232 undergraduate and graduate students, the institution’s highest enrollment to date. Of those, 8,045 (or roughly 30%) are from racial and ethnic minority groups (see Table 1 and graph on the left). This is the largest number and percentage of minority students in our university’s history. Additionally, the Graduate School increased the diversity of its student enrollment by admitting more international students, more women and more students from historically underrepresented groups.

### Table 1. Minority Presence

<table>
<thead>
<tr>
<th></th>
<th>Fall 2005</th>
<th>Fall 2012</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>N</td>
<td>%</td>
</tr>
<tr>
<td>Black/African American</td>
<td>2,961</td>
<td>14.2%</td>
</tr>
<tr>
<td>American Indian</td>
<td>76</td>
<td>0.4%</td>
</tr>
<tr>
<td>Asian/Pacific Islander</td>
<td>955</td>
<td>4.6%</td>
</tr>
<tr>
<td>Hispanic</td>
<td>541</td>
<td>2.6%</td>
</tr>
<tr>
<td>Non-Resident Alien</td>
<td>673</td>
<td>3.2%</td>
</tr>
<tr>
<td>White</td>
<td>15,566</td>
<td>74.9%</td>
</tr>
<tr>
<td>Unknown*</td>
<td>%</td>
<td>855</td>
</tr>
<tr>
<td>Multiple Races*</td>
<td>%</td>
<td>621</td>
</tr>
<tr>
<td>Total</td>
<td>20,772</td>
<td>100%</td>
</tr>
</tbody>
</table>

* Source: 2012-13 Campus Diversity Plan Progress Report  - Link [Here](#)
UNC Charlotte also recognizes the need for a diverse faculty and staff and is committed to fulfilling this need. The Diversity Plan’s third objective focuses on the recruitment of underrepresented faculty and the advance of their progression through the faculty ranks.

In 2005, 17.7% of our faculty were racial/ethnic minorities (see Tables 7). In 2011, 17% were minorities (not counting non-resident aliens, or foreign nationals). International faculty’s presence has been acknowledged (see Table 8) as the university furthers its internationalization efforts. There was an increase in the representation of African American faculty at the Associate, Assistant and lecturer levels. Additionally, the number of Asian faculty at the Associate level has also increased significantly since 2005.

The UNC Charlotte ADVANCE program is instrumental in helping the university recruit and retain faculty from diverse backgrounds. A key element of ADVANCE’s mission is to create an institutional environment that supports the academic success of women faculty, especially in Science, Technology, Engineering and Math (STEM) disciplines, as well as to increase the success of all faculty campus-wide.

### Table 7. Full-time Teaching Faculty Fall 2005

<table>
<thead>
<tr>
<th></th>
<th>Associate Professor</th>
<th>Assistant Professor</th>
<th>Lecturer</th>
<th>Total</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Non-Resident Alien</td>
<td>0</td>
<td>13</td>
<td>35</td>
<td>7</td>
<td>55</td>
</tr>
<tr>
<td>Black/African American</td>
<td>6</td>
<td>14</td>
<td>19</td>
<td>6</td>
<td>45</td>
</tr>
<tr>
<td>American Indian</td>
<td>0</td>
<td>1</td>
<td>1</td>
<td>0</td>
<td>2</td>
</tr>
<tr>
<td>Asian</td>
<td>21</td>
<td>15</td>
<td>44</td>
<td>3</td>
<td>83</td>
</tr>
<tr>
<td>Hispanic</td>
<td>3</td>
<td>8</td>
<td>8</td>
<td>3</td>
<td>22</td>
</tr>
<tr>
<td>White</td>
<td>166</td>
<td>200</td>
<td>198</td>
<td>143</td>
<td>707</td>
</tr>
<tr>
<td>Total</td>
<td>196</td>
<td>238</td>
<td>270</td>
<td>155</td>
<td>859</td>
</tr>
</tbody>
</table>

### Table 8. Full-time Teaching Faculty Fall 2011

<table>
<thead>
<tr>
<th></th>
<th>Professor</th>
<th>Associate Professor</th>
<th>Assistant Professor</th>
<th>Lecturer</th>
<th>Total</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Non-Resident Alien</td>
<td>0</td>
<td>13</td>
<td>35</td>
<td>7</td>
<td>55</td>
<td>5.5%</td>
</tr>
<tr>
<td>Black/African American</td>
<td>5</td>
<td>20</td>
<td>21</td>
<td>12</td>
<td>58</td>
<td>5.8%</td>
</tr>
<tr>
<td>American Indian</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>Asian</td>
<td>22</td>
<td>39</td>
<td>21</td>
<td>6</td>
<td>88</td>
<td>8.8%</td>
</tr>
<tr>
<td>Hispanic</td>
<td>5</td>
<td>9</td>
<td>5</td>
<td>5</td>
<td>24</td>
<td>2.4%</td>
</tr>
<tr>
<td>White</td>
<td>202</td>
<td>224</td>
<td>151</td>
<td>175</td>
<td>752</td>
<td>75.0%</td>
</tr>
<tr>
<td>Unknown</td>
<td>4</td>
<td>5</td>
<td>12</td>
<td>5</td>
<td>26</td>
<td>2.6%</td>
</tr>
<tr>
<td>Total</td>
<td>238</td>
<td>310</td>
<td>245</td>
<td>210</td>
<td>1003</td>
<td>100%</td>
</tr>
</tbody>
</table>

