Final Report

Of

Chancellor’s Advisory Committee on Equity, Diversity, and 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, Chair

June 1, 2012
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 Chancellor’s Advisory Committee on Equity, Diversity, & Inclusion could not have been achieved without your contributions:

Faculty Senate
Staff Senate
Chancellor Linda P. Brady
Provost David Perrin
Vice Provost J. Alan Boyette
Office of the Chancellor
Office of the Provost
Human Resource Services
School of Education
School of Nursing
School of Health and Human Services
College of Arts and Sciences
Chancellor’s Advisory Committee on Equity, Diversity, & Inclusion
# Final Report of
Chancellor’s Advisory Committee on Equity, Diversity, & Inclusion

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Section I

Brief History of the 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 (1) developing a UNCG endorsed definition of an inclusive community, (2) conducting a campus climate assessment, (3) formulating a plan to better communicate & coordinator programs that contributed to campus inclusiveness, (5) identifying additional ways that UNCG could become a more inclusive community, and (5) 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 Linda P. Brady and Provost David Perrin to discuss the focus of this Inclusive Community Task Force 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 University address in August 2009. Chancellor Brady & Provost Perrin met with the Advisory Committee at their first fall meeting on 9/16/09. During this meeting the Chancellor encouraged the group to continue their excellent work on Inclusive Community 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 the 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 the Advisory Committee. Membership of the 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.

In April 2011 Susan Dennison announced that she would end her term as Co-Chair of the Advisory Committee to concentrate on her pedagogical and research interests. Chancellor Brady appointed Rod Wyatt to serve as the Chair of the Advisory Committee for the 2011-12 & 2012-13 academic years. The Advisory Committee was restructured with clearly defined terms of service and equal distribution of membership between faculty and staff members with student representation at both the undergraduate and graduate levels. The membership of the Advisory Committee for 2011/2012 can be found on the following pages.
<table>
<thead>
<tr>
<th>Name</th>
<th>Rationale</th>
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<tr>
<td>Tara Green</td>
<td>African American Studies</td>
</tr>
<tr>
<td>Bruce Lynch</td>
<td>The Counseling &amp; Testing Center/Student Health Services</td>
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<tr>
<td>Michael Elliott</td>
<td>International Programs</td>
</tr>
<tr>
<td>Edna Chun</td>
<td>Human Resource Services</td>
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<tr>
<td>Jeanne Irwin-Olson</td>
<td>Safe Zone-Students</td>
</tr>
<tr>
<td>James “Rod” Wyatt</td>
<td><strong>Chair</strong></td>
</tr>
<tr>
<td></td>
<td>The University</td>
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<tr>
<td>Jeffrey Coleman</td>
<td>Office of Multicultural Affairs</td>
</tr>
<tr>
<td>Audrey Daniels</td>
<td>Office of Multicultural Affairs</td>
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<tr>
<td>Bruce Pomeroy</td>
<td>Office of Disability Services</td>
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<td>Debbie Schallock</td>
<td>University Relations</td>
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<tr>
<td>Kelly “Jay” Poole</td>
<td>Men’s Issues &amp; Male Students</td>
</tr>
<tr>
<td>Beth Barba</td>
<td>School of Nursing</td>
</tr>
<tr>
<td>Robert Mayo</td>
<td>School of Health and Human Sciences</td>
</tr>
<tr>
<td>Ada Baldwin</td>
<td>Facilities Services-Maintenance</td>
</tr>
<tr>
<td>Sarah Carrigan</td>
<td>Institutional Research</td>
</tr>
<tr>
<td>Amy Vetter</td>
<td>School of Education</td>
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<tr>
<td>Christina Rodriguez</td>
<td>College of Arts and Science</td>
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<tr>
<td>Nora Dial-Stanley</td>
<td>Native Americans</td>
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<tr>
<td>Gerald Holmes</td>
<td>Library</td>
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<tr>
<td>Spoma Jovanovic</td>
<td>Communication Studies</td>
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<tr>
<td>Sharon Brown</td>
<td>Parking Services</td>
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<tr>
<td>Nicolle Brossard</td>
<td>Veterans (Undergraduate Student)</td>
</tr>
<tr>
<td>D. Issac Miller</td>
<td>SGA (Undergraduate Student)</td>
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Chancellor Brady reaffirmed her full support and commitment to the resolutions of the committee. She assured committee members that the suspension of the search for a senior diversity officer was temporary. The Chancellor challenged the committee to move from the identification of issues phase towards an action oriented phase focused on how to address specific issues already identified by previous the committees. She outlined three areas of interest for the 2011/2012 and charged the committee to focus on:

1. LGBTQQI issues for faculty and staff.
2. Improving employee training (specifically individuals in senior level positions as well as anyone identified as holding a supervisory position.)
3. Diversifying the Administrative and Supervisors levels by potentially expanding and modifying our typical modes of advertising position openings locally, regionally and nationally.

On the LGBTQQI issues (faculty/staff), Chancellor Brady charged the committee to develop two specific recommendations which can be implemented in the 2012-13 school year. These recommendations should focus on how the university as a whole can provide more support to the LGBTQQI faculty/staff population.

In regards to improving employee training, the Chancellor advised the committee to look for ways to increase the levels of recognition and training opportunities for staff. Particularly she wanted members to focus on recommending programs which can bring faculty and staff together. The Chancellor acknowledged the lack of interaction between faculty and staff at the university as an area of importance which must be addressed. She would like to see a more inclusive programming effort that engages faculty and staff together for the common good of the university.

