Final Report

Of

Chancellor’s Advisory Committee on Equity, Diversity, & Inclusion

Presented

To

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

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

Respectfully submitted

By

Rod Wyatt, Co-Chair
Susan Dennison, MSW Co-Chair

April 21, 2011
Acknowledgements

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Faculty Senate
Staff Senate
Chancellor Linda P. Brady
Provost David Perrin
Vice Provost J. Alan Boyette
Office of the Chancellor
Office of the Provost
Department of Social Work
Chancellor’s Advisory Committee on Equity, Diversity, & Inclusion
Members of the Staff Stakeholders Panel
Members of the Diversity Stakeholders Panel
Members of the HR Stakeholders Panel
**Final Report of**

**Chancellor’s Advisory Committee on Equity, Diversity, & Inclusion**

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Section I

Brief History of this Advisory Committee & Membership
**History of 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 was 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 met monthly during the 2008/2009 academic year and divided into five sub-groups to address the five major goals. These goals included developing a UNCG endorsed definition of an inclusive community, conducting a campus climate assessment, formulating a plan to better communicate & coordinator programs that contributed to campus inclusiveness, identifying additional ways that UNCG could become a more inclusive community, and developing a rationale and position description for the Vice Chancellor of Equity & Inclusion.

**Transition to Chancellor’s Advisory Committee for Equity, Diversity, & Inclusion**

In August 2009 C.P. Gause & Susan Dennison met with Chancellor Brady and Provost Perrin to discuss the focus of this initiative for the 2009/2010 academic year. During this discussion it was decided that this Task Force would transition to *The Chancellor’s Advisory Committee for Equity, Diversity, and Inclusion*. Chancellor Brady then announced this change during her state of the school address in August 2009. Chancellor Brady & Provost Perrin met with this Advisory Committee at this first fall meeting on 9/16/09. During this meeting the Chancellor encouraged the group to continue their excellent work on this initiative and to continue to build on their work from last year. The Chancellor expressed her interest in having
this committee serve in an advisory capacity to her and as a resource to the Office of Equity, Diversity, & Inclusion. Chancellor Brady’s charge to this Advisory Committee for the 2009/2010 academic year was to identify two to three initiatives based on the data surfaced from two years of panels and open forums. She requested that this group submit these recommendations in the form of a proposal with a budget for her review and approval. In addition, the Chancellor requested this group to think carefully about the title for a senior position that would provide leadership for the Office of Equity, Diversity, & Inclusion. Further, this group was requested to determine what current programs on campus might be ideally placed under the administration of this office. C.P. Gause and Susan Dennison were requested to stay on as Co-Chairs of this Advisory Committee. Membership of this Committee was reduced from the Task Force membership so the work of this group could more easily be coordinated.

Prior to the onset of the 2010/2011 academic year C.P. Gause ended his term as Co-Chair of this Advisory Committee and Rod Wyatt agreed to serve in this role. Susan Dennison agreed to serve one more year as Co-Chair in order to provide continuity for this Advisory Committee. During this academic year the membership focused its efforts on three initiatives that were informed by data obtained from the previous two years of interviewing panels of underrepresented groups on the UNCG campus. The membership of this Advisory Committee for 2010/2011 can be found on the following page.
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<td>Mona Edwards</td>
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<tr>
<td>Ada Baldwin</td>
<td>Facilities Services-Maintenance</td>
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<tr>
<td>Sarah Carrigan</td>
<td>Institutional research</td>
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<tr>
<td>Cynthia Barnes</td>
<td>Facilities Operations</td>
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<tr>
<td>Scott Gibson</td>
<td>Representing graduate students</td>
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<td>Katie Marshall</td>
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**SGA-President**
Section II

Major Accomplishments of Committee
Community Forum

On September 24th, 2009, the Chancellor’s Advisory Committee sponsored a community forum. The community forum was open to the entire UNCG community and was attended by over 35 people. During the community forum, Susan Dennison facilitated an overview of the work and findings of the 2008-2009 Inclusive Community Taskforce and its transition to becoming the Chancellor’s Advisory Committee on Equity, Diversity, & Inclusion including the creation of the Office of Equity, Diversity, and Inclusion in the chancellor’s suite of offices. Susan also shared with the group, the UNCG endorsed Statement of Diversity and Inclusiveness. The discussion was informal and questions and suggestions were taken throughout the presentation.

Panels

During the 2009-2010 academic year the Chancellor’s Advisory Committee held four panels with the following populations of UNCG: students with disabilities, housekeeping staff, adult students, and new faculty members. Through these panels, the group was able to continue to collect data and feedback in regards to how diverse and included different populations feel at UNCG. The persons participating in each panel represented a variety of differences and perspectives and provided for discussions that were rich and informative. The participants were candid and in some instances shared personal and powerful experiences on the UNCG campus of profiling, stereotyping, discrimination, and prejudice. As a result, the advisory committee found it necessary to allocate time after the panels to debrief and process what had been heard. In many ways, the feedback elevated the importance of the committee and the necessity of creating an entity to handle concerns related to issues of diversity & inclusion. It also made it important
for the committee to consider adding persons in positions of power and influence that could potentially affect change more quickly in their roles to address issues.