* Source: 2012-13 Campus Diversity Plan Progress Report - Link [Here](#)
DEPARTMENT DIVERSITY LIAISONS (DDL)

In order to continue working towards the faculty and student recruitment and curriculum goals identified in the university’s Diversity Plan, Dean Gutierrez created the innovative Department Diversity Liaison (DDL) program. DDLs work closely with the CLAS Diversity Coordinator to provide leadership in developing and disseminating best practices for incorporating diversity into our scholarship, teaching and service.

In keeping with the university’s commitment to diversity, Department Diversity Liaisons actively engage in exploring both intellectual and practical issues associated with diversity; participate in periodic meetings and campus events; and develop programs and activities related to diversity.

Department Diversity Liaisons are faculty members committed to various issues of diversity and serve as a resource to other faculty, staff, students and the community.

A complete list of the 2013-14 department liaisons can be found on the Department Diversity Liaisons page of the CLAS Diversity website.

CAMPUS RESOURCES

Over 40 programs and departments are available to students and faculty for diversity education. Here are just a few:

- Multicultural Resource Center
- Office of Multicultural Academic Services
- The Center for Leadership Development
- The Office of International Programs
- Ombuds offices for both graduate students and faculty

Our university also has more than 100 student organizations focusing on various racial and ethnic minority issues, diversity and culture. There are also programs and organizations for students interested in learning more about sex and gender diversity, as well as religious and spiritual life, all of which can be found on the Multicultural Resource Center’s website.

Diversity is important not only to students, but also to faculty, staff and the community. The university provides the opportunity for individuals to learn and grow from one another in a supportive environment. For more information regarding the on-campus diversity resources, please visit the CLAS Diversity Web page.

Chancellor’s Diversity Challenge Fund

The Chancellor, through the Council on University Community (COUC), created the Chancellor’s Diversity Challenge Fund to support faculty, staff and student initiatives promoting the value of diversity in the intellectual life of the campus. Grants of up to $5,000 are awarded to fund recipients. Both faculty and students are encouraged to submit proposals to promote the understanding of diversity; projects that enhance the campus climate for diversity and foster a culture of inclusion and respect; and efforts to promote diversity through supportive relationships with the Charlotte community.

In years past, faculty and students from the CLAS have been awarded multiple grants for various projects and programs related to diversity. To read more on CLAS faculty’s published achievements and research, visit the Faculty Diversity Research page on our website.
Faculty Diversity Profile Story
Professor Daniel Rabinovich (Ph.D.), Chemistry

By: Mariah Powell
College Office of Communications

In recognition of his efforts to promote diversity, UNC Charlotte Chemistry Professor Daniel Rabinovich received an award from the American Chemistry Society’s Committee on Minority Affairs on Nov. 14.

Rabinovich received the Stanley C. Israel Award during the 2013 Southeast Regional Meeting of the American Chemistry Society in Atlanta. Award recipients receive a medal and a $1,000 grant to support and further their diversity efforts. The award “recognizes individuals and/or institutions that have advanced diversity in the chemical sciences and significantly stimulated or fostered activities that promote inclusiveness within the region,” according to the society.

“Dr. Rabinovich certainly fits this description,” said Rabinovich’s colleague and friend Gregory Grant. “He has engaged Hispanic and African-American students in his research in chemistry at UNC Charlotte.”

Grant, a professor at the University of Tennessee at Chattanooga, nominated Rabinovich for the award. “His ability to bridge two cultures and speak two languages makes him a natural role model for minority students,” he said.

Rabinovich grew up in Peru, and is now a U.S. citizen. He speaks Spanish and English fluently.

Alison Fout, a former graduate student of Rabinovich who is now an assistant professor of chemistry at the University of Illinois at Urbana-Champaign, said that he had influenced her and other students.

“Professor Dan Rabinovich is an exceptional mentor and someone I hope to emulate within my own research group,” Fout said.

Rabinovich also mentors high school students through the American Chemical Society’s Project SEED, a summer program focused on under-represented minority students. Lizeth Hernandez, one of Rabinovich’s former Project SEED students and now a senior chemistry student at UNC Charlotte, worked in Rabinovich’s lab as a high school student. She credits Rabinovich’s guidance with helping her realize she wanted to pursue graduate school and make chemistry her career.

