Final Report

Of

*The Inclusive Community Initiative Task Force*

Presented

To

Dr. Linda P. Brady, Chancellor
University of North Carolina at Greensboro,

Dr. David Perrin, Provost
University of North Carolina at Greensboro

And

Dr. Rebecca Adams, Chair
University Faculty Senate
University of North Carolina at Greensboro

Respectfully submitted

By

C. P. Gause, PhD Co-chair
Susan Dennison, MSW Co-chair

May 7, 2009
Acknowledgements

We would like to take this opportunity to thank the following individuals, departments, offices and organizations for your support and commitment to this project. We realize the work and accomplishments of the Inclusive Community Initiative-Task Force could not have been achieved without your contributions:

Nikki LaFleur
Brenda Bey
Janet Hendley
Scott Milman
Andrea Hunter
Joseph Dennison
T. L. Hargrove
Dr. Basil Qaqish
Dean Laura Sims
Dean Dale Schunk
Faculty Senate
Staff Senate
The Campus Unity Council
Chancellor Linda P. Brady
Provost David Perrin
Vice Provost J. Alan Boyette
Office of the Chancellor
Office of the Provost
School of Education
School of Human Environmental Sciences
Department of Social Work
Department of Educational Leadership & Cultural Foundations
The Inclusive Community Initiative-Task Force
Dr. Rebecca Adams, Chair of Faculty Senate
Final Report of *The Inclusive Community Initiative Task Force*

May 7, 2009

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Section One: Introduction to Initiative

In August of 2008, the Faculty Senate and Office of the Provost agreed to jointly sponsor and support the creation of The Inclusive Community Task Force. The primary purpose of this Task Force has been to further assess and make recommendations for increasing the level of inclusiveness of the UNCG campus. Dr. C.P. Gause & Professor Susan Dennison were requested to serve as Co-Chairs of this Task Force and they helped identify 26 faculty, staff, and students from UNCG and two members from the larger Greensboro community to serve as members of this Task Force. This Task Force has met monthly this past year and also has been divided into subgroups to address the following five goals of this group for the 2008/2009 academic year.

I. Develop a UNCG endorsed definition of an inclusive community that is posted on (or linked to) university home page,

II. Conduct a campus climate assessment of the UNCG environment,

III. Formulate a plan to better coordinate, communicate, & support all programs that contribute to campus inclusiveness,

IV. Identify additional ways that UNCG can become a more inclusive campus & include these recommendations in the UNCG Strategic Plan,

V. Develop a rationale & position description for Vice Chancellor of Equity & Inclusion.
## Section Two: List of Task Force Members

### Inclusive Community Task Force

#### 2008-2009

<table>
<thead>
<tr>
<th>Name</th>
<th>Rationale</th>
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<tbody>
<tr>
<td>Kathy Jamieson</td>
<td>Women’s Issues</td>
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<tr>
<td>Bruce Lynch</td>
<td>Students with mental health concerns</td>
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<tr>
<td>Michael Elliott</td>
<td>International Students</td>
</tr>
<tr>
<td>William “Bill” Hart</td>
<td>UNCG Recruitment issues &amp; students with various religious affiliations</td>
</tr>
<tr>
<td>Jeanne Irwin-Olson</td>
<td>Safe Zone-Students with various sexual orientations</td>
</tr>
<tr>
<td>Shelly Brown-Jeffy</td>
<td>Expertise on race and ethnicity</td>
</tr>
<tr>
<td>James “Rod” Wyatt</td>
<td>Student Athletes</td>
</tr>
<tr>
<td>Ellen Robbins</td>
<td>Representing Academic Systems in university</td>
</tr>
<tr>
<td>Jeffrey Coleman</td>
<td>Office of Multicultural Affairs</td>
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<tr>
<td>Etsuko Kinefuchi</td>
<td>Faculty</td>
</tr>
<tr>
<td>Jen Day Shaw</td>
<td>Campus Unity Council</td>
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<tr>
<td>Steve Gilliam</td>
<td>University Relations and Executive Staff</td>
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<tr>
<td>Rachael Kuhn Stinehelfter</td>
<td>Library</td>
</tr>
<tr>
<td>Debbie Schallock</td>
<td>University Relations</td>
</tr>
<tr>
<td>Stephanie Walker</td>
<td>Impact Greensboro</td>
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<tr>
<td>Kelly “Jay” Poole</td>
<td>Men’s Issues &amp; Male Students</td>
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<tr>
<td>Mona Edwards</td>
<td>Representing Greater Greensboro Community</td>
</tr>
<tr>
<td>Brooks Graham</td>
<td>Adult Learner Issues</td>
</tr>
<tr>
<td>Sarah Carrigan</td>
<td>Institutional research</td>
</tr>
<tr>
<td>Sharon Brown</td>
<td>Representing parking staff</td>
</tr>
<tr>
<td>Mike Williams</td>
<td>Representing housekeeping staff</td>
</tr>
<tr>
<td>Cynthia Barnes</td>
<td>Representing maintenance staff</td>
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<tr>
<td>Delilah White</td>
<td>Representing graduate students</td>
</tr>
<tr>
<td>Scott Gibson</td>
<td>Representing graduate students</td>
</tr>
<tr>
<td>Michael Tuso</td>
<td>Representing undergraduate students SGA-President</td>
</tr>
<tr>
<td>Micah Beasley</td>
<td>Representing undergraduate students SGA</td>
</tr>
</tbody>
</table>
Section Three: Abbreviated Minutes for Entire Year

During the past ten months, we finalized the membership and work of the task force and began engaging the goals for the Inclusive Community Initiative. Initially some members were unable to continue their participation and their slots were filled via a list of alternates. We identified 26 faculty, staff, and students from UNCG and two members from the larger Greensboro community who were able to commit to this project. Members of this group were assigned to subgroups for the year to complete the goals of this initiative. This task force conducted eight “formal group” meetings, as well as additional informal and formal meetings with individuals, groups, departments, and organizations across the university. At the initial Task Force meeting it was decided the five goals of this initiative would be addressed primarily through small working groups with each having an assigned chair. These small working groups met between the full task force meetings and reported the status of their work on their targeted Initiative goal at each meeting of the full Task Force. It should be noted that minutes of all full Task Force meetings were maintained and placed on our Blackboard organizational site. As indicated above the work of this Initiative was assigned to the following five small working groups under the direction of a chair:

Small Working Groups

Campus Climate Assessment
Jen Day Shaw, Chair
Etsuko Kinefuchi
Bruce Lynch
Ellen Robbins
Sarah Carrigan, expert consultant
Karen Blackwell, expert consultant

Campus Unity Council Members:
Audrey Olivia Daniel
Rollin R Donelson
M. Cynthia Farris
Benita T Peace
Ramesh C Upadhyaya
Tom Jerry Martinek Jr.