**Conferences, Presentations, Awards, & Recognitions**

During the 2009-2010 academic year, members of the Chancellor’s Advisory Committee participated in many conferences, presentations, and accepted many awards related to diversity and inclusivity. Their participation in these activities increased the institutional profile and reputation as a progressive and dynamic institution.

<table>
<thead>
<tr>
<th>Member</th>
<th>Activity</th>
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<tr>
<td>Dr. C.P. Gause</td>
<td>Rites of Passage Conference Presentation: “Black Love Relationships”</td>
<td>September 23, 2009</td>
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<td>Dr. C.P. Gause</td>
<td>A Conversation with the Community Facilitator: Barack Obama’s, Dreams of My Father</td>
<td>February 9, 2010</td>
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<tr>
<td>Dr. C.P. Gause</td>
<td>Campus Pride Summer Leadership Camp</td>
<td>July 20, 2010</td>
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<tr>
<td>Dr. C. P. Gause</td>
<td>National Faculty Mentor Role Model of the Year Award</td>
<td>September 11, 2009</td>
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**Office of Equity, Diversity, & Inclusion**

Chancellor Linda Brady approved the creation of the Office of Equity, Diversity, & Inclusion. This newly created office is located in the chancellor’s suite of offices in the Mossman building of the UNCG campus. Through an appropriation for a graduate assistant to serve in the office for 20 hours per week, the graduate assistant facilitated creating a working office space. The office had to be established from the ground up and the graduate assistant was utilized to purchase office materials, supplies, create stationary, letterhead, and create an organizational system. The graduate assistant organized and filed the 2008-2009 minutes, data, articles, and reports generated from the work of the Inclusive Community Task Force as well as cataloged the ongoing work of the Chancellor’s Advisory Committee. Beyond these
responsibilities, the graduate assistant provided administrative and logistical support for the community forum, panels, and co-chairs of the Chancellor’s Advisory Committee.

**Minority Access Conference**

The reader will find in the appendices of this report a copy of the updated UNCG report that was submitted this spring 2010 to the Minority Access Conference. This latter report provides an updating of what this campus has accomplished around the diversity & inclusive community initiative.

**Office of Equity, Diversity, & Inclusion Web Page**

By the conclusion of this 2009/10 academic year the web page for the OEDI office will be in full operation and will be accessible from the UNCG home page. This web page will contain the UNCG endorsed definition for diversity and inclusive community along with links to related offices and initiatives on the UNCG campus. In addition, a video tape of Chancellor Brady’s support of this work will be linked to from this web page. Additional resources related to this initiative will also be provided on the left side bar links of this web page. In addition, the plan is to provide a master calendar of events on the campus (right side of this web page) that contribute to building a more inclusive community along with addressing issues related to diversity. The goal is to have this calendar updated daily once full time staff are hired for this office.

**Chief Diversity Officer/Vice Chancellor for Equity, Diversity & Inclusion**

This Advisory Committee’s sub-group presented a recommended job description for this position to Provost Perrin and Chancellor Brady at the onset of this academic year. During this year the Chancellor will able to secure approval to begin a national search to fill this position. The reader will find the job description in section six of this report that will be posted once this
search begins. This Advisory Committee considers this search approval to be one of its major accomplishments this year since the hiring of someone for this position of Chief Diversity Office/Vice Chancellor for Equity, Diversity, & Inclusion will be essential in terms of the continuation of the work of this initiative.

**Three Initiatives Recommended**

As a result of conducting three university wide forums and 10 panels over the past two academic years, the Advisory Committee identified and are recommending three initiatives be further examined, delineated, and operationalized by the conclusion of the 2010/11 academic year. Members of this Advisory Committee will serve on three sub-groups next year to work toward the full operation of each initiative. The reader will find specifics about these three initiatives in section four of this report.