“Without open-mindedness, students are unlikely to participate and everyone loses with that,” Rabinovich said. “That’s why diversity is a way of promoting participation and integration, and that’s the key to success.”

“Diversity is a way of promoting participation and integration”

Dr. Rabinovich pictured with Lizeth Hernandez. Photo compliments of Wade Bruton
UNC Charlotte student Jose Reyes grew up on the rough side of Los Angeles. “I always tell kids that I was born between Oakland and Compton. The toughest of the toughest,” Reyes says. “I know the struggle. I know the life. I was born to a single mother of two.”

Reyes struggled in his early high school years, but turned his grades around in his junior year, with the support of his mother and sister. He enrolled in community college and then found UNC Charlotte. Now, he is president of the Hispanic College Awareness Program [HCAP] and a Spanish and Finance dual major.

Reyes joined the HCAP in Fall 2011 and participated as an active member until taking on the role of president for the club. “He almost single-handedly created this outreach organization and has recruited other students on campus to take part,” said Ann Gonzalez, a Spanish professor who taught Reyes.

Although Reyes grew up around gang culture, he did not let his environment dictate the path he wanted to choose in life. “I always knew I was going to go to college, especially since my sister went to college.” Reyes says. Reyes takes these learned lessons and applies them to his work with HCAP.

Working with the other members of the program, Reyes dedicates time to help Hispanic students overcome the obstacles they face in pursuing higher education. Many of the students the program tries to reach deal with issues such as helping support their families and handling documentation status issues. They also lack knowledge about ways to pay for education. HCAP provides these students with the means necessary to achieve their goals, as well as a strong support system.

The members visit Charlotte-Mecklenburg area schools, participate in on-campus events and build relationships with local Hispanic professional organizations and with other Hispanic students on campus and at other universities. Since Reyes assumed the presidency, the group’s membership has grown to an average of 29 volunteers and group funds have grown from $40 to $300 in contributions.

“The [HCAP] students that I’ve met here are very passionate about their grades,” Reyes says. “That passion transfers to the high school students and gets them excited.”
Upcoming Diversity Events…

Here are a few highlighted events related to diversity here at the university. A complete list of all events can be found on the Multicultural Resource Center’s website, as well as the Center for Professional and Applied Ethic’s website. Also, please check the CLAS Diversity Events page for more info.

March

- **March 4, 2014 (Tue), 12PM, Student Union 261**
  
  **Safe Zone Training:** This program is designed to help educate faculty, staff and students about the lives of LGBTQ identified people. This 4-hour training will culminate in the opportunity to become a Safe Zone Ally to help connect LGBTQ students to campus resources.

- **March 11, 2014 (Wed), 3PM, Cone University Center**
  
  **Dr. Michael Kimmell** is the 2014 WGST Guest Speaker. He will be speaking at McKnight Hall in the Cone University Center from 3:00-10:00 p.m.

- **March 17, 2014 (Mon), 2PM, Cone University Center 210**
  
  **Speaker Glenn Stone**, The Intellectual Property and Cultural Diversity series. Stone is Ph.D., Professor, Sociocultural Anthropology, Environmental Studies, Washington University in St. Louis.

- **March 27, 2014 (Thu), 3PM, Student Union 340 GHI**
  
  **International Women’s Day:** The Office of International Programs & the MRC cordially invite members of the university campus community to celebrate International Women’s Day with a reception.

April

- **April 3, 2015 (Thu), 2PM, Student Union 340, GHI**
  
  **Breaking the Silence with Guest Hudson Taylor:** Founder of the Athlete Ally program, Taylor will speak about creating safer spaces for LGBTQ identified people in college sports.

- **April 9, 2014 (Wed), 12PM, CHHS Quad**
  
  **International Games Day:** An interactive, low-risk way of connecting with multiple cultures by having students teach their childhood games to other students from different cultures.

- **April 10, 2014 (Thu), 12PM, Student Union 267**
  
  ***FACULTY & STAFF ONLY!*** The Safe Zone 2.0 program actively engages existing Safe Zone Allies in conversations to deepen knowledge about LGBTQ issues on campus and around the country.

- **April 15, 2014 (Tue), 5:30PM, Student Union 267**
  
  **The Women of Color Conversation Series: Wrap Up** the last of the series, students, faculty, staff, etc. will create and strengthen connections for women students of color at UNC Charlotte.

Grants Deadline

The Chancellor’s Diversity Challenge Fund deadline for submitting projects to be implemented in the 2014-2015 academic year is March 24, 2014.

Grants support up to $5,000 per project. Students and faculty are encouraged to submit proposals for diversity related activities and projects. For more information about the application process, visit The Diversity Division of Academic Affairs's website.

*Newsletter design: Nicole Cieslak (Communication Studies, CLAS Diversity Program Student Intern)