Finally with regards to hiring supervisors and administrators, the Chancellor acknowledged that the proportion of senior level executives and administrative staff at the university does not reflect the
diversity of our campus. One of her personal goals is to review the hiring procedure of senior executives. Her charge to the Advisory Committee was to provide specific recommendations on how to effectively make the application and hiring process more equitable to all applicants especially those from diverse or underrepresented backgrounds. She highlighted that most minority faculty and staff have mentioned to her that their best opportunities for professional advancement are outside UNCG. The Chancellor would like to see one or two specific recommendations on ways to remedy this trend.
Section II

Major Accomplishments of Committee
During the 2011-2012 academic year, members of the Chancellor’s Advisory Committee participated in many conferences, presentations and accepted awards related to diversity and inclusivity. Their participation in these activities increased the institutional profile and reputation as a progressively dynamic institution.

<table>
<thead>
<tr>
<th>Member</th>
<th>Activity</th>
<th>Date</th>
</tr>
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<tbody>
<tr>
<td>Rod Wyatt</td>
<td>Diversity &amp; Cultural Competency Workshop</td>
<td>July 27, 2011</td>
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<tr>
<td>Robert Mayo &amp; Rod Wyatt</td>
<td>Diversity Conference – Chapel Hill, NC</td>
<td>August 17, 2011</td>
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<td>Rod Wyatt</td>
<td>Student Affairs Presentation</td>
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<td>Edna Chun, Rod Wyatt</td>
<td>Diversity Leadership Conference</td>
<td>September 16, 2011</td>
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<tr>
<td>Rod Wyatt</td>
<td>Minority Access Conference (University Award Received)</td>
<td>Sept. 30th – Oct. 2nd</td>
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<tr>
<td>Rod Wyatt</td>
<td>Leadership North Carolina</td>
<td>10/11 – 05/12</td>
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<td>Jeffrey Coleman &amp; Rod Wyatt</td>
<td>Brotherhood &amp; Sisterhood Dinner</td>
<td>November 3, 2011</td>
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<td>Rod Wyatt</td>
<td>ESS Leadership Class Presentation</td>
<td>November 18, 2011</td>
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<tr>
<td>Bonita Brown, Jeffrey Coleman, Dave Perrin &amp; Rod Wyatt</td>
<td>International Civil &amp; Human Rights Award Presentation and Dinner</td>
<td>February 4, 2012</td>
</tr>
<tr>
<td>Spoma Jovanovic</td>
<td>Robert L. Sigmon Service-Learning Award Recipient</td>
<td>February 2012</td>
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<tr>
<td>Rod Wyatt</td>
<td>Educational Testing Services Mentoring Scholarship for Minority ERM Graduate Students.</td>
<td>February 23, 2012</td>
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<td>Rod Wyatt</td>
<td>Human Resources Leadership Conference</td>
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<td>Bruce Pomeroy, Rod Wyatt</td>
<td>Title IX Teleconference</td>
<td>April 24, 2012</td>
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<td>Chancellor Brady, Bonita Brown, Rod Wyatt</td>
<td>United Way Breakfast of Champions</td>
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</tr>
<tr>
<td>Rod Wyatt</td>
<td>Business Journal Woman of the Year Awards</td>
<td>April 27, 2012</td>
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Office of Equity, Diversity, & Inclusion

The office of Equity, Diversity and Inclusion collaborated with numerous divisions, departments, and individuals throughout the course of the 2011-12 academic year to better define, understand and address issues focused on equity, intercultural and intracultural competencies and breaking down barriers associated with intergroup dialogue. Based upon campus incidents that occurred throughout the academic year, this office in collaboration with Human Resource Services co-sponsored and invited Dr. Charles Behling to UNCG to conduct workshops with the Division of Student Affairs, Human Resource Services and Department of Consumer, Apparel, and Retail Studies on intergroup dialogue. The purpose of the workshops was to assists these areas to begin openly discussing workplace issues and how to effectively address problems in a non-threatening environment. Dr. Behling also worked with the Chancellor’s Advisory Committee to understand the importance of an inclusive excellence vision statement that is action oriented and infused within the structure of the university with broad based campus buy-in. The Advisory Committee and Dr. Behling discussed the importance of having a broad understanding of the institutional climate prior to developing diversity and assessment plans. Dr. Behling spoke on the major downfalls of many higher education institutions’ diversity and assessment plans was they were developed without the institutions having a clear vision for their current climate and an understanding of where the institution wanted to position itself regarding the globalization and interdependency of nations around the world. How does UNCG see herself fitting into this new globalized approach and how will she educate an increasingly diverse population of students to meet the cultural challenges of working in a globalized world/economy?

The office of Equity, Diversity and Inclusion has assisted the following offices and departments in an effort to make a difference in the lives of our students, faculty and staff with issues involving equity, diversity or inclusiveness: African American Studies, College of Arts and Sciences, Office of the Provost, Intercollegiate Athletics, the School of Health and Human Sciences, the office of Multicultural Affairs, the Division of Student Affairs and the School of Education.
Minority Access Conference

UNCG was recognized for the fourth consecutive year (08, 09, 10, and 11) by Minority Access for our initiatives and work associated with striving to become a national model for Inclusive Excellence and Diversity at their annual conference hosted in Washington, DC. These award/recognitions are prominently displayed in the trophy case located on the first floor of Mossman building. It is our hope to use this space to highlight the Inclusive Excellence efforts of the faculty, staff, students and University throughout each academic year. The Schools, College, divisions and departments will be encouraged to participate by submitting finished documentation (completely designed and ready to display) to the Office of Equity, Diversity and Inclusion highlighting their efforts and significant recognitions/honors for Inclusive Excellence/Diversity achievements.