**Summary of Accomplishments**

The Advisory Committee is delighted to report that it has attained all the goals and more that it had established at the onset of this academic year. All the members of this group feel it is clearly time for this Advisory Committee to move to the action stage next year. This is the reason why most of the group’s efforts next year will focus on laying the groundwork to fully put into action each of the three initiatives at the conclusion of the 2010/2011 academic year. In addition, the members of this Committee will serve as a beginning advisory group for the newly hired Chief Diversity Officer/Vice Chancellor for Equity, Diversity, & Inclusion.
Section III

Data from Community Forum & Four Panels
Community Forum- September 24, 2009

Suggestions and comments on ways to improve campus inclusivity

- Create a university-wide calendar and committee to review events and activities to ensure equity
- Possibly institute a policy of floating religious holidays
- More sensitivity when scheduling events near/on the Jewish Holiday’s and the annual PRIDE event
- Provide surplus computers to staff members to help increase their computer access
- Each department or unit printing copies of the campus weekly to help facilitate better awareness of what’s happening on the campus
- Create stations or hubs around campus for staff to access computers
- Provide training to faculty and staff on how to access resources
- Concern raised that no interpreter for the deaf was provided at the opening convocation
- Resources need to be provided to department chairs and units with contact information on how to contact interpreters
- The GLBTIQ population needs a support network. Students on the campus have been experiencing serious issues that have gone under or unaddressed because of a lack of resources.
- Faculty has also not been supportive or understanding of the large numbers of students that work and are dealing with homelessness
- Due to the lack of university support networks for students, students have reached out to select faculty and staff members on campus for help. The harm in this is that these persons are or becoming burnt out.
- Faculty and staff can contact the Dean of Students office when they become aware of issues with students and they can help.
- Information on “SAFEZONE” is available on the website and provides assistance, support, and resources to GLBTIQ students and staff.
- Resources for students need to be more visible and accessible
- Enhance UNS101 course to provide students with information on who and what office they can contact
- Student Health Services will have a case management position coming available, which will help students in need
- Create an “Advocacy Cluster” or hub to help foster a network of support and resources
- Provide mandatory training for faculty in diversity and sensitivity
- Change tenure review to make professors accountable for growth and development in the areas of diversity and inclusivity
- OEDI is working on a department level study to inform and improve diversity and inclusion on the unit level
- The university needs an OMBUDSMAN office to serve as a neutral party to hear and respond to complaints
• There is no mechanism for student complaints with faculty. Many students fear coming forward because they don’t want to jeopardize their grade in the class.
• There are divisions amongst the faculty and staff as it relates to EPA vs. SPA position status
• The university needs to create a think tank and begin to recognize faculty and staff for improving the community in areas of inclusivity and diversity
• An exit survey needs to be instituted and utilized to find out why faculty and staff are leaving

“Students with Disabilities Panel”- October 22, 2010

1. How inclusive is the UNCG campus?
   • UNCG feels like a second home.
   • The Office of Disability Services has been welcoming and supportive.
   • Faculty has been extremely supportive.
   • Office of Disability services has been awesome.
   • Faculty has been supportive and willing to implement modifications.
   • The Office of Disability Services has been helpful as well as the Counseling center for support.

2. What contributes to UNCG being an inclusive community?
   • Student has had minimal problems accessing the buildings on campus.
   • When issues have arisen they have been resolved quickly.
   • Student feels that there is a wide safety-net of support and cited the Dean of Students office as being helpful.
   • ODS is an excellent resource and helped student to self advocate.
   • Student is involved in a campus organization called “Soar” and they reached out to the student as opposed to the student having to reach out to them.
   • The professors have maintained an open door policy.
   • Staff has been helpful and willing to work with the student.
   • Student appreciates all of the opportunities at UNCG to get involved and feels encouraged to get involved and build self-esteem.
   • Student feels pushed as well as supported.
   • Students have received guidance on how to work towards career goals.
   • People in the UNCG community have been helpful and willing to assist when the student has needed assistance entering and/ or exiting buildings.

3. What are current barriers to UNCG being a more inclusive community?
   • Accessing the library has been a barrier because of the limited amount of audio books.
   • Most of the UNCG buildings have buttons to open doors automatically; however, it can be problematic to enter buildings when the buttons malfunction.
   • Student had an issue with their aide gaining access to the dorm due to university security policies. This presented a tremendous ordeal to get rectified.
• On some of the buildings, the access buttons are in inconvenient areas for wheelchair access.
• Note taking has been a barrier due to many professors not allowing laptops in class. The student has to rely on receiving notes from a classmate. This places an extra burden on anyone helping the student to type up their written notes at a later time.
• Socializing with his classmates or being invited to each lunch has been a barrier.
• Student has joined clubs and activities on campus and feels some level of inclusivity; however, accessing some events (particularly off campus) is an issue.
• Student feels that peers try to engage with them but not enough.
• Student feels that some of their peers are afraid or exhibit apprehension about their disability.
• Student wants to be seen before the wheelchair.
• Student wants to be seen before his dog.
• Student reported having more issues with the undergraduate students.
• Student reported that while enlisted in the military, the soldiers have faced things that humans were not meant to face. Student offered that many of the soldiers returning from war will need help.
• Student reported encountering discrimination after people learn that he’s blind.
• Student reported advocating for deaf students to attend UNCG and keep an open mind. Student reported that many deaf people do not want to interact with the hearing world due to the discrimination.

