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. Dana Dunn, Provost
University of North Carolina at Greensboro

Respectfully submitted

By

Rod Wyatt, Chair

July 30, 2014
Acknowledgements

I would like to take this opportunity to thank the following individuals, departments, offices and organizations for your support and commitment to the work of this committee. I 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
Vice Chancellor & Chief of Staff Bonita Brown
Provost David Perrin
Vice Provost J. Alan Boyette
Office of the Chancellor
Office of the Provost
Dean’s Council
Division of Student Affairs
Human Resources
School of Education
School of Nursing
School of Health and Human Sciences
College of Arts and Sciences
University Library
Members of the 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 (committee). 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 be facilitated and coordinated in a more efficient and effect manner.

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. 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 2013/2014 can be found on the following pages.
<table>
<thead>
<tr>
<th>Name</th>
<th>Department/School/Division</th>
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</thead>
<tbody>
<tr>
<td>Dr. Frank Wood</td>
<td>African American Studies</td>
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<tr>
<td>Dr. Emily Janke</td>
<td>Community Engagement</td>
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<tr>
<td>Mr. Michael Elliott</td>
<td>International Programs</td>
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<tr>
<td>Dr. Edna Chun</td>
<td>Human Resources</td>
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<tr>
<td>Anthony Phillips</td>
<td>Facilities Management</td>
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<tr>
<td>James “Rod” Wyatt</td>
<td>Chair</td>
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<td>Chancellor’s Office</td>
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<tr>
<td>Vacant</td>
<td>University Development</td>
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<tr>
<td>Ms. Audrey Daniels</td>
<td>Office of Multicultural Affairs</td>
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<tr>
<td>Mr. Bruce Pomeroy</td>
<td>Accessibility Resources and Services</td>
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<tr>
<td>Dr. Diane L. Gill</td>
<td>Women &amp; Gender Studies</td>
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<tr>
<td>Dr. Jie Hu</td>
<td>School of Nursing</td>
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<tr>
<td>Mr. Scott Milman</td>
<td>Auxiliary Services</td>
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<tr>
<td>Dr. Omar Ali</td>
<td>CASA/African American &amp; African Diaspora Studies</td>
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<tr>
<td>Vacant</td>
<td>School of Business</td>
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<tr>
<td>Dr. Sarah Carrigan</td>
<td>Institutional Research</td>
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<tr>
<td>Dr. Silvia Bettez</td>
<td>School of Education</td>
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<tr>
<td>Ms. Kattya Castellon</td>
<td>Undergraduate Admissions</td>
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<tr>
<td>Ms. Nora Dial-Stanley</td>
<td>Native Americans</td>
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<tr>
<td>Mr. Gerald Holmes</td>
<td>University Libraries</td>
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<tr>
<td>Dr. Spoma Jovanovic</td>
<td>Communication Studies</td>
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<tr>
<td>Dr. Andrea Hunter</td>
<td>School of Health and Human Sciences</td>
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<tr>
<td>Ms. Crystal Bayne</td>
<td>Undergraduate Student (SGA President)</td>
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<tr>
<td>Dr. Frank Wood</td>
<td>African American Studies</td>
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<tr>
<td>Ms. Alia Henderson</td>
<td>OEDI Graduate Assistant (Graduate Student)</td>
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<tr>
<td>Ms. Ashleigh Muyst Best</td>
<td>Safe Zone. Leadership Education and Engagement</td>
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<tr>
<td>Gabriel Berma</td>
<td>Undergraduate Student Services</td>
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<tr>
<td>Vacant</td>
<td>Veterans Association</td>
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<tr>
<td>Vacant</td>
<td>Young Alumni</td>
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Beginning with the 2013-14 academic year, the Chancellor’s Advisory Committee for Equity, Diversity and Inclusive Excellence established their own goals and objectives for the year. This was a shift from the standard process in which the Chancellor charged the committee to review and report on different matters with recommendations for implementation. A major initiative developed and implemented in 2013-14 by the committee was the “Campus Community Dialogue on Hate Speech”. This dialogue was the result of an incident that occurred in the library and the subsequent campus community concerns and desire to come together to openly address this issue and create two annual forums one per semester to engage the campus in dialogue. The goal of the committee was to provide a safe venue where faculty, staff, students and the surrounding community could gather to voice their opinions and reactions in a positive manner in hopes of creating change on our campus. This forum proved to be very successful as it not only garnered support from the campus community, we also had community leaders and other institution’s staff and students in attendance.