Coordination & Communication of Inclusive Community Events
C.P. Gause, Chair
Steve Gilliam
Sharon Brown
Delilah White
Micah Beasley
Mona Edwards
Katherine Jamieson
Data Surfacing Underrepresented Groups
Cynthia Barnes & Susan Dennison, Co-Chairs
Debbie Schallock
Jay Poole
Jeanne Irwin Olson
Scott Gibson

UNCG Endorsed Definition of Diversity & Inclusive Community
Rachel Stinehelfter, Chair
Michael Elliott
Brooks Graham
Shelly Brown-Jeffy

Position Description & Rationale for a Director of Diversity/Inclusivity
Ron Wyatt, Chair
Stephanie Walker
Jeffrey Coleman
Bill Hart
Sarah Carrigan
Section Four: Overview of Data-surfacing Panels

Data Surfacing Panels/Focus Groups

In an effort to successfully kickoff the Inclusive Community Initiative for the University community, the Task Force Co-Chairs collaborated with members of the Staff Senate and Faculty Senate to conduct an Open Mic Session on 9/17/2008. During this campus wide forum participants were given an opportunity to first participate in relationship building exercises. Next, the Task Force Co-Chairs introduced the Inclusive Community Initiative by providing an overview of its purpose and the five goals established for the 2008/2009 academic year. During the second half of this forum the following two questions were posed to those attending as part of the Open Mic. Participants’ responses to these questions were categorized into the major themes identified under each question.

What do you see as current barriers to UNCG being an inclusive community?

- Belief we are already inclusive
- Lack of education on campus re: diversity, similarities, & making the campus more inclusive
- Caste systems still in place (lack of opportunities for some members of campus to move into higher positions)
- Lack of equal opportunities/benefits (e.g., no domestic partner benefits)
- Lack of accessibility of campus for all groups
- Few GLBT staff and faculty members are out on campus
- Lack of time & space to build an inclusive community
- Fear of addressing issues related to diversity and creating a more inclusive community

What are your suggestions for ways to make UNCG a more inclusive community?

- Make this issue a priority & provide time to build an inclusive campus
- Plan more events that bring the entire campus together like a dance
- Provide domestic partner benefits
• Provide ongoing workshops on diversity and creating a more inclusive community
• Make physical plant of campus accessible to everyone
• Use student satisfaction data to inform changes on campus
• Allow staff to attend campus events without their having to use vacation time
• Increase diversity across all parts of the campus

As a result of this Open Mic meeting, the Task Force decided at their first business meeting to conduct panels with various underrepresented groups on campus in order to hear directly from these individuals their perceptions about the level of inclusiveness at UNCG. The following six panels were identified and conducted as part of this data gathering plan. Also, it should be noted that these panels were all conducted during the first half of each monthly meeting of the Task Force so all members had the opportunity to hear directly from the voices of underrepresented members of the campus.

1. GLBTIQQ Students * 11/13/08
2. Staff Members 1/29/09
3. International Degree Seeking Students 2/6/09
4. Minority Faculty Members 2/20/09
5. Minority Students 3/26/09
6. Male Students 4/30/09

*Gay, Lesbian, Bisexual, Transgender, Intersecting, Questioning, & Queer.

The reader will see on the tables in the next section a listing of major themes that were surfaced from each group in response to the following four questions that were consistently posed to these 6 panels.

1. How inclusive is the UNCG campus?
2. What contributes to UNCG being an inclusive community?
3. What are current barriers to UNCG being a more inclusive community?
4. What are your suggestions for ways UNCG could become a more inclusive community?

A second method used for gathering data from staff members of the university community was through 15 interviews that were conducted by sophomores involved in writing and speaking intensive English course. Scott Gibson was the instructor of this latter course and a member of the ICI-Task Force. Scott coordinated these interviews and then summarized the following major themes from these 15 interviews.
Data Collected from Student Interviews with Staff Members, Tuesday, 3/31/2009

What does UNCG do well to make you feel a part of the campus community?

- Many staff members feel that UNCG provides ample opportunities to be involved in programs, events, and activities, and they feel that it is up to the individual employee to take advantage of those opportunities.
- The Staff Senate provides a sense of community for many of the staff members.
- The opportunity for staff to take classes free of charge at UNCG contributes to feelings of inclusion for some staff members.
- Staff members who work with students expressed greater feelings of inclusion.
- Recognition or awards programs within areas or divisions contribute to feelings of inclusion and a sense of worth to staff members and their work at UNCG.
- A monthly luncheon event was mentioned as an effective way to show appreciation for staff.

In what ways would you like to feel more included in the campus community?

- Providing staff with better access to information about events and activities on campus would contribute to inclusion, such as getting the same emails about events and activities that are sent out to students and faculty.
- Some staff members would feel more included if they had sources of information other than Campus Weekly, but also recognize that not everyone can be in front of a computer to receive emails throughout the day.
- More opportunities to interact with faculty would contribute to staff inclusion.

What do you see as obstacles or barriers to feeling more included?

- Some staff members expressed frustration over access to parking and the cost of their parking passes, because they feel that it’s counterproductive to come to work to earn money but to have to pay to park their vehicle at their work place.
- One staff member suggested there is a lack of “staff culture,” both within areas and between different offices.
- Many staff members see a “tier system” or hierarchy, where the faculty is given more respect than staff on campus. In terms of inclusion, the students are most often perceived at the top of the hierarchy, followed by faculty and then staff. In terms of respect and value to UNCG, faculty is seen as the most privileged.
- Lack of access to information about events. Campus Weekly seems to be a good outlet, but some staff commented that the weekly publication sometimes comes too late for them to plan attendance at events.
- Differences in pay and respect between faculty and staff create antagonism between the two categories of UNCG employees. Very often faculty is perceived as receiving preferential treatment by the university.
What suggestions do you have to make staff at UNCG feel more included?