Office of Equity, Diversity, & Inclusion Web Page

The web page for the OEDI office is up and fully operational/accessible from the university’s home page. This web page will contain the UNCG endorsed definition for diversity and inclusive community along with links to related offices and inclusion initiatives on campus. New for 2011-12 was an active and continuously updated master diversity calendar of events on campus. Additional university resources were highlighted to provide greater visibility and access to programs, services and organizations on campus. The diversity website needs a half time web-master to manage and update the website on a consistent basis. The goal is to have the entire website updated prior to the start of the fall 2012-13 academic year, with the appropriate and current information related to the services and diverse organizations available to faculty, staff, students and the University community.

Summary of Accomplishments and Special Request

The Advisory Committee is delighted to report that it has attained all the Chancellor’s charge, and goals that were 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. The group’s efforts next
year (2012-13) should be focused on ensuring the recommendations from the previous academic year are publicized broadly across campus and operationalized in a manner that provides the greatest access and engagement for the university community. Additionally, the members of this Committee will continue their work on developing a university wide Inclusive Excellence vision statement which will serve as the foundation for developing a scorecard which can be used broadly throughout the campus community to assess climate. Based upon the results gathered, the Advisory Committee will begin to develop and craft language for the University’s first Inclusive Excellence Plan. Further, there has been a request that the Advisory Committee establish a standing sub-committee charged with oversight and approval of all campus equity, diversity and inclusive programs. The Provost’s Office made this request based upon the duplication of programming efforts across campus around these initiatives and to ensure that our programming efforts are aligned with the University’s strategic plan. By establishing an oversight process, it was envisioned that in instances of duplicative programming between divisions, departments and offices the programs could be combined into one; and the areas would collaborate and share the expenses associated with the events.

**Three Initiatives Recommended**

1. LGBTQ+ issues for faculty and staff.
2. Improving employee training (specifically individuals in senior level positions as well as anyone identified as holding a supervisory position.)
3. Diversifying the Administrative and Supervisors levels by potentially expanding and modifying our typical modes of advertising position openings locally, regionally and nationally.

The Advisory Committee was divided into sub-committees to manage the initiatives outlined and charged with providing reports (see committee reports section) and recommendations on their findings. Each sub-committee developed their meeting schedules and selected dates throughout the spring to make their presentations to the full Advisory Committee. Listed below you will find the meeting schedule for the 2011-12 Chancellor’s Advisory Committee for Equity, Diversity and Inclusion.
• October 26, 2011 - Meeting with Chancellor & Provost, committee charge received;

• November 14, 2011 – Delegation of duties and subcommittees established;

• February 14, 2012 - Sub-Committee on faculty/staff LGBTQIA study;

• February 28, 2012 – Presentation on Inclusive Excellence Model for consideration;

• March 13, 2012 – Sub-Committee on Supervisory Recognition Program (faculty/staff); and

• March 27, 2012 – Sub-Committee on Administrative & Supervisory Hiring Practices.

• April 30, 2012 – Intergroup Dialogue and Inclusive Excellence Vision Statement (w/Dr. Charles Behling)
Section III

Committee Reports for 2011/2012 with Recommendations for Implementation in 2012/2013 FY
Chancellor’s Advisory Committee on Equity, Diversity, and Inclusion
Sub-committee Addressing the Concerns and Needs of Faculty and Staff who Identify as Lesbian, Gay, Bisexual, Transgendered, Queer, Questioning, Intersexed, or Allied with those who are other than heterosexual (LGBTQQIA)

Co-Chairs:
Jeffrey Coleman, Assistant Director of Multicultural Affairs
Jay Poole, Assistant Professor, Department of Social Work

Sub-Committee Members:
Audrey Daniel, Director of Multicultural Affairs
Jeanne Irwin-Olson, Director of the Wellness Center
Amy Vetter, Assistant Professor, Department of Teacher Education and Higher Education
Sarah Carrigan, Director of Institutional Research
Debbie Schallock, Director of Marketing, University Relations

Background

As a result of data produced by the Chancellor’s Advisory Committee on Equity, Diversity, and Inclusion, over a three year period (2008-2011); and from a 2010-2011 sub-committee which examined ways to expand support services for diverse populations, the Chancellor charged a new sub-committee to explore the concerns and needs of faculty and staff members who identified as LGBTQQIA. The Chancellor requested that the sub-committee make at least 2-3 implementable recommendations for the 2012-2013 academic year to address issues identified by faculty and staff.

In order to make an informed recommendation, the sub-committee sought input from a variety of stakeholders. There were five (5) faculty and staff members in attendance at an open panel presentation to the larger Chancellor’s Advisory Committee on Equity, Diversity, and Inclusion on February 14, 2012. Each panelist was asked to respond to five questions (see attachment). In addition to these individuals, forty (40) people responded to an anonymous survey that posed the same questions asked of the panelists. People were invited to participate in the survey through announcements in Campus Weekly, on the university’s social media channels, and on the Safe Zone list-serve. Two (2) focus groups were set up but there were no attendees at either of these groups.