**Sub-committees Research Objectives 2013-2014**

The 2013-14 committee was also divided into three sub-committees charged to conduct a final review and provide recommendations on the following areas:

1) Employee Recruitment and Hiring Process;

2) Faculty Recruitment, Retention, and Promotion and Tenure; and

3) Undergraduate and Graduate Student Recruitment, Retention and Graduation.

Based upon the findings of the sub-committees (See Attached Sub-Committee Reports), the committee unanimously voiced their desire for administration and the university community to engage and take action to move their recommendations regarding diversity and inclusive excellence initiatives forward. The committee felt strongly that engaging the campus community in the diversity/inclusive excellence objectives was critical for the success and continued evolution of the university in the local, state and global marketplace. Reflecting upon past recommendations as well as those included in the current 2014 sub-committee reports, attached is a listing of all committee recommendations to the university outlining whether the suggested recommendations were acted upon or tabled for future
implementation. It is also recommended that the university place all recommendations which it intends to act upon into the master plan (or institutional strategic plan) to ensure resource allocation and appropriate start dates for each initiative are established. Finally, as chair of this committee, I would propose that the Chancellor consider sharing this report and attachments with the university’s Board of Trustees (BOT). The reasoning behind this proposal is twofold; 1) It would help garner BOT’s support for the diversity and inclusive excellence initiatives occurring on campus and within the surrounding community by updating them of the university’s progress; and 2) the BOT would then possibly be better positioned to assist with moving the institution’s strategic diversity initiatives forward.

From a historical perspective, the committee has devoted over a thousand hours of inquiry and study into collecting data through group and individual discussions with underrepresented groups, faculty, staff, students (graduate and undergraduate), alumni groups and numerous community leaders to better understand the intricate issues both perceived and real that exist on our campus. The committee clearly understands the projected shift in the student demographics higher education institutions will face in the future. In order to address these changes, it is critically important that diversity and inclusive excellence is interwoven into the fabric of the next institutional strategic plan. Included within this plan should be an assessment tool used to determine not only institutional success; but also one that delves deeply into areas which need assistance meeting institutional objectives and finding resources to ensure we attain success.

In the instance of our student population, UNCG must initiate an evaluative process that critically investigates each of the support services associated with student success to determine areas in which we need to improve or develop new initiatives for an underserved population or projected demographic shift, areas where our greatest successes exist and areas in which the university should cease to operate due to lack of interest or low participation/success rates. The university must also create greater opportunities for students to communicate and collaborate with each other across cultural, social and other differences. According to Parr, (2014), “a strong culture flourishes with a clear set of values and norms that actively guide the way an organization operates”. It would seem the most logical places to start would be our supports areas, academics, resident halls, dining facilities, athletics and recreational facilities.
Collaborative programming developed to break down the barriers that exist must be explored in a cross disciplined construct that includes multiple offices across campus employing a multidimensional approach that includes classrooms, social and developmental aspects building upon the notion of one community, one student, and one professional at a time. This process should take into account that all things cannot be accomplished in a day, month or even a year; however, one step at a time, one person at a time this institution will provide it’s community with the opportunity to become part of something special; everyone focused on recruiting, developing, graduating, employing the best and most inclusively engaged diverse student and professional population in the North Carolina and the southeast region.

When engaging the professional population (both faculty and staff), Parr, (2014) also indicated when “employees are actively and passionately engaged in the business, operating from a sense of confidence and empowerment rather than navigating their days through miserably extensive procedures and mind-numbing bureaucracy,” there is strong evidence that suggest the organization becomes more productive both financially and intellectually thereby increasing or generating new innovative methods of teaching, researching and engaging in the success of the institution. The benefits from this type of cultural shift are aligned with five areas of focus, motivation, connection, cohesion and spirit. These attributes aligned and working together create a climate within an organization that leads to greater success, minimizes workplace issues and increases the productivity of everyone involved. Parr, (2014) opined that the success of the organization also requires it has 1) “dynamic and engaged leadership”, 2) “living values”; and 3) it holds people “responsible and accountable”. The organization celebrates both its successes and its failures in uniquely different but valuable ways. Failures of an organization most often occur in an atmosphere of fear, competition for resources and distrust (fear of failure, fear of outshining your colleagues, fear of attempting the improbable and in some cases fear of success), the institution must meet these issues head on and overcome the paranoia that stymies intellectual growth and prosperity. We must become our own spokespersons, ambassadors, and marketers if we are to continue to grow and provide meaningful educational experiences for our students. Hiring and training the best intellectually astute faculty and staff dedicated to embracing and elevating the legacy that was UNCG
when they arrived only to hand it off to the future generation of scholars and students to elevate to greater levels of success.
Section II