- Many staff members would like to receive free or discounted access to the Recreational Center and better access to its programs. (Spinning and aerobics classes were mentioned specifically).
- Several staff members suggested the development of community sports programs in which staff, faculty, and students could participate and interact with one another on a casual basis.
- Higher visibility and publication of events open to staff would make staff feel more included, including easy access to events listings on the webpage, inclusion in email listservs about events on campus, and other alternatives to Campus Weekly.
- One staff member suggested shifting focus from defining a “campus community,” which centers on students and defining a “staff community” to address their specific needs.
- It might be helpful to reach students, staff and faculty by creating an official UNCG community/organization on Facebook through which the campus community would have a central hub listing events and activities. This has the added benefit of being low-cost and is already integrated into the lives of many members of the UNCG community.
- The university could find more ways to highlight the history of UNCG as a means of developing a sense of tradition and community among its members.

Observations on Staff / Student relationships

- One prevalent theme in the interviews was tension between staff and faculty, which contrasts in the data collected by the staff panel on inclusivity held earlier in the year. I believe this trend suggests that staff members disclosed a different set of data to students that provides a broader spectrum of staff perceptions on inclusivity.

- Students often demonstrated class biases in their reports, associating “respect” with administrative positions and explicitly devaluing the work of food service, custodial, and parking personnel.

- Many students expressed surprise when they interviewed staff members with graduate degrees and other professional training. Several mentioned that when the project was announced, they expected to interview food service, custodial, and parking personnel, the very same people who seem implicated in their class-based assumptions.

- Definitions of “Inclusivity” in several student reports seemed to be student-centered. Staff members who have frequent interaction with students corroborated this view, while others suggested that providing alternative models of inclusivity (even developing a definition of “staff inclusiveness”) could be beneficial.

As the Data Surfacing sub-group was setting up the panel for staff members it became clear that several potential individuals for this panel did not feel comfortable or safe sharing their perceptions regarding the level of inclusive community at UNCG. Therefore, a third data surfacing strategy was utilized where a number of individual staff interviews were conducted by a Task Force member. Following is a summary of major themes surfaced from these sessions.
Major Themes from Individual Staff Interviews Conducted by The Inclusive Community Task Force Co-Chair, C. Barnes

1. **How inclusive is the UNCG community from your perspective?**
   a. Attempts to notify campus of events
   b. Gives the appearance of a diverse and inclusive University, however employees & staffing not representative
   c. Staff do not feel UNCG is inclusive, many do not feel welcome

2. **What currently contributes to UNCG being an inclusive community?**
   a. Student organizations and academic environment make concerted efforts to reach out across ethnic, cultural, gender and age groups to involve & engage student and faculty in University & community activities.
   b. Subtle changes in visual images of the campus recruiting paraphernalia

3. **What are barriers to making UNCG a more inclusive community?**
   a. Lack of upper management support
   b. Staff avoid participating in events because they are required to use vacation or bonus leave. Staff feel they are penalized for inclusive participation in campus events.
      i. Ex. Staff could not attend the January 2009 Inauguration viewing & Panel Discussion without submitting a leave request (vac. Or bonus). The civic/community involvement leave was not permitted
   c. Lack of synergy within internal departments
      i. Information does not get to all groups with the division. Some things are shared with only a select few or it is announced as pertaining to a select few and not all even for events that are open to all.
      ii. Some groups are considered as an afterthought for inclusive reference to the department – made to feel like “second-class” employees or not valued.
   d. All are not informed and given advancement opportunities in a fair manner
      i. Training for advancement has been offered to the “favorites”, but not to all
      ii. Promotional priority – manipulation of the rules and guidelines to suit personal agendas
   e. Lack of trust of upper management
      i. Employees feel they are unable to express themselves for fear of retaliatory actions by management – Some have witness it happen before
   f. Lack of trust of Human Resources Department
   g. Inexperience of some supervisors & managers
      i. Lack of leadership & familiarity to the duties
      ii. Lack of accountability
   h. Lack of access to technology – Many staff do not have individual access to computers, thus events posted on web pages or sent by email blast
4. **What are your suggestions for making UNCG a more inclusive community?**
   a. Training in diversity, cultural awareness and leadership/management skills.
   b. Not requiring use of leave time for University/campus related activities.
   c. Upper management must embrace and demonstrate the University’s mission & vision for achieving and maintaining a diverse & inclusive community.
   d. Promoting more events and venues for academic and non-academic groups to collaborate and interact together.
   e. Improve notifications/access to information. – Provide limited printed copies. Investigate other options for the hearing and visually impaired staff/employees.

Based on the student interviews with staff, the Task Force member’s individual interviews, and the staff panel presentation the following recommendations were made during all three data surfacing strategies.

- Change university policy around staff members having to use vacation time in order to participate in university sponsored events.

- Management staff members should be required to participate in diversity, leadership, and management training sessions regularly.

- Marketing of all events on campus should include hard copies that are provided to all staff members directly and not just those in management positions.

- Address the issues related to many staff members’ lack of trust of management and the HR Department on campus.