Of the five (5) panelists, there were three (3) white males who identified as gay, one (1) person of Eastern Indian descent that identifies as Lesbian, and one (1) person who identifies as transgendered. It is important to note that in recruiting participants for the panel discussion there were three (3) people of color who also identify as gay/lesbian who declined due to concerns about how their participation may be perceived in their departments. One (1) person of color agreed to participate but then declined because of concerns about tenure being affected. One (1) person declined to participate because of concerns about being “tokenized” in this process. One (1) person of color was willing to participate but could not due to a scheduling conflict.
The survey responses included six (6) tenured or tenured-track faculty, two (2) non-tenured faculty, ten (10) EPA staff members, eleven (11) SPA staff members, five (5) students, and one (1) person who identified as “other.” There were four (4) people who identified themselves as African American or Black, thirty-two (32) who identified as White, three (3) who identified as Multi-racial, and one (1) who identified as “Other.”

Results

The data collected revealed a variety of topics including the need for more education about diversity with particular attention to LGBTQIA issues, more access to support and assistance, clear policies related to discrimination based on sexual and/or gender identities, same-sex partner benefits, a center or campus location dedicated to provide safe and supportive services for identities of race, class, sexual and/or gender, socio-economic, and religious differences individually and/or the various ways they intersect within the LGBTQIA population, to name a few. The sub-committee reviewed the data and identified themes, which were used to formulate the recommendations that follow below.

Recommendations for 2012-2013:

1. Provide required training on diversity and inclusion as part of orientation for faculty, staff, and students.
   a. Include issues such as race, gender, sexual and gender identities, class, socio-economic differences, and religious difference.
   b. Establish ongoing training post orientation and require training for existing staff and faculty as well as students.
2. Review and enhance policies and procedures related to discrimination and protection for vulnerable groups that reflects a commitment to inclusion. There is inconsistency in the language used within the policy (See attached policies and language difference).
   a. Pay particular attention to concerns about employment, tenure, and promotion being threatened due to race, sexual and/or gender, class, socio-economic, and religious differences.
   b. Clearly establish consistent, protective language.
3. Establish a committee that can review and make recommendations about complaints, policy violations, or concerns brought forward from faculty and staff related to race, class, sexual and/or gender, socio-economic, and religious differences.
   a. Consider an ombudsperson to act as a resource for faculty and staff.
   b. Consider allowing this committee to review policies and procedures related to discrimination as noted in recommendation number two (2).
4. Establish a committee to address concerns about the physical and social campus environments related to gender identities.
   a. Note that a similar committee (Campus Unity Council/Inclusive Task Force) has existed in the past.
   b. This committee should include those individuals who can address concerns about facilities.
Other Recommendations

It is important to note that as a result of the data analysis, this sub-committee identified other recommendations that may not be implementable in the next academic year; however, they should be considered as potential future projects.

1. Provide opportunities to support intersecting identities of race, class, sexual and/or gender, socio-economic, and religious differences of LGBTQIA people and individuals who do not identity as LGBTQIA. Members of the LGBTQIA population have expressed concerns about their physical safety and job security in being identified as a member of this population. Therefore it is recommended that the university revisit this concern that was raised by the 2010-2011 Sub-committee on Expanding Support Services for Diverse Populations, by expanding current spaces such as the Multicultural Resource Center and creating alternative spaces on campus. The most important objective is for these spaces are to provide safe and supportive services for each of these identities individually and/or the various ways they intersect.
   a. Past data from student efforts and the 2010-2011 Sub-committee to Expand Support Services for Diverse populations has reinforced this same recommendation.
   b. The spaces may include a separate area or services for faculty and staff.
2. Ensure that Human Resources intentionally coordinate educational and networking events to foster positive relations between race, class, sexual and/or gender, socio-economic, and religious identities among faculty and staff.
   a. Examples might include a social event or bag lunch educational series.
3. Continue to work toward same-sex partner benefits for faculty and staff.

Final Note

There is a dominant fear, anxiety, and intimidation that exist among LGBTQIA faculty and staff from various races, classes, and religious backgrounds at different levels. It appears that there is a perception that employee status may be used against these individuals in promotion, tenure, and job security especially if they do not identify as White male. The university should examine why this is, ways to address the climate issue, and investigate whether there have been consequences for this in the past.

Respectfully Submitted,

Jeffrey Coleman

Jay Poole
Survey Questions for LGBTQIA Faculty and Staff

1. The following best describes my position at UNCG:

☐ The following best describes my position at UNCG: Faculty – Tenure
☐ Faculty – Tenure Track
☐ Faculty – Non Tenure and Non Tenure Track
☐ Staff – EPA
☐ Staff – SPA
☐ Student
☐ Other

2. My ethnicity is:

☐ My ethnicity is: African American/Black
☐ Native American
☐ Asian American
☐ Hispanic/Latino
☐ White
☐ Multiracial
☐ Other

3. What is your perception of the strengths and weaknesses of the diversity climate at UNCG?

What is your perception of the strengths and weaknesses of the diversity climate at UNCG?

4. What is your opinion about disclosing sexual and/or gender identity in your position at UNCG? Please give an example.

What is your opinion about disclosing sexual and/or gender identity in your position at UNCG? Please give an example.
5. It has been suggested that individuals from underrepresented ethnic backgrounds may have higher fears of revealing their sexual/gender identity. What are your impressions about this at UNCG?

It has been suggested that individuals from underrepresented ethnic backgrounds may have higher fears of revealing their sexual/gender identity. What are your impressions about this at UNCG?