2014-15 Accomplishments of Committee/Committee Members
Conferences, Presentations, Awards, Community Engagement & Recognitions

During the 2013-2014 academic year, members of the Chancellor’s Advisory Committee participated in or hosted 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>Conference, Presentation, Award, Community Engagement or Recognition</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Edna Chun</td>
<td>Insight Into Diversity – Higher Education Excellence in Diversity Award</td>
<td>August 2013</td>
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<tr>
<td>Rod Wyatt</td>
<td>Participated in workshop on Micro-aggressions: What are they and how do they impact the workplace</td>
<td>November 2013</td>
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<tr>
<td>School of Education (Teacher Education), Jewel Cooper, David Schaefer, Kattya Castellon, Rod Wyatt and others</td>
<td>Smith High School Engagement with Underrepresented Youth Desiring to Attend College</td>
<td>November 2013</td>
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<tr>
<td>David Schaefer, Rod Wyatt</td>
<td>Smith High School Engagement: Mock Interview Session with Potential College Recruiters or Faculty</td>
<td>November 2013</td>
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<tr>
<td>Rod Wyatt</td>
<td>Keynote Speaker NCA&amp;T School of Education Graduation</td>
<td>December 2013</td>
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<tr>
<td>Kattya Castellon</td>
<td>Latino Challenge Toward Racial Equity</td>
<td>January 2014</td>
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<tr>
<td>The Committee</td>
<td>Campus Community Dialogue on Hate Speech</td>
<td>February 2014</td>
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<tr>
<td>Rod Wyatt</td>
<td>NADOHE Convention-San Diego</td>
<td>March 2014</td>
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<tr>
<td>Rod Wyatt</td>
<td>African American Male Retention Program (Keynote Speaker)</td>
<td>March 2014</td>
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<tr>
<td>Andrea Hunter, Rod Wyatt</td>
<td>Dr. Abigail Stewart Lawther Lecture</td>
<td>March 2014</td>
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<tr>
<td>Andrea Hunter and Rod Wyatt</td>
<td>Conducted HHS Diversity Training Workshops for Administrative and Support Staff</td>
<td>April 2014</td>
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<tr>
<td>Rod Wyatt</td>
<td>UNCG Greek Legacy 2013 On-Campus Advisor of the Year (Alpha Phi Alpha Advisor)</td>
<td>April 2014</td>
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<tr>
<td>Rod Wyatt</td>
<td>Opening Speaker for 2013-14 MBARC End of Year Recognition Dinner</td>
<td>April 2014</td>
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<tr>
<td>Gerald Holmes</td>
<td>African American Studies Outstanding Service Award</td>
<td>May 2014</td>
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<tr>
<td>Rod Wyatt</td>
<td>Insight Into Diversity – Diversity Visionary Award</td>
<td>July 2014</td>
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Section III

Recommendations/Goals for 2013/2014 FY
Recommendations from Student Recruitment, Retention, and Graduation Sub-Committee

A lot of really good activity and collaborative efforts are occurring at UNCG, but this report does not close the loop on how to measure the effectiveness of these various campus areas. Therefore, the subcommittee proposes the following recommendations: a campus climate survey, an online diversity resource guide, and institutional effectiveness paradigm. A campus climate survey would ask students about services they have received and how well the services are meeting their needs. An online diversity resource guide could provide information/material about diverse populations and a directory of speakers/contacts who can provide diversity related services. An institutional effectiveness paradigm would consist of regular self-assessments of program activities to evaluate if program activities are in line with the program’s mission, if the program is having the intended impact on the campus community, as well as foster program betterment through a structure of approved self-evaluations.