- Have Staff Senate advocate more directly for staff members and provide a voice for those who feel they can not speak up for themselves.
Section Five: Major Themes from Panels Conducted by *The Inclusive Community* Task Force

Summary Tables from Data

<table>
<thead>
<tr>
<th>GLBTIQQ Students</th>
<th>International Students</th>
<th>Minority Students</th>
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</thead>
<tbody>
<tr>
<td><strong>How inclusive is UNCG?</strong></td>
<td><strong>How inclusive is UNCG?</strong></td>
<td><strong>How inclusive is UNCG?</strong></td>
</tr>
<tr>
<td>Campus is open &amp; accepting</td>
<td>Generally feel very accepted at UNCG</td>
<td>Campus is inclusive</td>
</tr>
<tr>
<td>Some concerns about GLBTIQQ students feeling accepted and included on campus</td>
<td>Greensboro community seems to be very open to international students</td>
<td>Many instructors strive to make all students feel included in their classes</td>
</tr>
<tr>
<td>Pride &amp; Safe Zone are appreciated &amp; evidence of support</td>
<td></td>
<td>African American Studies has provided many beneficial opportunities to bring together different perspectives</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>What contributes to an inclusive university community?</strong></th>
<th><strong>What contributes to an inclusive university community?</strong></th>
<th><strong>What contributes to an inclusive university community?</strong></th>
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</thead>
<tbody>
<tr>
<td>UNCG attempts to secure same sex partner benefits</td>
<td>International Fest creates a sense of community for international students</td>
<td>UNS class has contributed by making students aware of opportunities/organizations on campus</td>
</tr>
<tr>
<td>Safe Zone &amp; Pride are positive organizations/efforts on campus</td>
<td>Faculty who reach out &amp; work with international students</td>
<td>Friday event for international students has been great</td>
</tr>
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<td></td>
<td>ICP Programs &amp; Services, including Friday Fest</td>
<td>Sisters of Color Group has brought women together from across the campus</td>
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<td>Openness of staff &amp; faculty in sharing their perspectives</td>
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<td>What are current barriers?</td>
<td>What are current barriers?</td>
<td>What are current barriers?</td>
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<tr>
<td>Lack of available literature/materials in library &amp; other spaces</td>
<td>Limited access to resources &amp; how to obtain them (i.e., financial, research, living)</td>
<td>Communication lacking between offices re: scholarship information</td>
</tr>
<tr>
<td>Lack of education/training for students, staff, &amp; faculty members</td>
<td>Lack of sensitivity to difficulties regarding transition for international students</td>
<td>Low number of minority faculty members</td>
</tr>
<tr>
<td>Lack of gender neutral facilities (i.e., bathrooms, housing)</td>
<td>Lack of cultural resources</td>
<td>Not enough cross-programming between departments</td>
</tr>
<tr>
<td>Lack of role models/mentors from faculty &amp; staff members</td>
<td>Faculty lack understanding that international students are often not used to approaching faculty members based on their cultural practices</td>
<td>More courses need to be cross-listed</td>
</tr>
<tr>
<td>Lack of attention to language both written &amp; spoken (e.g., forms)</td>
<td>Members of the campus make gestures or share non-verbal communication that makes us feel not accepted</td>
<td>Scheduling of some meetings prohibit students from participating in several relevant activities taking place at the same time</td>
</tr>
<tr>
<td>Lack of support groups &amp; targeted counseling services</td>
<td>Lack of cultural awareness among members of campus</td>
<td>Not enough programming for black male students so they feel more prepared to enter workforce after Graduation</td>
</tr>
<tr>
<td>Lack of academic courses to address sexual/gender differences</td>
<td>Not enough publicizing of Friday Fest</td>
<td></td>
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<tr>
<td>Lack of disruption of overarching heteronormative paradigm</td>
<td>Cultural discrimination particularly around language</td>
<td></td>
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<tr>
<td>What are suggestions for making UNCG more inclusive?</td>
<td>What are suggestions for making UNCG more inclusive?</td>
<td>What are suggestions for making UNCG more inclusive?</td>
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<tr>
<td>Create a Gender &amp; Sexuality Resource Center</td>
<td>Have an international student liaison in various departments to increase sensitivity to their issues/challenges</td>
<td>Increase cross listing of courses</td>
</tr>
<tr>
<td>Increase books, films, &amp; other media with regard to gender &amp; sexuality differences</td>
<td>Consider starting a foster family program on campus</td>
<td>Increase cross programming among departments</td>
</tr>
<tr>
<td>Increase events on campus that embrace sexual/gender concerns/education</td>
<td>Provide course designations for international/multicultural courses</td>
<td>Provide easier means for students having problems with specific instructors to seek guidance/support</td>
</tr>
<tr>
<td>Recruit &amp; hire faculty &amp; staff who can provide leadership &amp; mentoring</td>
<td>Establish mentor program for new international students by experienced international students</td>
<td>Establish faculty-student mentoring program</td>
</tr>
<tr>
<td>Evaluate forms &amp; other data gathering items that include language sensitive to sexual/gender diversity</td>
<td>Add cultural awareness material to UNS 101</td>
<td>Create space for dialogue of difference</td>
</tr>
<tr>
<td>Include gender/sexually diverse students/faculty voices in policy discussions/policy formation</td>
<td>Host more events with international and American students</td>
<td>Recruit more minority faculty members in all departments</td>
</tr>
<tr>
<td>Embrace the history of identity as UNC Gay and actively recruit &amp; support gender/sexually diverse students, faculty, &amp; staff members</td>
<td>Provide cultural awareness training, especially around language differences</td>
<td>Provide Sensitivity/Cultural Capital Training for faculty to handle student situations</td>
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<td></td>
<td>Provide financial aid opportunities for international students, including employment</td>
<td>Provide orientation of students on how to maximize their advising experience</td>
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<td>Continue hosting annual focus group</td>
<td>Make educational experience more holistic</td>
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<td>Do a better job publicizing resources on campus</td>