6. How do intersecting identities such as race, class, ethnic background, and religion contribute to your perceptions of the diversity climate at UNCG?

How do intersecting identities such as race, class, ethnic background, and religion contribute to your perceptions of the diversity climate at UNCG?

7. What would be your suggestions to enhance support and services for LGBTQI faculty and staff from different race, class, ethnic, and religious backgrounds?

SECTION 1 - Affirmative Action & Equal Opportunity

Discriminatory Conduct - EPA/SPA

(https://web.unCG.edu/hrs/PolicyManuals/StaffManual/Section1/AAPlan/AAPolicy_Dissemination/)

STATEMENT OF NONDISCRIMINATION ON THE BASIS OF SEXUAL ORIENTATION

Chancellor
Effective: November 1, 1996

The University of North Carolina at Greensboro regards discrimination of the basis of sexual orientation to be inconsistent with its goal of providing an atmosphere in which students, faculty and staff may learn, work and live. The University of North Carolina at Greensboro values the benefits of cultural diversity and pledges to students, prospective students, faculty, staff and the
public that it will defend pluralism in the academic community and welcomes all men and women of good will without regard to sexual orientation.

Students who believe they have been treated unfairly on the basis of sexual orientation should contact the Associate Vice Chancellor for Student Affairs at 334-5513. Staff, faculty or members of the public may contact the UNCG AA/EEO Officer at 334-5009.

**TITLE IX at UNCG** ([http://web.uncg.edu/hrs/Inclusive_Excellence/Title_IX/](http://web.uncg.edu/hrs/Inclusive_Excellence/Title_IX/))

It is the policy of University of North Carolina at Greensboro (UNCG) to prohibit discrimination on the basis of age, color, creed, disability, gender, national origin, race, religion, genetic information, sex or veteran's status in regard to the administration of all campus programs, services and activities including intercollegiate athletics, and the admission of students, employment actions, or other sponsored activities.

Title IX of the Education Amendments of 1972 and certain other federal and state laws prohibit discrimination on these bases in education programs and activities operated by UNCG. The University complies with the requirements of Title IX of the Education Amendments of 1972, 20 U.S.C. Sec. 1681, et seq., and subsequent regulations, which prohibits discrimination on the basis of sex in all programs and activities receiving federal financial assistance. UNCG receives such assistance and complies with this law and its implementation of regulation at [34 C.F.R. Part 106](http://policy.uncg.edu/discriminatory_conduct/).

To ensure compliance with Title IX, the Chancellor of the University has designated the Title IX Coordinator as the primary contact responsible for developing, adopting and/or assuring the dissemination of the University's non-discrimination policy and for making the policy available to the University community. In addition, the Director of Athletics and its Deputy Title IX coordinator will make the policy available to student-athletes as required to be in full compliance with the NCAA, and the Division of Student Affairs will make the policy available to all students. The Office of Human Resources and Equal Opportunity will make the policy available to faculty, staff, the University community and the public.

**Policy on Discriminatory Conduct** ([http://policy.uncg.edu/discriminatory_conduct/](http://policy.uncg.edu/discriminatory_conduct/))

The University of North Carolina at Greensboro

- Approved by the Chancellor, April 27, 1990
- (Amended September 10, 2001)
- (Amended May 23, 2008)

The University of North Carolina at Greensboro is committed to the principle that educational and employment decisions should be based on an individual's abilities and qualifications and should not be based on personal characteristics or beliefs that have no relevance to academic ability or to job performance. Accordingly, UNCG supports policies, curricula and co-curricular
activities that encourage understanding of and appreciation for all members of its community. UNCG will not tolerate any harassment of, discrimination against, or disrespect for persons. UNCG is committed to equal opportunity in education and employment for all persons and will not tolerate any discrimination against or harassment of persons on the basis of race, color, creed, religion, gender, age, national origin, disability, military veteran status, political affiliation or sexual orientation. [1]

This policy applies internally as well as to the University's relationships with outside organizations, except to the extent that those organizations, including the federal and State government, the military, ROTC, or private employers do not yet recognize sexual orientation as protected.

The University's educational and employment practices are consistent with Section 103 of The Code of The University of North Carolina. In addition, the University complies with North Carolina General Statutes 126-16 and 126-17, Title VII of the Civil Rights Act of 1964, as amended, the Civil Rights Restoration Act of 1988, Title IX of the Education Amendments of 1972, the Rehabilitation Act of 1973, the Americans with Disabilities Act of 1990, the Vietnam Era Veteran's Readjustment Assistance Act of 1974, and other federal and state laws relating to discrimination in educational programs and employment. In accord with Executive Order 11246, the University has in place an Affirmative Action Plan which states the University's commitment to the concept and practice of equal employment opportunity for all persons regardless of race, color, creed, religion, gender, age, national origin, disability, military veteran status, political affiliation or sexual orientation.

Any employee who believes he or she has been treated unfairly based on any of the above characteristics should contact his or her immediate supervisor or the next level supervisor if the immediate supervisor is the subject of the allegation. Students should contact the Office of Student Affairs.

Retaliatory action of any kind will not be tolerated against any person for making a good faith report of discrimination or on the basis of that person's participation in any allegation, investigation or proceeding related to the report of discriminatory conduct. Every UNCG employee and student is charged with the responsibility to be aware of and abide by this policy. Failure to abide by this policy may subject the violator to disciplinary action up to and including dismissal.