Future Student Recruitment, Retention, and Graduation Research

The subcommittee reviewed current undergraduate student data regarding recruitment, retention, and graduation (Office of Institutional Research, 2014). The retention rate percentage of African American undergraduate students has been consistently higher than the retention rate percentage of the overall undergraduate student body. For example, in 2012, African American undergraduate student retention rate percentage after the first year was 78.3% while the retention rate percentage after the first year of the entire undergraduate student body for 2012 was 73.9. In addition, African Americans who entered UNCG in 2009, 32.2% graduated in four years, which was the same graduation percentage of the overall student body that entered UNCG in 2009. Across ethnic minority groups, undergraduate student enrollment numbers have either remained fairly consistent or have increased over a five-year period (2009-2013). For example, the number of Hispanic undergraduate students enrolled in 2010 was 653, but that number increased to 893 in 2013. These positive numbers of undergraduate African American retention and graduation and consistent/increased minority undergraduate enrollment is a reflection of the deliberate actions of campus areas to promote diversity and support minority students. However, there is
a concerning phenomenon that is also occurring, the White undergraduate student population has
decreased significantly since 2010.

The White undergraduate student population is the largest undergraduate student demographic
generally comprising over 50% of the total undergraduate student population. However, the White student
population decreased from 8,689 in 2012 to 8,168 in 2013. This decline is reflected in the overall student
enrollment, which dropped from 14,674 in 2012 to 14,200 in 2013. This is a loss of 474 students. With
per-student revenue estimated at $20,000 (tuition and fees and state appropriations), this is a loss of nearly
9.5 million dollars to the university. Therefore, future research needs to be conducted to discover why the
White student population enrolment rates at UNCG are decreasing, and what efforts need to be
undertaken to recruit, retain, and support a White student population.
The Student Recruitment, Retention, and Graduation Subcommittee of the Chancellor’s Advisory Committee on Equity, Diversity and Inclusion

Sarah Carrigan
Bruce Pomeroy
Omar H. Ali
Ashleigh Best
Scott Milman
Gabriel Bermea
Alia Henderson

University of North Carolina at Greensboro

May 15, 2014
Executive Summary

The Student Recruitment, Retention and Graduation Subcommittee of the Chancellor's Advisory Committee on Equity, Diversity and Inclusion was charged to review policies and practices associated with the recruitment, retention and graduation success of UNCG undergraduate and graduate student populations.

To that end the committee has met, and committee members have interviewed campus areas that have direct impact on these issues. The interview process has led to the identification of many dedicated efforts across campus, both by specific supportive areas and on a collaborative system wide level as well. The process also identified possible efforts that could be considered if additional support and resources became available.

The subcommittee also met with members of the Provost's Task Force for Student Retention and Advising, and the FTLC Learning Community for Faculty and Staff on Advising and Retention to share information and ideas.

The subcommittee was impressed by the variety and level of commitment across campus to insuring that the diverse student population was appreciated and supported in their academic success. However, there was recognition that further measures were necessary to assess the effectiveness of these various campus areas. In the recommendations section, the subcommittee proposed a campus climate survey, an online diversity resource guide, and an institutional effectiveness paradigm.

Methods

In order to access how student recruitment, retention, and graduation was being addressed at UNCG, the subcommittee interviewed persons in various campus areas that directly impacted these student issues. Below are the areas and titles of the interviewees:

- Undergraduate Admissions, Director
- Campus Activities and Programs, Associate Director
• Dining Services, Executive Director
• The Graduate School, Assistant Dean
• Office of Accessibility Resources and Services, Director
• Office of Leadership and Service Learning, Director
• Office of Multicultural Affairs, Assistant Director
• Special Support Services/Learning Assistance Center, Director
• UNCG Spartan Card and Postal Services, Director

The subcommittee created standardized questions to ensure that comparable information was
gathered from each campus area. The following were the questions that were used:
1. What are some examples of projects or programs you do or are responsible for in student
recruitment, retention, and graduation?
2. How do you address student needs in the context of shifting demographics/broadening
diversity of our student population?
3. What responsibilities do you have for ensuring quality experience and services for enrolled
students?
4. What other offices do you partner with to address these issues/assure continuity of services?

Once the interviews were completed, the data was coded into three themes: Recruitment,
Retention, and Graduation. These themes were chosen in order to be in alignment with the
committee’s charge.

**UNCG Program Activities**

**Recruitment**

UNCG is actively recruiting from diverse demographics and strives to provide prospective
students with the resources they may need. In addition, there is collaboration across areas to allow
prospective students and their families to be aware of the services that UNCG provides students.