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<tr>
<td>Male Student</td>
<td>Staff Members</td>
<td>Minority Faculty Members</td>
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<tr>
<td><strong>How inclusive is UNCG?</strong></td>
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<td><strong>How inclusive is UNCG?</strong></td>
</tr>
<tr>
<td>UNCG is inclusive</td>
<td>University more inclusive than some individual departments</td>
<td>UNCG is not inclusive (e.g., nothing has been done to acknowledge Black History Month)</td>
</tr>
<tr>
<td>From a research perspective UNCG is not as inclusive (e.g., black students are heavily policed, no interaction with faculty as a black student)</td>
<td>Campus is working toward being more inclusive</td>
<td>UNCG’s commitment to diversity is at the surface level (e.g., few heritage months are acknowledged by the campus)</td>
</tr>
<tr>
<td>Limited interaction between the diverse groups on campus</td>
<td>Administration in past has not been progressive thinking around this issue</td>
<td>Closeted GLBT faculty contribute to the campus not being inclusive</td>
</tr>
<tr>
<td>Many faculty members do not truly embrace diversity on this campus</td>
<td></td>
<td>No serious commitment to increasing minority faculty</td>
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<tr>
<td><strong>What contributes to an inclusive university community?</strong></td>
<td><strong>What contributes to an inclusive university community?</strong></td>
<td><strong>What contributes to an inclusive university community?</strong></td>
</tr>
<tr>
<td>The many clubs on campus contribute to the university being inclusive</td>
<td>Events that make staff feel like they are making important contributions (e.g., Housekeeping Week)</td>
<td>ELC Dept. is quite diverse, has statements of commitment that govern practices within this setting.</td>
</tr>
<tr>
<td>Faculty advisers who seek out students when they appear upset</td>
<td>Trainings that address issues of diversity and help build a more inclusive university community (e.g., Generational Training Workshops)</td>
<td>Great experiences in School of Education because the faculty really reaches out to everyone.</td>
</tr>
<tr>
<td>What are current barriers?</td>
<td>What are current barriers?</td>
<td>What are current barriers?</td>
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<tr>
<td>Male students are not reached out so they truly become a member of this university</td>
<td>Lack of accessibility of campus to all</td>
<td>Lack of supports for GLBT faculty including no partner benefits</td>
</tr>
<tr>
<td>Professors who are racists, sexists, and not open to diversity</td>
<td>Demeaning remarks made to staff</td>
<td>Lack of opportunities for Latino students/faculty (e.g., no Latino Studies Program,</td>
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<tr>
<td>Black male students seem to have to outperform others to have their voice be heard.</td>
<td>UNCG is reactionary to many issues rather than proactive</td>
<td>Latino courses not taught by Latino faculty, use of term Hispanic for classification</td>
</tr>
<tr>
<td>Only certain stories are covered for campus weekly and for the home page</td>
<td>Provide hard copy marketing for events so all staff are notified</td>
<td>rather than Latino)</td>
</tr>
<tr>
<td>Constantly reminding the community that UNCG was historically a women’s college is a</td>
<td>Limited on the job training for many new staff members</td>
<td>Faculty searches are sometimes very covert &amp; with no formal search plan</td>
</tr>
<tr>
<td>barrier</td>
<td>Lack of events that bring staff together with faculty &amp; students</td>
<td>Lack of tenured faculty of color</td>
</tr>
<tr>
<td>Although the university is sometimes known as UNC-Gay that populations if not evident</td>
<td>Staff management not open to staff feedback &amp; suggestions</td>
<td>Concerns about the tenure process for African American faculty</td>
</tr>
<tr>
<td>on this campus</td>
<td>Some staff are afraid to voice their complaints</td>
<td>Large number of African American in clinical faculty positions</td>
</tr>
<tr>
<td>Female professors who joke or badger me as a male student so I remain silent in the</td>
<td>Lack of awareness &amp; diversity training for supervisors of staff</td>
<td>No voice in upper administration leadership for the minority faculty perspective</td>
</tr>
<tr>
<td>classroom.</td>
<td></td>
<td>Preferential treatment of Anglos for both tenure consideration &amp; hiring of spouses</td>
</tr>
</tbody>
</table>
| Univer
diversity staff should be proactive and cover all stories not just those slanted to white students |
<table>
<thead>
<tr>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Provide the undoing racism program to staff, faculty, &amp; students</td>
</tr>
<tr>
<td>UNCG police should participate in sensitivity training (e.g., black fraternities and sororities are policed around the fountain where similar white groups are not)</td>
</tr>
<tr>
<td>Each department should have a retreat &amp; discuss directly how to handle diversity in the classroom</td>
</tr>
<tr>
<td>UNCG needs a football team</td>
</tr>
<tr>
<td>UNCG does not need a football team</td>
</tr>
<tr>
<td>Professors need to respond to emails</td>
</tr>
<tr>
<td>Change the entire reward system for professors so when they are tenured they do not feel they can do anything they want</td>
</tr>
<tr>
<td>Work on making campus more accessible to everyone</td>
</tr>
<tr>
<td>Require diversity training for staff management</td>
</tr>
<tr>
<td>Provide more opportunities for staff to seek promotions &amp; salary raises</td>
</tr>
<tr>
<td>Hold management/supervisors more accountable for staff feedback</td>
</tr>
<tr>
<td>Plan more events to bring staff, faculty, &amp; students together</td>
</tr>
<tr>
<td>Provide a safe procedure for staff to voice complaints when there is no satisfactory response from supervisor</td>
</tr>
<tr>
<td>Promote diversity training &amp; community inclusion building events</td>
</tr>
<tr>
<td>Secure same partner benefits</td>
</tr>
<tr>
<td>Establish GLBT groups for faculty</td>
</tr>
<tr>
<td>Recognize the effort it takes for minority faculty to connect across disciplines</td>
</tr>
<tr>
<td>Offer more Safe-Zone Training Programs</td>
</tr>
<tr>
<td>Provide more resources for African American Studies</td>
</tr>
<tr>
<td>Provide a collection of “best fines” &amp; a directory of cultural resources in Greensboro to better support new minority faculty members</td>
</tr>
<tr>
<td>Administration should engage in serious dialogue &amp; planning for retention of minority faculty</td>
</tr>
<tr>
<td>Formal policies &amp; practices put in place across the campus for faculty searches</td>
</tr>
<tr>
<td>Create Centers for GLBT, African American, &amp; Latinos</td>
</tr>
</tbody>
</table>
Section Six: Campus Unity Council Climate Survey Summary Report and Recommendations