4. What are your suggestions for ways UNCG can become a more inclusive community?
• Student reported that it would be helpful to have some form of training for students to learn how to integrate with students with disabilities.
• Student reported that it would be helpful for UNCG to increase the number of TTY and Video Phones.

“Housekeeping Panel”- November 19th, 2009

1. How inclusive is the UNCG campus?
• Member felt 80% included but makes an effort to be included
• Several staff members commented that they appreciate having a job at UNCG
• Sometimes not… does not get information in a timely fashion (Example: notification about the flu shot) sensitive to their varying shifts
• Not all have access to a computer during their shift

2. What contributes to UNCG being an inclusive community?
   a. Appreciate being asked to participate on this panel.

3. What are current barriers to UNCG being a more inclusive community?
   • The ability to get online is a barrier
• Staff member wants to take advantage of going back to school; however, the tuition is reimbursed. Housekeeper does not have the money to pay up front for their college classes.
• Housekeeping is a tough job and staff member often feels unheard or accused in situations
• The pay is a barrier and difficult to cover bills (living wage), feels grossly under paid
• The cost of parking is a barrier for housekeepers to pay
• Staff member is concerned about taking personal time (vacation) out of fear of losing his job
• Even though insurance is free to the individual, the cost to cover your family is prohibitive
• Co-Pays on insurance have gone up to $45 for a primary care doctor visit and $65 for an urgent care visit
• Feels that there is a lack of communication/ understanding by faculty, staff, and students for the scope of their job
• Housekeepers don’t always get the respect that they deserve. Feels disrespected by the way the UNCG community neglect the building. Ex: Using rooms and not returning the desks back to their location, students bringing bikes into the building scuffing and tracking debris on the floors, not properly disposing of trash,
• Housekeepers do not all have break areas that they can use, have been told by students and faculty that they cannot use their microwaves
• Faculty not being friendly to housekeepers and often feels treated like dirt. Ex: faculty/staff will not speak or acknowledge their presence
• Member feels faculty and staff treat all housekeepers the same and they get lumped into one category. When some housekeepers perform their jobs poorly, it becomes a reflection on all of them.
• Feels that in conflicts the staff/faculty members perspective is exacerbated small issues that get the housekeeper written-up.

4. **What are your suggestions for ways UNCG can become a more inclusive community?**
   a. Reduced or no cost parking for housekeepers
   b. Improve communication and share with the community the scope of the housekeeping job
   c. Improve opportunities for housekeepers to advance their education.
   d. Provide training opportunities for housekeepers in computers, etc.…
   e. Ensure that housekeepers get communication about training opportunities
   f. Cost of living raises for housekeepers, (average salary is 23,700), salaries are frozen.
   g. Tuition reimbursement to be used at the local community colleges
   h. Red tape to take advantage of the tuition waiver

**General Comments**
• Feels housekeepers by default will not be highly respected. Feels that housekeepers can gain the respect of the faculty and staff in the way they perform their job and conduct themselves on campus.
• I would rather clean the dog lot than some of the areas that the students and staff leave.
• How can housekeepers advocate for themselves to improve the salary range?
• I take pride in my work

“Adult Students Panel”- February 18, 2010

How inclusive is the UNCG Campus?
• It’s different than what I expected. There are a lot of resources sent by email.
• Being an adult student at UNCG is not intimidating.

What contributes to UNCG being an inclusive community?
• I appreciated “Get Set Saturday”. It is a program for adult students before classes start by the Office of Adult Students… They gave us a bus tour of the campus, provided lunch and information.
• The Office of Adult Students is located on the 2nd floor of the Elliott University Center
• I looked at several universities in the area but ended up choosing UNCG because they had an Office of Adult Students. The OAS helped me learn how to use the email system. I appreciated having someone actually sit with me.
• OAS helped transition me from the community college to the university because the expectations are different.
• Professors have been accommodating when asked.
• Student Affairs helped me when I became ill and missed several classes to not loose credit for my course.
• As an adult student and UNCG employee, I have felt supported by my supervisor to continue my education.
• I have been able to use my tuition waiver to help fund my education.