Contact

Comments or questions? Email the Policy Administrator in Academic Affairs or Business Affairs.

Footnotes

The UNC Greensboro discriminatory conduct policy includes protection for transgendered individuals, and actual or perceived gender identity or expression, within its prohibited discriminatory conduct.
Chancellor’s Advisory Committee for Equity, Diversity and Inclusion (CACEDI)
Administrative & Supervisory Hiring Practices Sub Committee

Co-Chairs: Dr. Christina Rodriguez, Dept. of Psychology, College of Arts & Sciences Coordinator for Diversity Initiatives and Gerald Holmes, Diversity Coordinator, University Libraries

Subcommittee Members: Nicolle Brossard, Michael Elliott, Tara Green, Bruce Lynch

**GOAL:** By 2014, change the representation among administrators at Dean’s level and above; by 2015, change the representation among administrators at department head/chair level and above.

The chancellor, together with the provost and a number of members of the dean’s council, should form a Hiring Oversight Committee (term of membership of three years) to oversee the implementation of these two recommendations. We see the two main recommendations below as interrelated given that increased training opportunities would translate into wider recognition and consideration of inclusive practices in filling open positions.

- **Recommendation #1: DIVERSITY CONSULTATION IN OPEN POSITIONS**
  
  All administrative searches would integrally involve consultation with an HR Liaison, including open positions that involve internal or external candidates. Administrative positions would include all those recognized as administrators (see [http://www.uncg.edu/administration/officers.htm](http://www.uncg.edu/administration/officers.htm)), and in academic affairs, would include administrators from department head/chair and above. At least one HR Liaison, someone with expertise in diversity enhancement and promotion, would provide consultation as a full member of each search committee for positions at the Dean level and above; this individual(s) would be consulted and participate at all stages that involved decision points in the process and if the individual was not able to attend, a replacement liaison could be identified to participate at that decision point.

- **Recommendation #2: TRAINING**
  
  Training would be provided to three groups, each for unique purposes: (a) HR Liaisons obtain training in how to best advise search committees on preparing position announcements, enhancing inclusiveness in the applicant pool, and consideration of inclusiveness in the interview process; (b) Existing administrators (department heads/chairs and those administrators on [http://www.uncg.edu/administration/officers.htm](http://www.uncg.edu/administration/officers.htm)) obtain diversity training (once annually face-to-face supported by online training materials); (c) Leadership workshops targeted for UNCG faculty and staff of underrepresented groups to encourage leadership skill development within our existing UNCG community.

**Future Directions and Additional Recommendations:**

1. Once workshops have been implemented across the three groups, department-level discussions of promoting inclusiveness could be facilitated.
2. Engage in ongoing evaluation of the efforts to enhance inclusiveness and diversity among administrators and supervisors (monitored by the Hiring Oversight Committee)
3. Generate reports by HR Liaisons, Trainers, Administrators, Deans, and Department Heads to monitor the impact of efforts and to best advise future planning of initiatives.
RATIONALE FOR RECOMMENDATIONS:

- **Need for Diversity Consultation for Open Positions**
  
  We identified a number of peer institutions that actively engage in processes that promote inclusiveness and diversity (see Resources section below). Although we were limited to examining our current success in securing inclusiveness in terms of only women and racial/ethnic minorities, we investigated the current picture for these groups from the department head and above for Academic Affairs.\(^a\) Among the 92 administrators identified, nearly 40% were female and 89% identified as White. Some particular areas of concern are notable: none of the academic deans are from underrepresented ethnic/racial groups. At the department head/chair level, over 93% are White with 33.3% female. As a point of comparison, for the full-time faculty (across all ranks) whose interests are to be represented by these administrators, 50.4% are female and only 80.3% are White. If restricted to the pool of full-time faculty from which it might be argued that potential administrators would be drawn—assistant to full time professors—44.3% are female and 78.6% are White (80.5% are White if limited to analyses eliminating those of unknown race/ethnicity categorization). Collectively, such data underscore that within the UNCG system, women and racial/ethnic minorities are not proportionally represented among administrators.

The committee also strongly believe that processes for filling positions be equivalent to the greatest extent possible when considering internal position promotions and external searches (i.e., wherein existing employees of UNCG are promoted to administrative positions, at the department head/chair level and above). We firmly believe that separate processes for internal and external open positions undermine the efforts at promoting inclusiveness and potentially maintain the status quo when such issues are not considered for internal open positions and thus limited to external open positions. We thus provide a visual roadmap to illustrate how both internal and external positions would engage diversity processes in filling open positions (see diagram at the end of this section).

We see three primary points in the appointment process that represent opportunities for consideration of and promotion of inclusiveness: before a position is open/searched; during the position search; and after the position search.

\(^a\) Data graciously provided by Benita Peace of Human Resources. Academic Affairs position titles included in this analyses: Chancellor, Vice-Chancellor, Provost, Vice-Provost, Associate Provost, Associate Vice-Provost, Dean, Associate Dean, Assistant Dean, Department Head/Chair/Director. Ethnic/racial categories included: American Indian/Alaska Native, Asian or Pacific Islander, Hispanic, Black or African American, Multi-Racial, Unknown, White.