Summary from Data

- The responses are overwhelmingly positive. There is no one area in the survey where a significant percentage views UNCG at a deficit. The vast majority of critical comments were made by one individual.

- The responses improved for each question, almost uniformly, from 2005 to 2008. Those that dropped did so in a very small way.

- Across the board (faculty, staff, and students) agree that diversity is represented at UNCG, particularly in the student body. However, this is limited in two regards. One, the representation is about numbers, not the quality or how diverse populations are embraced. Second, diversity is represented in terms of ethnicity and international student populations, but not always in terms of sexual orientation, religious views, or political and ideological differences.

- The percentages of agreement are low when it comes to maintenance of diversity. All three groups seem to agree that efforts are lacking in terms of creating opportunities to strengthen and embrace diversity. They also agree that communication of such opportunities is poor.

- Staff ratings tend to be higher on many items, but the percentage is much lower when it comes to their perceived impact on creating an inclusive, learning community.

- Staff and student ratings are consistently higher than that of faculty, with students almost overwhelmingly rating each item the highest.

- “Praise” and “criticism” – the same thing is praised by someone and criticized by another.

- Students see the faculty as more diverse than faculty and staff do. And, students see more collaboration among faculty, staff and students than faculty and staff see.

- Students may be viewing UNCG through a lens where they expect diversity to be present and embraced, and/or faculty may be missing positives the students are seeing regarding diversity and collaboration.

Recommendations from the Data

Communication and Awareness

1. The three questions in the surveys asking if participants are aware of UNCG policies, procedures, or offices for ensuring a positive and supportive environment remain ranked relatively low. This could be because the questions aren’t clear or because these three items aren’t communicated clearly enough to our community. Web site creators and those who create publications should take this into account as new items are developed.

2. Communication about opportunities to learn more about inclusivity issues was mentioned by several individuals. Consider creating a central site where community members can
access information. Insure that those offices/groups that provide services or programming are regularly contributing to the site.

3. Continue to encourage and support open communication about issues relevant to the community.

Faculty Related Issues

1. Many community members mentioned the perceived lack of diversity among faculty members. One suggestion was to put resources toward attracting a few high profile senior faculty of color so that they can in turn help recruit and retain less seasoned faculty of color. A university plan for recruiting and hiring diverse faculty/staff may be warranted based on comments.

2. Promotion and tenure decision making was critiqued in a variety of ways: consider the diversity the faculty brings to the institution, support alternative research, reward community engagement.

3. Consider extrinsic rewards to encourage cross departmental efforts.

Further Education

1. Many community members stated that Black/White diversity seems to be addressed but other racial groups are not as supported. Consider ways to broaden the community’s awareness of and support for other groups.

2. Several community members suggested more diversity programs and training.

Group Specific Requests

1. Transfer students were mentioned by community members as a group needing more attention. Consider how transfer students may be better engaged at UNCG.

2. Distance learners were another group mentioned by community members as needing further resources. Consider how this group may be better engaged at UNCG.

3. Lack of religious diversity was mentioned several times. Consider how the University holiday structure and celebrations may alienate non-Christian community members. This might include “a swap of holidays for Jewish faculty/staff.”

4. Many community members mentioned the lack of support for adjunct faculty.

5. Many community members noted that staff are “unappreciated,” “treated like second class citizens,” “are not recognized adequately for their very hard work.”

Structure/Other Recommendations

1. Having two separate Human Resources offices for SPA and EPA staff does not foster community.

2. Focus on departmental efforts. Those who were most critical stated their departments were not supportive environments. In addition, of the few items that dropped from 2005 to 2008, two were focused on the respect garnered from co-workers or supervisors.

3. Consider the creation of a mechanism, such as an inclusiveness director/office/staff, or College/School committee, with priority assignment to work with academic departments and faculty. Faculty seem to be the most negatively impacted by current diversity/inclusiveness efforts, so we recommend putting new energy there.


Section Seven: Communication, Coordination and Marking Recommendations

The Communication Subgroup, after several great discussions, engagement and dialogue make the following recommendations to the Inclusive Community Task Force for consideration as action items in their final report to Chancellor Brady, Provost Perrin, and Faculty Senate Chair Adams:

1. Establish and maintain a University-wide Calendar of events beginning the 2009-2010 academic year.

2. Establish and maintain a website for the initiative and the Office of Equity and Inclusion.

3. Continue to develop and deploy the Equity and Inclusiveness website no later than spring 2010.

4. Establish a collaborative communication and marketing network that connects people, programs and events across the campus beginning the fall of 2009.

5. Establish an Inclusiveness and Diversity Week (much like International Week) with planning and development taking place the 2009-2010 academic year and implementation Spring 2011.

6. Conduct traffic study (or obtain results from an existing study) to locate sites for the placement of message boards across the campus during academic year 2009-2010 The message boards for campus should be deployed in strategic locations and in phases beginning the 2010-2011 academic year.
Section Eight: Job Description and Rationale Summary Report and Recommendations

Position Description

The University of North Carolina at Greensboro (UNCG) is seeking nominations and applications for the position of Vice Chancellor for Equity and Inclusion. The Carnegie Foundation has classified UNCG as a comprehensive doctoral, research university with “high research activity” and in the community engagement classification under Curricular Engagement and Outreach and Partnerships.

The Vice Chancellor for Equity and Inclusion reports directly to the Chancellor and is an ex-officio member the Deans Council and a member of the Chancellor’s Executive Staff. The vice chancellor will serve as the primary (senior) advisor to the Chancellor on matters related to equity, inclusion and diversity on campus. The vice chancellor is responsible for initiating, developing and monitoring the Office of Equity and Inclusion for the university. This individual will recruit and hire a staff of qualified professionals to assist with oversight of the programs, community outreach and educational services for the university community, state and nation. The vice chancellor will assist with the development of collaborative ventures on campus between each of the schools and the college, as well as with the support units working with the students and staff.