What are current barriers to UNCG being a more inclusive community?
• I don’t feel aware of all of the discounts available to me and events.
• Group projects are problematic for adult students when working with traditional students.
• I would appreciate as much notice as possible when there is inclement weather.
• I don’t always feel that adult and commuter students are taken into consideration, given that many of us have to drive great distances to get to campus.
• As a graduate student, I feel disconnected from all of the events on campus.
• I haven’t been in any of the campus buildings besides where I have classes.
• I haven’t received the same level of support from my supervisor to continue my education. I schedule my classes after work hours and don’t really talk about what I’m pursing at work. I have to deal with the comments like, “When will you be finished?” and this makes me feel like I’m going to be pushed out of my job.
• Even though this is a university and it would seem supervisors should support employees trying to better themselves; however, support for this is uneven across the campus. Some of us have to deal with supervisors being afraid of us going back to school and reacting with resistance.
• There is also some confusion over the Tuition Reimbursement program. It appears that some supervisors require the student/employee to pay for the course up front and then get reimbursed, while others are getting their tuition waived.
• UNCG support for GLBTIQQ is not solidified. There is no physical space, center, contact person, or office for our needs and concerns. I do not see myself represented on this campus. I feel that UNCG is afraid to show visible support for us.
• I would have liked to participate in Family Fun Night during Fall Fest; however, there was some confusion about the costs.
• The times of events don’t always facilitate adult and commuter students being able to participate in events.
• The ten minute difference between class times is not enough time for an adult student to get across campus.
• I feel that graduate assistants are treated in a demeaning way by faculty and supervisors on campus.
• Many people on campus assume that Adult students are faculty or work at the institution until we show our ID.
• I want to participate in activities but age does present a barrier… especially when the undergraduate students look at you like why are you here.

What are your suggestions for ways UNCG can become a more inclusive community?
• There needs to be an annual orientation for adult, graduate, & commuter students.
• I enjoyed “Coffee Talk” twice per month when we had it.
• I like receiving emails.
• We need an office of Diversity that will be inclusive of all of the diverse populations on campus.
• We need to have clubs, organizations, and extra-curricular activities for adult students.
• Communication about events, streamline websites,
• Computer labs for commuter students, times, locations, etc…
• Panel with undergraduate students…
• Faculty to give release time for students to participate in panels
• Not technologically savvy with the computer
• Intergroup talks and discussions
• Resolve the tuition waiver/reimbursement situation…
• Intensive research and support for graduate and doctoral students… editor… and indexer…
• Mentoring for new faculty into professorship assistant, associate, etc…

“New Faculty Panel”- March 18, 2010

How inclusive is the UNCG Campus?
• I have felt accepted as a homosexual faculty member and appreciate that my department does not expect me to be the voice and champion for sexuality
• The diversity of UNCG varies in each department
• UNCG being inclusive is a mixed bag but more positive than not
What contributes to UNCG being an inclusive community?

- I have noticed an improvement in the number of international students and diversity amongst students; however, faculty of color is less pronounced.
- Discussions in the mixed race classes are less fraught.
- I feel there is truly a focus on social justice in my department.
- There is a collective ideology within our department.
- I feel included by my department; however, overwhelmed by the needs and demands of the students.
- I feel my chair has tried to advocate and provide support to the new faculty in our department.
- There is an attempt to be diverse and inclusive.
- I appreciate that faculty of color in my department have gotten tenured.

What are current barriers to UNCG being a more inclusive community?

- I think there are broad based assumptions about the student composition of UNCG. For example, only 12% (roughly) of students are first generation.
- Student writing is an issue. There are many students that score high on the Math and Verbal SAT components but poorly on the writing section.
- Overall the university needs more discussion about “systems of race” and how we think about race.
- We need to move from students and staff having to testify about race, represent their difference, and/or race.
- There is a need for community building at UNCG.
- Student needs often differ from what we (as faculty) think they need.
- I would appreciate better communication around whether activities are family friendly and if I can bring my kids.
- Some international students feel they need to assimilate or become “Americanized”.
- Making assumptions is a campus issue. This includes assuming that because I’m an African-American professor, I can identify with all of my black students. This speaks to the assumption that black people are a monolithic race.
- There also needs to be awareness around assuming or expecting faculty members with visible forms of difference or who self-identify as becoming the default champions for causes or issues around race, sexuality, disability, etc…
- Accents present a barrier for International faculty being hired. UNCG offers an “accent reduction” class.
- UNCG needs to modify the type of forms that they use because they do not accurately capture race and ethnicity.
- While there are diverse faculty members in my department, the persons in power, full professors, with voting rights, are white and male. I have some anxiety about this, particularly when they will have to evaluate my credentials and research for tenure. I am naturally concerned about whether or not they will see the value in what I do.
• I am concerned about whether or not the department is accepting and supportive of faculty who practice engaged and or passionate pedagogy and whether there is acceptance for a range of pedagogical styles.
• I feel included by my department; however, overwhelmed by the needs and demands of the students.
• Generally it seems that students of color gravitate towards faculty of color. Since I am the only faculty of color in our department, all of them come to me and demand an inordinate amount of time.
• While my chair is helpful in limiting the amount of duties and students I “officially” take on, I still end up mentoring and supporting students unofficially. There is still a need for a different kind of give and take (negotiation) in this regard.
• There is an attempt to be diverse and inclusive; however, I wonder if its inclusivity on a practical level.
• I am concerned about our minority students not having confidence or recognizing their talent. I believe there is a difference between being accepted and fostering a feeling of belonging. This has to be addressed from within and without.
• The insecurity is more pronounced among undergraduates and there is a need for encouragement and reassurance from faculty.