Undergraduate Admissions (Admissions) recruits Spanish-speaking populations by offering
sessions in Spanish as well as advertising on Spanish radio stations. Admissions, also, provides regular
campus tours to underserved populations like TRIO (Upward Bound). Admissions maintains a diverse staff that is connected to committees and campus groups as well as multilingual staff member. There are advisors dedicated to working with non-traditional students. Staff members also seek professional development opportunities on diversity.

Admissions collaborates with the Office of Accessibility Resource and Services (OARS) by referring potential students and their families for supportive services. OARS staff meets with the potential students and their families and provides the opportunity for them to get their questions and concerns answered. OARS has recently put in place a follow up thank you and evaluation that is sent to the prospective families giving them the chance to have any further questions answered. Through their response, the university gains an idea of how the efforts have paid off in convincing the student to choose UNCG to attend. To date UNCG is maintaining a 90% rate of students with disabilities choosing to come to UNCG. OARS also contributes to recruiting efforts by providing an electronic newsletter, both on campus and in the community to increase awareness and appreciation of what UNCG has to offer to potential students.

The Graduate School advertises to diverse populations by displaying faculty and student diversity in publications. There is active recruiting at Historically Black Colleges and Universities (HBCUs), and McNair Scholars, which focus on minority recruitment, have student bus tours on campus. The Graduate School holds 8-10 open house events each semester, which typically see 50% minority attendees. It is common to hear attendees comment with surprise about the diversity of the campus. In addition, attendees with disabilities are often complimentary of the accessibility of the physical campus. In order to recruit and support populations who have lower incomes, the New Deans Awards are competitive awards targeting students with financial need.

The Graduate School highlighted recruitment concerns regarding low male graduate student enrollment in many programs, and how expanding international recruitment could lead to a narrow socioeconomic international profile since international students who can pay for the UNCG tuition are being recruited.
Retention

Each of the interviewed areas actively focused on how they could make UNCG an inclusive environment. There was a common recognition that a sense of belonging and community was important to student retention.

Campus Activities and Programs (CAP) target student populations through emails, social network resources, and advertising to insure diversity and inclusion. Students are made to feel valued for the diversity they bring to campus through such activities as Commuter Appreciation Week. Student groups, clubs, and organizations are under CAP, and reflect the diversity of the student population in their makeups. CAP has a philosophy to encourage students to form a new group if one does not exist to meet their needs. PRIDE is one such diversity program that supports gender and sexual issues. Emerging Leaders are recruited from a diverse population, which helps students to identify with those individuals. Leadership Challenge activities encompass diversity considerations. Fraternities and sororities under CAP represent student diversity and play an important role in students identifying with and staying at UNCG. There has been an increase in weekend activities, which are intentionally designed for inclusion and activities like the International Festival celebrate diversity.

Dining Services is involved with Spartan Orientation, Advising, and Registration (SOAR) as well as promote the Food Crew, which are ambassadors who assist with incoming students and parents and continuing events on campus. Dining Services hosts student activities and educational events such as cooking classes and special theme events. Dining Services seeks to have diversity in management staff and serving staff as well as hire students. Students comprise 28% of the staff and continue to grow.

Dining Services trains staff to work with multiple demographics and strives to provide diverse cuisines. Different demographics may have various requests of the same food: they were surprised by how many ways people want their rice cooked. Dining Services assesses their quality through Dine with the Director and student surveys.

The Office of Accessibility Resources and Services (OARS) is dedicated to ensuring equal access to higher education for students with disabilities. OARS provides legal accommodations and supportive
services to students to meet their disability needs, and insures the campus is in compliance with Section 504 of the Rehabilitation Act and the Americans with Disabilities Act (ADA). OARS's resources and services include: academic and organizational assistance, introduction to and training on adaptive equipment, advocacy training and assistance, testing accommodations, interpreter and CART Services, note-taker services, assistance for disabled veterans, text conversion and access to education material, lab accommodations, and physical access issues. These programs and services are designed and provided to retain and progress students by increasing student independence and academic success.

Students registered with OARS are able to establish standing weekly appointments with staff to: review the past week's events, address and proactively plan the upcoming week's requirements. OARS believes that by helping students avoid getting overwhelmed helps address retention and graduation success. Also, veterans are welcomed and respected in OARS. Part of the reason for the name change to OARS was to remove the stigma for veterans to go to a "disability" office for support. It has led to a marked increase in veterans using the office.