Primary responsibilities are to provide visionary leadership, promote excellence and continue the development of UNCG into a national leader in equity, diversity and inclusiveness for faculty, staff and students. The vice chancellor will work with the Executive Staff to provide leadership focused on the recruitment and retention of diverse faculty, staff and students. The vice chancellor will develop diversity and sensitivity training protocol for university faculty, staff and students. Additionally, this position works closely with University Advancement to identify prospective donors, cultivate new relationships and secure resources to fund scholarships for new study abroad opportunities, and assist in the development of initiatives to diversify curriculum/co-curriculum strategies for the university community. The vice chancellor will work collaboratively with enrollment management personnel to develop initiatives within applicable state and federal laws to increase recruitment, retention and graduation efforts for a diverse population of students. The vice chancellor will coordinate UNCG’s outreach efforts to enhance community relations and assist the university in becoming more transparent and accessible to the faculty, staff, students, alumni, greater Triad community and the State of North Carolina.
The candidate should have a proven record of leadership and training in working with diverse and under-represented groups. Strong written and oral communication skills are required as well as an ability to dialogue effectively with diverse populations which champion UNCG’s equity, diversity and inclusiveness efforts. The candidate must demonstrate an intimate understanding and experience with articulating a vision of how cultural diversity, equity and inclusiveness should be implemented on a college campus. The vice chancellor must possess a working knowledge of higher education and understand the particularities of faculty research and the tenure process. Experience with results-oriented programs and services across academic departments, staff offices and community outreach is imperative. This position also requires the investigation and resolution of complaints regarding unlawful discrimination, including complaints of racial, sexual orientation and other types of unlawful harassment. The vice chancellor will work with staff to develop educational opportunities and create a more inclusive workplace atmosphere, and engage the student population and create educational opportunities that enhance their appreciation and acceptance of difference. Experience with policy formation/revision on issues of equity, diversity and inclusiveness is strongly recommended.

A wide range of relevant professional backgrounds is appropriate for this position, including faculty or research scholarship within a traditional university setting or a governmental or private non-profit research organization, or public organizations. A terminal academic degree is required for this position with a record of commitment to equity, diversity and inclusiveness. The vice chancellor candidate must be knowledgeable of all applicable state and federal laws associated with equity, diversity and inclusiveness. UNCG has a strong commitment to serve its highly diverse community. As part of this commitment, UNCG especially welcomes applications from women, underrepresented racial/ethnic minority group members, persons with disabilities, members of sexual minority groups and others who would enrich the University’s research, teaching and mission. UNCG is an Equal Opportunity/Affirmative Action Employer. Candidates are asked to supply a letter of interest, curriculum vitae, and list of references. Review of applications and nominations will begin immediately and continue until the position is filled. Please send nominations and applications electronically to:

Search Committee for the Vice Chancellor for Equity and Inclusion
Email:
Equity and Inclusion

Why develop an Office of Equity and Inclusion and Position at UNCG?

The University of North Carolina at Greensboro will redefine the public research university for the 21st century as an inclusive, collaborative, and responsive institution making a difference in the lives of students and the communities it serves. UNCG is committed to supporting an inclusive community where there are visible, meaningful and affirming representations of the diversity present in the wider community at all university levels. We strive to maintain a climate of equity and respect, where we protect the rights of individuals and groups in order to ensure that all members feel empowered, valued and respected for their contributions to the mission of the university. We seek to continue creating engaging democratic university learning environments that exudes a social and equitable justice that no longer delineates our community based on markers of difference, but which calls upon the oneness of our condition—the ability to love, to conquer our fears and to transform our global society into one of peace and harmony. UNCG strives to meet the needs of providing all staff, faculty, and students equitable access to its services, benefits, and opportunities.

UNCG is dedicated to developing and implementing strategies, policies and programs that promote equity and inclusion throughout the university and greater Triad community. The university will value all voices and advocates an inclusive campus environment without barriers. We promote an atmosphere of collegiality within and across each of the schools, college, students, faculty, staff and alumni. Moreover, the university is committed to creating an inclusive campus environment whereby individuals across broad areas of academia become more collaborative and focused on moving the university forward to meet the challenges of the 21st century.

The goal of higher education institutions is to provide and foster the best possible educational environment that allows not only for the growth and maturation of our youth as they work to become our future leaders, but also provides space for our faculty and staff to work on research projects that will benefit and add value to the quality of life throughout the nation and world. As such, research studies have shown that when college students socialize with other students from different cultures and races, the interactions that occur positively contribute to their academic development, satisfaction, level of cultural awareness and a heightened understanding of racial/ethnic issues. Additionally, these studies demonstrate that students educated in diverse
inclusive settings are more motivated and better able to deal with conflicts as well as appreciate similarities and differences among their peers.

A recent joint report from the American Council on Education and the American Association of University Professors noted that diversity education “extends the meaning of personal, social, and moral growth and improves the capacity of college and universities to achieve their missions.” A diverse and inclusive culture will not only result in retaining a high-performing workforce and reduce attrition; it will also translate into an increased pool of applicants vying for quality positions and thereby attract more suppliers and sponsors interested in being associated with our university from a corporate and community viewpoint.

Developing the Office of Equity and Inclusion is central to the growth and development of an inclusive campus environment. This office would be charged with working to assist all facets of the university in creating a culture in which each person is viewed as unique and are a valued and viable contributor to the growth of UNCG. Inclusion must be viewed as critically important to sustaining the future success of the university by aligning administration, faculty, staff, students and alumni strategically to initiate, develop, promote, implement and accomplish future Strategic Plans of the university. Inclusion is the process used to create an environment that recognizes and appreciates the talents, skills and expertise of every individual and mobilizes these skills to realize our educational and organizational objectives.

The Office of Equity and Inclusion must centralize, coordinate and implement our efforts to be equitable and inclusive, while serving as a point of contact for concerns related to educating the greater campus about becoming more inclusive in our course offerings and the research efforts of our faculty and students. The goals and objectives of the Office of Equity and Inclusion must be closely tied and intimately linked to the needs of the university, students, faculty, staff, alumni and greater community. The following words spoken in Latin ring especially true with regards to why we must develop this position on our campus “E pluribus Unum: Out of many, one.” This office should not only embrace these words, it must become the living, breathing, engaging, interactive force that brings the many voices, colors, preferences, visions and beliefs together as a unified force of one committed to advancing UNCG’s legacy as “the” inclusive institution of higher learning throughout the world.
SPECIAL INFORMATION ITEM:

The Inclusive Community Task Force
By C.P. Gause & Susan Dennison, Co-Chairs of The Inclusive Community Task Force

BACKGROUND INFORMATION:

In August of 2008 the Faculty Senate and Office of the Provost agreed to jointly sponsor and support the creation of The Inclusive Community Task Force. The primary purpose of this Task Force has been to further assess and make recommendations for increasing the level of inclusiveness of the UNCG campus. Dr. C.P. Gause & Professor Susan Dennison were requested to serve as Co-Chairs of this Task Force and they helped identify 26 faculty, staff, and students from UNCG and two members from the larger Greensboro community to serve as members of this Task Force. This Task Force has met monthly this past year and also has been divided into subgroups to address the following five goals of this group for the 2008/2009 academic year. The end of year status of each of these goals is also included below.