What are your suggestions for ways UNCG can become a more inclusive community?

• I would appreciate better communication around whether activities are family friendly.
• There needs to be some training for faculty in how to mentor students.
• Student writing at all levels from undergraduate to graduate needs to be addressed.
• New faculty members need training in terms of the typical students who attend UNCG including their common needs and areas that require extra attention.
Section IV

Major Themes from Data
&
Recommended Initiatives for 2010/2011
During the 2009/10 academic year data was again surfaced from the university forum and four panels that identified and supported current efforts at UNCG that positively contribute to building a more inclusive community. Some of the offices and programs on campus that were particularly recognized included the International Programs Office, Office for Adult Students, Office of Student Disability Services, Student Affairs Office, Dean of Students Office, SAFE ZONE, and “Get Set Saturday” (intended for adult students). It should be mentioned that these particular offices and programs were probably identified as a result of the four specific panel groups that were interviewed by the Advisory Committee. Interestingly, several individuals and panel groups continued to mention the importance of support for diversity and inclusion at the departmental level. For example, community members mentioned how much they appreciated a chair who supports such efforts, the attainment of tenure by minority faculty members, acceptance as a homosexual faculty member, advising and support given by students’ advisors, and efforts that specifically focus on diversity and inclusion at the departmental level.

Other efforts that contribute to inclusion at UNCG included tuition waiver benefits for staff & faculty members, opportunities made available to all students, the helpfulness of most university members around helping students with disabilities access particular buildings (although this panel indicated most buildings on campus are accessible) and the opportunity to have one’s perspectives heard via the panels conducted by this Advisory Committee. This last comment is one that the university needs to pay particular attention to since the panels have served as an excellent way to identify both what is working at building inclusion at UNCG and what are still barriers to this effort.

The university forum and four panels mentioned the following issues as current barriers to creating a more inclusive community at UNCG.
• Limited number of audio books at library

• No current policy that easily allows students’ aids easy access to dorm rooms

• Access button to some buildings are inconvenient and malfunction

• Campus members lack understanding & knowledge of how to help students with disabilities feel included in campus activities

• Lack of support services for returning soldiers

• Cost of family health insurance for staff members is too high

• Lack of break areas on campus for staff members

• Limited understanding & respect given to staff members & their work they provide to support the campus

• Not enough lead time given when university is going to close due to weather

• Lack of support for some staff members to pursue their education

• Cost of Family Fun Night in fall is not clearly published

• Limited amount of campus activities for non-traditional students

• Pressure on internationals students to become “Americanized”

• University forms do not always accurately capture ethnicity or gender

• Faculty of color find themselves often overwhelmed by the number of minority students who seek them out for advising

• Limited recognition of minority students who often need to be validated for their academic performance or potential

The four panels and one university forum again this year made some good suggestions for ways to increase inclusion on the campus. Following is a listing of these suggestions.

• Create a master calendar on university events that build inclusion
• Establish floating religious holidays
• Surplus computers to staff members & create more hubs on campus where staff members can access computers
• More support services specifically to GLBTIQ students & faculty members
• Create an Advocacy Cluster where support & resources for needy students (homeless, hungry, etc.)
• Mandatory training on diversity of staff & faculty members
• Create Ombudsman Office on campus
• Conduct exit interviews with all staff & faculty members who leave UNCG
• Increase the number of TTY & video phones for students
• Students with Disabilities do an annual campus wide panel presentation
• Reduce cost of parking for staff members
• Educate university community about the scope of housekeeping work on campus
• Provide more opportunities for advancement of staff members at the university
• Increase staff members’ salaries
• Reduce red tape for securing tuition waivers by some staff members
• Start “Coffee Talk” again on campus
• Create an Office for Diversity (to expand what type of diversities are supported)
• Provide more support services for adult, graduate, & doctoral students particularly around writing needs
• Provide more training of new faculty members in regard to the teaching & mentoring of the typical students at UNCG
As a result of the data that surfaced from community forums and panels conducted during the 2008/09 & 2009/10 academic years, the Advisory Committee would like to recommend the following initiatives be further examined and delineated such that they can each be operationalized through various methods at the university by the conclusion of the 2010/2011 academic year.

1. Expansion of university support services to include GLBTIQQ students, faculty, & staff
2. Expansion of retention & recognition efforts regarding students, faculty, & staff with a particular focus initially on staff
3. Review & potentially revise hiring policies & practices to ensure greater diversity in administrative positions at UNCG.