*Before the Position Search*
• Messaging related to the institution’s mission, vision and strategic plan that convey a pervasive and deep commitment to inclusiveness
  - Enhancing the university website across a variety of potential internet traffic areas would be one concrete example (at the university, college/school website level);
  - Promotion of university events/programs that illustrate an ongoing conversation about diversity and inclusiveness.
• Encouraging proactive efforts before positions become open to interact with leaders at other campuses that may be especially relevant for attracting applicants at the most senior levels.
• Reviewing language in the position announcements to incorporate strategies to convey our commitment to inclusiveness, engaging the expertise of the HR Liaison(s).
• Disseminating the position announcement broadly (consulting the HR Liaison for strategies) and suggestions for diversifying the applicant pool (including debunking myths about what happens when diversifying applicant pools—see p. 39-40 of http://www.indstate.edu/diversity/Indiana%20State%20University%20Closing%20Report.pdf).
• Creating a Search Committee that would involve at least one HR Liaison for Dean’s level or above.

During the Position Search
• Once a search has been opened, actual tracking and use of applicant data would be implemented (which would coordinate with the HR planned online tracking system to be adopted in the 2013-2014 academic year). Use of this information would also consider whether an external search would need to be closed if efforts to identify an inclusive pool of applicants were not implemented.

After the Position Search
• We also recommend soliciting feedback from the members of search committees, HR Liaisons, and the hired individual about the experience of the search process (i.e., a post-hiring survey), to better inform future search efforts in terms of strategies that were or were not successful (related to one of our future recommendations).

● Need for Training
  The committee identified a number of institutions that actively provide diversity training through an array of avenues. A review of some of the research in this area underscores the value and opportunities afforded by this type of training (Kulik & Roberson, 2008). For example, one program that aimed to disprove myths about diversity in the workplace identified that senior administrators found the training worthwhile and the participants’ receptiveness to diversity in the workplace increased post-training (Hostager & O’Neill, 2007). Specific guidance for maximizing the utility this type of diversity training is also available (e.g., Holladay & Quinones, 2008).
**HR Liaison Training**

Given the role of an HR Liaison in consulting on all open administrative positions, as noted above, systematic training would include aspects involved in promoting inclusiveness, including nondiscriminatory practices and legal issues and suggestions for enhancing the applicant pool (see example training program at the end of this document). The HR Liaison, as noted earlier, would provide assistance throughout the process, including facilitating dissemination of the position announcement and engagement in the interview process. The HR Liaison would be integral in evaluation of previous diversity training of the applicant and would have the knowledge and training to ask effective questions in the interview process.

**Existing Administrators’ Training**

The committee also recommends our administrators (department heads and above) would complete systematic training (once annually in-person accompanied by online training materials), which some may already be completing. We believe such workshops for our existing leaders is critical as some may later advance to other, more senior leadership positions on campus (i.e., internal searches); they are also in a position to attend to diversity issues that can diffuse across the department level. This training would increase the ability of current leaders to systematically engage in processes to enhance promotion of inclusiveness in their current responsibilities as well as enhancing their ability to support diversity efforts when involved in searches for open positions across campus. Such training would thus have the potential to promote inclusiveness at a wider level, improving the campus climate and consciousness that could translate to more successfully attracting diverse applicants during external searches.

**Targeted Leadership Training**

Finally, we also identified universities that have leadership workshops specifically for underrepresented groups to promote skill development that would potentially better position them for advancement within the institution for later open internal searches.

At the outset, some of the training for these three groups may require some reliance on facilitation by external speakers. However, over time, some of the trainees could later participate and facilitate future training for subsequent workshop attendees. After workshop trainings, we would also engage in evaluation of the events to improve subsequent training opportunities.

**Resources:**

Hard to Fill (HTF) Positions (University of Louisville peer example)
http://louisville.edu/hr/employment/manager/htf-positions.html

Search Advocate Program (similar to HR Liaisons here) (Oregon State University peer example)
http://oregonstate.edu/oei/advocate

Hiring Chairs and Directors (Georgia State University peer example)
Search Committee (Indiana State University peer example)
http://www.indstate.edu/academicaffairs/DivFacIni.htm (select consultant’s report)

Opportunity Hiring (Northern Illinois University)
www.niu.edu/vision2020/groups/Faculty-Work-Report-v6_1.pdf (see p. 12)

Leadership Workshop for Women and Minorities (University of Central Florida example)
http://diversity.ucf.edu/lep.asp

References:
Open Position Roadmap

Open Position Identified

Internal Open Positions

Position Announcement promoting the value of inclusiveness, diversity, and leadership reviewed by human resources/HR Liaison

HR Liaison consulted

Applicant has received diversity training

HR Liaison participates in interview

Position filled with understanding of maintaining diversity training

External Open Positions

Position Announcement promoting the value of inclusiveness, diversity, and leadership reviewed by human resources/HR Liaison

HR Liaison appointed to search committee

Dissemination of position announcement

Tracking of applicant pool (HR, within the committee with HR Liaison input)

HR Liaison reviews applications of those selected for interviewing to ensure diverse candidate pool.