I. Develop a UNCG endorsed definition of an inclusive community that is posted on the home page,

Status: Both the Faculty Senate & Staff Senate approved a UNCG endorsed definition for an inclusive community during their March 2009 meetings. This definition will be forwarded to the offices of the Provost and Chancellor for their final approval with a plan of having this statement posted on the university home page by the beginning of the 2009/2010 academic year.

II. Conduct a campus climate assessment of the UNCG environment.

Status: Members of the Campus Unity Council worked with this Task Force this year to conduct a three year follow up Campus Climate Survey in the Fall 2008 semester. This year the survey was modified and changed based on the results obtained from the last administration in 2005. Additional items were also added to this survey from the Co-Chairs of the Task Force in order to obtain data more specific to the level of campus inclusiveness perceived by members of the campus. The Campus Unity Council on 3/26/09 released a very complete report of their findings. The responses improved for each question, almost uniformly, from 2005 to 2008. Jen Day Shaw (Chair of the Campus Unity Council) has recommended that the work of the Campus Unity Council be folded into this Task Force which would then oversee the next three year administration of Campus Climate Survey in 2011.
III. Formulate a plan to better coordinate, communicate, & support all programs that contribute to campus inclusiveness.

**Status:** A Sub-group of the Task Force worked on this goal and delineated a number of strategies for improving the communication and coordination of all university programs that contribute to creating a more inclusive community. In addition, this group worked with a web designer on campus and has now established a sample web page for a future *Office of Equity & Inclusion*. It is anticipated that next year this web page will be further refined and by the end of the 2009/2010 academic year will be in use by the entire campus.

IV. Identify additional ways that UNCG can become a more inclusive campus & include these recommendations in the UNCG Strategic Plan.

**Status:** A Sub-group of this Task Force determined that the ideal way to identify additional ways to improve the level of inclusiveness of the university would be to conduct panels (i.e., focus groups) representing groups of unrepresented members of the campus. As a result, the following panels were conducted this year: Gay, Lesbian, Bisexual, Transgender, Intersecting, Queer, and Questioning (GLBTIQQ) Students, Staff Members, Minority Faculty Members, Minority Students, International Degree Seeking Students, & Male Students. Data surfaced from the latter panels are included in the Task Force’s Final Summary Recommendation Report. These data surfacing panels were so successful this year that the Task Force has already been requested to conduct similar panels among other groups on campus next year (e.g., Students with Disabilities, Non-traditional Adult Students, and staff members separated by departments). The Co-Chairs of this Task Force met and coordinated the work of this sub-group with the Inclusiveness Values Sub-group of the UNCG Strategic Planning Committee.

V. Develop a rationale & position description for a Director of Equity & Inclusion.

**Status:** A sub-group worked on this goal and submitted to the Task Force for discussion and approval a rationale statement and position description for the Director of Equity & Inclusion. This report was distributed at the March meeting and will be further discussed and, hopefully, approved at the April meeting. This rationale statement and position description for the Director of Equity & Inclusion will serve as the basis for the future creation of this office and to begin a search for this upper administrative level position.

In summary, this Task Force has fully met the five goals that constituted the primary purpose of this group. At this time, members of the Task Force have been so excited about the success of this effort that they have all agreed to serve again in the 2009/2010 academic year in order that the progress made this year around creating a more inclusive campus can be maintained and additional goals related to this issue can be addressed.
Section Ten: Inclusive Community Initiative-Task Force Recommendations

Recommendations

After a successful first year of the initiative the Inclusive Community-Task Force presents the following recommendations (with timelines) to Chancellor Brady, Provost Perrin and Faculty Senate Chair Adams:

- Re-establish the Inclusive Community Initiative-Task Force as the Chancellor’s Advisory Committee on Equity, Diversity and Inclusion, Fall 2009
- Secure office space for Office of Equity and Inclusion, Fall 2009
- Identify budgetary resources to support the initiative, Fall 2009
- Identify graduate assistant to serve the initiative, Fall 2009
- Continue work on university-wide endorsement of the following inclusiveness definition: Fall 2009, Spring 2010

Definition endorsed by ICI-Task Force, Faculty Senate and Staff Senate:

“UNCG fully supports and values an inclusive community where there is visible and meaningful representation of the diversity present in the wider community at all university levels. Diversity is the combination of characteristics, experiences, and competencies that make each person unique, and increases the value of our community. We strive to maintain a climate of equity and respect, where we protect the rights of all in order to ensure that every member feels empowered, valued, and respected for their contributions to the mission of the university. The University of North Carolina at Greensboro is committed to providing all staff, faculty, and students’ equitable access to services, benefits, and opportunities.”

- Fold the work of the Campus Unity Survey into the work of the Chancellor’s Advisory Committee on Equity, Diversity and Inclusion, Fall 2009
- Establish and maintain a collaborative coordinated university-wide communication network to develop and deploy a university wide events calendar, Fall 2009, Spring 2010
- Present proposed rationale and position description for the Vice Chancellor of Equity and Inclusion to targeted university community groups, Fall 2009, Spring 2010
- Continue thematic data surfacing panels including students with disabilities, adult/graduate students, freshmen arrivals, and various staff and faculty members by key departments, Fall 2009, Spring 2010
- Finalize webpage development and deployment, Spring 2010

Link to proposed website page: http://facultygroups.uncg.edu/fsid/
### Proposed Budget for Chancellor’s Advisory Committee on Equity, Diversity and Inclusion 2009-2010

<table>
<thead>
<tr>
<th>Date</th>
<th>Event Description</th>
<th>Cost Type</th>
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<td>9/17/2009</td>
<td>Campus Wide Forum</td>
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<td>Room Setup</td>
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**Total** $14,250.00