After much discussion the members of the Advisory Committee agreed that all three initiatives will require more input and support from key members of the campus community. Therefore, two Co-Chairs for each initiative have been identified from members of the current Advisory Committee. Dr. Jay Poole and Jeffrey Coleman will Co-Chair the initiative that will target expanding services on campus to include GLBTIQQ students, faculty, and staff members. Professor Susan Dennison and Ada Baldwin will Co-Chair the initiative that will target expansion of retention and recognition efforts particularly to staff members. Rod Wyatt and Cynthia Barnes will Co-Chair the initiative that will examine current hiring policies and practices of administrative positions at UNCG with the goal of increasing the level of diversity at this level. All three sets of Co-Chairs are being requested to select one Advisory Committee meeting during the 2010/11 academic year where they will invite key members of the university community to participate in a discussion that will further delineate how their particular initiative can be operationalized and supported by the university. The rationale behind this strategy is to ensure that the Advisory Committee secures full support and input from all members of the UNCG community that will be impacted by each of these initiatives.
Section V

Chief Diversity Officer/Vice Chancellor
For
Equity, Diversity, & Inclusion
The following job description was developed for the Chief Diversity Officer/Vice Chancellor for Equity, Diversity, & Inclusion after Chancellor Brady received the recommended position description from the Task Force at the conclusion of the 2008/09 academic year.

**Position Description**

The University of North Carolina at Greensboro (UNCG) is seeking nominations and applications for the position of Vice Chancellor for Equity, Diversity, 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, Diversity, 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, Diversity, 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:

Provost Perrin and Chancellor Brady will identify Co-Chairs and members of this search committee this spring 2010 with the goal of starting this search possibly this summer 2010 or at the latest this fall 2010. The Co-Chairs and members of this Advisory Committee will support this search effort in any ways that will benefit the successful outcome of this important search.
Section VI

Appendices
Diversity Statement Prepared for the 11th National Role Models Conference

The University of North Carolina at Greensboro

Statement of Diversity and Inclusiveness

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.

-Approved by Chancellor Linda P. Brady & Executive Staff-September 2009

The University of North Carolina at Greensboro is a public, co-educational, doctoral granting university chartered as a women’s college in 1891. We hold to our tradition of educating for excellence; however, through the years we have evolved into a dynamic, engaging, and affirming learning community which seeks to foster civic, academic and social engagement for all members, locally and globally. Presently our student body is a diverse population comprised of nearly 17,400 undergraduate and graduate students representing seven continents, 100 countries and all 50 states of the United States. We pride ourselves on attracting the best and brightest, as well as actively recruiting first generation students and students from diverse racial, socio-cultural, class and ethnic-linguistic backgrounds. Continuing with being a leading inclusive university and recognized for groundbreaking research, community service, caring faculty, and high-quality education, UNCG equips students with the best tools for the future and beyond. UNCG is student-centered; while academics are emphasized, the University believes in educating the whole individual. What a student can accomplish in the classroom, on the playing
field, in personal relationships, and within one's own character, quite literally ensures the vitality of humankind's future.

The University of North Carolina at Greensboro continues to 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. In keeping with our commitment to foster an engaging, dynamic and affirming university community with support from the Office of the Chancellor and university stakeholders the University of North Carolina at Greensboro began a new initiative. Beginning in August of 2008, the University Faculty Senate and Office of the Provost jointly established The Inclusive Community Task Force. The primary purpose of this 26 member Task Force comprised of faculty, staff, student and community members were charged with further assessing the level of diversity, equity and inclusion on campus. The Inclusive Community Task Force met monthly during this academic year and members were also divided into sub-groups to address the following five goals for the 2008-2009 academic year:

1. Develop a UNCG endorsed definition of an inclusive community that is posted on the home page.
2. Conduct a campus climate assessment of the UNCG environment.
3. Formulate a plan to better coordinate, communicate, & support all programs that contribute to campus inclusiveness.
4. Identify additional ways that UNCG can become a more inclusive campus & include these recommendations in the UNCG Strategic Plan.
5. Develop a rationale & position description for a Director of Equity & Inclusion.

This Task Force fully met the five goals that constituted the primary purpose of this group. The 2009-2010 academic year saw an increase in the number of ethnic minority faculty recruited
to UNCG as well as an increase in the number of those promoted and tenured. The percentages of ethnic minority tenure-track faculty in 2009 are 29% for Assistant Professors, 16% for Associate Professors, and 9% for Professors. At the beginning of the 2009/2010 academic year, the Chancellor accepted the recommendations of the Inclusive Community Task Force and the following occurred:

- The Office of Equity, Diversity and Inclusion was established in Chancellor’s suite.
- OEDI staffed with 20-hour per week Graduate Assistant
- Email established: OEDI@uncg.edu
- OEDI website development-still in progress
- UNCG recognized for the second year by Minority Access, Inc. a national organization connected to NIH for our commitment to Diversity
- C.P. Gause, PhD named National Mentor Role Model of the Year by Minority Access, for his leadership and commitment to Diversity at UNCG
- UNCG became a member of NADOHE-National Association of Diversity Officers in Higher Education which Provost Perrin attended.
- Taskforce was reestablished as the Chancellor’s Advisory Committee on Equity, Diversity and Inclusion
- Conducted four data surfacing panels: Students with disabilities, Housekeeping Staff, Adult students, and New faculty members
- Identified the following three initiatives for the university to engage over the next couple of years based on the data surfaced from the panels conducted during these two academic years
  1. Expansion of university support services to include GLBTIQQ students/faculty/staff
  2. Expansion of retention & recognition efforts re: students, faculty, & staff with a particular focus initially on staff
  3. Revision of hiring policies to ensure greater diversity in administrative positions at UNCG, particularly at the Executive Staff level and Dean’s Council
- Develop an organizational structure for the Office for Equity, Diversity, & Inclusion (In process)

In summary, the Chancellor’s Advisory Committee on Equity, Diversity, & Inclusion has again met its goals and looks forward to continuing this very important work. Members of the committee are excited about the success of this initiative and anticipate expanding and addressing additional goals in the 2010/2011 academic year.
History/Location: The University of North Carolina Greensboro is classified by The Carnegie Foundation as a Research University with High Research Activity. The University was established in 1891 and became coeducational in 1963. The campus is located 1 mile from the center of Greensboro, a city of 257,997. The Greensboro/Winston-Salem/High Point Combined Statistical Area has a population of approximately 1,603,101.

Academic Schools/Programs and Degrees: Arts and Sciences; Business and Economics; Education; Health and Human Performance; Human Environmental Sciences; Music; Nursing; Graduate School; and the Joint School of Nanoscience and Nanoengineering, in conjunction with North Carolina Agricultural and Technical State University. UNCG offers over 100 undergraduate, 61 masters, and 26 doctoral programs. In 2008-09 UNCG awarded 2,441 bachelor's, 1028 master's and 107 doctoral degrees. Doctoral degrees were awarded in English; Psychology; Education; Counseling; Geography; Nursing; Nutrition; Human Development and Family Studies; Exercise and Sport Science; Curriculum and Teaching; Information Systems and Operations Management; Consumer, Apparel, and Retail Studies; and Music.

Faculty: In 2009-10, there were 1,064.50 regular term budgeted FTE faculty positions and the student/faculty ratio was 17:1. 52.4% of the full-time faculty was tenured, while 80.4% held the doctorate or terminal degree in their field. Average 2009-10 AAUP Salaries were $108,519 for Full Professors, $77,623 for Associate Professors, and $63,845 for Assistant Professors.

Enrollment: Fall 2009 resident headcount enrollment was 17,540 (16,090.25 FTE), including 14,315 (13,583.25 FTE) undergraduates and 3,225 (2,507FTE) graduate students. 12,774 (89%) of undergraduates and 1,318 (41%) of graduate students were enrolled on a full-time basis. 67% of undergraduate students were female. 7% of undergraduate and 17% of graduate students were from out of state. 22% of undergraduate and 13% of graduate students were African-American. 31% of undergraduate students lived in residence halls. The Fall 2009 extension headcount was 893 (an additional 710 resident students took extension courses), making the total university student headcount18,433.

Admissions/Retention: 2,511 first-time degree seeking Freshmen and 1,531 first-time degree seeking transfers enrolled in Fall 2009. 72% of freshman applicants were accepted and 38% enrolled. The average SAT score for enrolled first time freshmen was 1031. The middle 50% ranges for SAT scores were 460-560 for Verbal and 460-570 for Math. 77% percent of Fall 2008 Freshmen returned in Fall 2009, and 52% of freshmen who entered in Fall 2003 graduated within six years.

Costs: Annual 2009-10 full-time tuition/fees were $4,234 (in-state) and $15,995 (out-of-state). Room and Board was $6,507.

Budget: The IPEDS revenues and other additions for 2008-2009 $302,626,992, with state appropriations ($138,168,464) comprising 45.7%. Total expenses and deductions amounted to $336,132,177, of which 37.0% was for instruction ($124,343,824), 4.8% was for research
($16,063,045) and 4.2% ($14,208,925) was for public service.

**Institutional Affiliations:** UNCG is a member of the Association of Public and Land-Grant Universities (APLU), the American Association of Colleges and Universities (AASCU), and the National Association of Diversity Officers in Higher Education. In athletics, UNCG began NCAA Division IA competition in 1991, and is a member of the Southern Conference.
Quick reference to these policies can be attained at the following links:

Sexual Harassment Policy – UNC- General Administration: 
http://its.uncg.edu/Policy_Manual/Sexual_Harassment/

Racial Harassment Policy- UNC- General Administration: 
http://its.uncg.edu/Policy_Manual/Discriminatory_Conduct/

Unlawful Workplace Harassment Policy- UNC- General Administration: 
http://its.uncg.edu/Policy_Manual/Unlawful_Workplace_Harassment/