UNCG faculty and staff interact with OARS to insure they meet the specific needs of students with disabilities appropriately, which helps to insure the students are given an equal chance at success in their classes. OARS also provides on-going training and sensitivity awareness to student classes as well as campus areas such as: Undergraduate Admissions, Housing, SOAR as well as faculty groups, facilities teams, and Dean of Students.

Office of Leadership and Service Learning (OLSL) offers over 500 volunteer activities opportunities with 250-260 listed organizations. Executive Leadership activities include older students, students with diverse life experiences, and non-traditional students. Programs such as Body Image Activities are inclusive of color, shapes and diversity. OLSL's representative silhouettes include a diversity of images including students with disabilities. OLSL embraces intercultural considerations through Global Engagement workshops, and participates on campus committees that address diversity. Summer Launch encourages leadership diversity. The ACES Program seeks to engage suspended students
in civic opportunities. OLSL actively reaches out to and includes student diversity issues in both their materials and activities.

OLSL gives specific attention to insuring their staff reflects diversity to be as welcoming as possible. Staff serves on a variety of committees to insure representation and appropriate planning of activities.

Office of Multicultural Affairs offers three programs Kaleidoscope, Contemporary Issues Forum and Routes Institute that address diversity. Kaleidoscope is a peer education program that teaches students how to have difficult conversations around diversity and inclusion (social identity, oppression, and racism). Contemporary Issues Forum is a series of lectures in which students get to interact with faculty and staff and partner with them. Routes Institute is a two-day social retreat, which is an accelerated “intergroup dialogue” experience.

Special Support Services/Learning Assistance Center (SSS/LAC) is TRIO grant program from the US Department of Education designed to increase the success of underrepresented student populations in college. SSS is currently funded to serve 190 students under the grant. Two thirds (167) of the students in SSS are students of color with 130 being African American. And two thirds of the student population of SSS is female. In a university wide model of support, SSS/LAC publicizes and promotes the campus activities that support the diversity of students.

One half of the SSS staff were first generation students themselves, lending to a supportive mentor example of student success, and helping students identify with them. SSS/LAC supports and brings in a diverse representation of speakers and presenters. SSS/LAC maintains a close relationship with Office of Multicultural Affairs to address the needs of students registered with both areas.

UNCG Spartan Card and Postal Services core mission is to remove barriers for students while providing the services they need. By streamlining processes and acting effectively, UNCG Spartan Card and Postal Services aid in student recruitment, retention, and ultimately, graduation.

The SpartanCard Center gives students their “key to campus,” fostering a bond of community and membership at the University. The SpartanCard Center works to simplify day-to-day life at the University
for residential and commuter students by: standardizing transactions and access, and promoting credential solution so that students spend the minimum amount of time required to accomplish their administrative needs. This streamlining maximizes the amount of time students can focus on their primary goal at UNCG – successful studies (retention) and graduation.

UNCG Postal Services works to fulfill student needs by removing unnecessary steps and bureaucracy from the postal process. Innovative mail system notifies students whenever they receive mail, saving them valuable time to enhance their student life experience. Complimentary junk-mail recycling service allows students to remain connected to those who matter without wasting their time on advertisements. This program is unique and aids the University in the “total package” that students consider when they select UNCG.

UNCG Spartan Card and Postal Services constantly reevaluate their programs to ensure student needs met. These areas work cross-divisionally to ensure students who are in transition are cared for with the dignity they deserve. All employees are trained to respect cultural nuances – this is particularly import to international students. UNCG Spartan Card and Postal Services work with the UNCG Guarantee program to minimize the financial impact on Guarantee students. They are sensitive to socioeconomic issues and work hard to ensure they do not have an adverse impact on these students and their time at UNCG when assessing charges.

In addition, UNCG Spartan Card and Postal Services work to meet to the evolving needs of younger students and the generational shift they bring in the Spartan Card Center and Postal Services. There is recognition that technology plays a larger and larger role in their lives, therefore, innovative mail system and our 24/7 SpartanCard services is a direct response to this.

**Graduation**

Collaborative efforts are undertaken to assist student in successfully graduating. CAP and OARS both collaborate with Career Services by helping students receive the consideration they need to prepare for employment. OARS aims to insure that students with disabilities are prepared to interview and obtain employment. In addition, adaptive technology training offered by OARS not only increases student
independence and academic success, but also leads to life transferable success skills that benefit students in the workplace.