HR Liaison participates in interview

Position filled with understanding of maintaining diversity training

*This roadmap does not necessarily capture all steps in the hiring process, but does show recommendations of where inclusiveness, diversity, and equity can be incorporated in the hiring process.
Example Training Program for Search Advocates (equivalent to HR Liaison) from Oregon State University peer institution:

Search advocate workshop series supports a university initiative to have trained advocates on a significant subset of university search committees. The workshop series lasts a total of 8-10 hours (10 when lunch is included). After some pre-reading and other pre-work, participants attend two sessions in which we cover the following topics (with a variety of case studies and exercises):

- Purpose and role of the search advocate, including potential pitfalls and steps for effective collaboration
- Unconscious biases
  - Cognitive biases—schemas, stereotyping, thin-slicing
  - Structural bias and unearned privilege
- Diversity (cognitive and identity)
- Legal and regulatory environment
- Stages of search and selection, with bias risks and remedies/good practices identified
  - Position development
  - Criteria development
  - Recruitment
  - Screening
  - Interview
  - References
  - Analysis and/or selection
  - Integration of new faculty/staff member
- Panel discussion by search advocates about their experiences
- Advocate principles, go-to questions, and key strategies by search stage
- Frequently-asked questions
- Closing discussion
Recommendation on the Creation of Models of Excellence Supervisory Recognition Program

Edna Chun and Ada Baldwin, co-chairs
Nora Dial-Stanley, Sharon Brown, Bruce Pomeroy,
# Organizational Capabilities

<table>
<thead>
<tr>
<th>Capability</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Talent</td>
<td>Attracting, motivating, and retaining competent people</td>
</tr>
<tr>
<td>Speed</td>
<td>Making important changes happen fast</td>
</tr>
<tr>
<td>Shared mind-set</td>
<td>Common framework of understanding communicated to internal and external stakeholders</td>
</tr>
<tr>
<td>Accountability</td>
<td>Ensuring responsibility and quality results</td>
</tr>
<tr>
<td>Collaboration</td>
<td>Working across boundaries to ensure efficiency and leverage</td>
</tr>
<tr>
<td>Learning</td>
<td>Generating and generalizing ideas with impact</td>
</tr>
<tr>
<td>Leadership</td>
<td>Embedding leaders throughout the organization</td>
</tr>
<tr>
<td>Client connectivity</td>
<td>Building enduring relationships of trust with clients and stakeholders</td>
</tr>
<tr>
<td>Strategic unity</td>
<td>Articulating and sharing an intellectual, behavioral, and procedural agenda for strategy</td>
</tr>
<tr>
<td>Innovation</td>
<td>Creating new ideas and deliverables</td>
</tr>
</tbody>
</table>

Source: Adapted from Ulrich et al. (2009); Ulrich and Smallwood (2004).
What are UNCG Values?

The University of North Carolina at Greensboro, a community including students, faculty, staff, and alumni, will demonstrate commitment to its core values...
UNCG Values

Inclusiveness – A welcoming and inclusive academic community, based on open dialogue and shared governance, offers a culture of caring with visible, meaningful representation of differences.

Collaboration – Interdisciplinary, intercommunity, inter-institutional, and international collaboration is reflected and rewarded in teaching, research, creative activity, community engagement, and infrastructure.

Sustainability – Academics, operations, and outreach are conducted with careful attention to the enduring interconnectedness of social equity, the environment, the economy, and aesthetics.

Responsibility – A public institution, the University responds to community needs and serves the public in a systematic fashion through the mutually beneficial exchange of knowledge and resources in a context of partnership and reciprocity.

Transparency – Open decision-making, clear goals, and measurable outcomes enhance performance, trust, and accountability.

UNCG Values
Source: UNCG Tomorrow,
University Strategic Plan 2009-2014
Values and Capabilities

UNCG Values

Organizational Capabilities
Rationale

Critical contribution of line supervisors to organizational effectiveness
Importance of supervisors in creating a high performance workplace
Complexity of role
Lack of recognition for contributions
Responsibility for creation of an empowering and respectful workplace environment
Models

Penn

University of Pennsylvania

MICHIGAN

NORTH TEXAS
Conceptual Overview of the UNCG Program

Bridge the gap between administrative and academic supervisors

Focused on supervisory practices that promote inclusive excellence through: Organizational processes

Workplace climate
Empowering practices

Demonstrated accomplishments and outcomes in support of university values
Rewards (Recommendation)

Monetary recognition of two individuals per semester (requested funding $2000 per semester; $1000 awards per individual; $4000 per year)
Photograph in “Wall of Fame”
Spotlight in Campus Weekly
Recognition at annual university awards ceremony
Website

In Development

http://web-d.uncg.edu/hrs/employee_recognition/supervisory_recognition/
Models of Inclusive Excellence Supervisory Recognition Program

The Models of Inclusive Excellence Supervisory Recognition program was developed based on recommendations from the Chancellor's Advisory Committee on Equity, Diversity, and Inclusion. The purpose of the program is to align supervisory actions, accomplishments, and behaviors with UNCG's values of inclusiveness, collaboration, sustainability, responsibility, and transparency. The program seeks to recognize supervisors with tangible accomplishments in providing a positive work climate, ensuring equity and inclusion, and creating a culture of collaboration that supports career growth and professional development.

This program is a pilot program sponsored by the Chancellor's Advisory Committee on Diversity and Inclusion and administered by Human Resource Services. As such, it seeks to recognize administrators, staff, and faculty supervisors for their contributions to the University mission and goals.

Award

There will be two Models of Inclusive Excellence awards given each year, one per semester. The program will be administered by Human Resource Services. Each nomination will be reviewed by the Models of Inclusive Excellence Selection Committee, which will identify the finalists for the award. The Committee will consist of the division and the Chancellor's Office. The Chancellor will confer the Models of Inclusive Excellence Supervisory Recognition program.

The award consists of a monetary award of $1,000 given at a university event and placed on a shelf in Messman Building.

The deadline is TBD.
Comments