**Additional Areas for Future Interviews**

While the nine campus areas provided extensive insight into efforts that are being made to recruit and retain students, more interviews should be conducted to further understand efforts to assist with graduation. Future interviews should be conducted with Career Services since at least two campus areas (CAP and OARS) collaborate with them to assist students with graduation readiness. Central advising units should be interviewed since they assist students with planning their academic career, as well as the Financial Aid Office, which assists students with funding their education.

**Recommendations**

A lot of really good activity and collaborative efforts are occurring at UNCG, but this report does not close the loop on how to measure the effectiveness of these various campus areas. Therefore, the subcommittee proposes the following recommendations: a campus climate survey, an online diversity resource guide, and institutional effectiveness paradigm. A campus climate survey would ask students about services they have received and how well the services are meeting their needs. An online diversity resource guide could provide information/material about diverse populations and a directory of speakers/contacts who can provide diversity related services. An institutional effectiveness paradigm would consist of regular self-assessments of program activities to evaluate if program activities are in line with the program’s mission, if the program is having the intended impact on the campus community, as well as foster program betterment through a structure of approved self-evaluations.

**Future Student Recruitment, Retention, and Graduation Research**

The subcommittee reviewed current undergraduate student data regarding recruitment, retention, and graduation (Office of Institutional Research, 2014). The retention rate percentage of African American undergraduate students has been consistently higher than the retention rate percentage of the overall undergraduate student body. For example, in 2012, African American undergraduate student
retention rate percentage after the first year was 78.3% while the retention rate percentage after the first year of the entire undergraduate student body for 2012 was 73.9. In addition, African Americans who entered UNCG in 2009, 32.2% graduated in four years, which was the same graduation percentage of the overall student body that entered UNCG in 2009. Across ethnic minority groups, undergraduate student enrollment numbers have either remained fairly consistent or have increased over a five-year period (2009-2013). For example, the number of Hispanic undergraduate students enrolled in 2010 was 653, but that number increased to 893 in 2013. These positive numbers of undergraduate African American retention and graduation and consistent/increased minority undergraduate enrollment is a reflection of the deliberate actions of campus areas to promote diversity and support minority students. However, there is a concerning phenomenon that is also occurring, the White undergraduate student population has decreased significantly since 2010.

The White undergraduate student population is the largest undergraduate student demographic generally comprising over 50% of the total undergraduate student population. However, the White student population decreased from 8,689 in 2012 to 8,168 in 2013. This decline is reflected in the overall student enrollment, which dropped from 14,674 in 2012 to 14,200 in 2013. This is a loss of 474 students. With per-student revenue estimated at $20,000 (tuition and fees and state appropriations), this is a loss of nearly 9.5 million dollars to the university. Therefore, future research needs to be conducted to discover why the White student population enrolment rates at UNCG are decreasing, and what efforts need to be undertaken to recruit, retain, and support a White student population.

Resource

Employment - Recruitment and Hiring Process Subcommittee
Recommendations May 2014

Committee Members:
Co-Chairs: Tony Phillips, Nora Dial-Stanley
Members: Gerald Holmes, Michael Elliott, Frank Woods, Audrey Daniels
Ex-Officio Members: Benita Peace, Sean Farrell

Mission:

1. Review the recruitment and hiring processes on campus looking specifically at how we recruit (advertisements, where we advertise, and how we select search committees)
2. Educate (Train search committees on protocol and expectations from a university perspective, train administrators to conduct a fair and thorough search)
3. Develop an educational series on vitae and resume evaluation cutting through the sea of information to get to the facts

1. Committee reviewed Goals from previous Advisory Committee:

2012 - Chancellor’s Advisory Committee for Equity, Diversity and Inclusion (CACEDI)
Administrative & Supervisory Hiring Practices Sub Committee

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.

● To determine if we met this goal, we would need to survey the Search Committee Chair Dean level and above
  • Were these recommendations communicated to Departments to consider during their searches. In the last two years, there have been new Dean’s hired
    o Education, Business, Music-Drama-Theatre, Continual Learning, Nursing, HHS, Graduate School
● Recommendation #2: TRAINING
http://web.uncg.edu/hrs/Professional_Development/Course_Catalog/

2. Committee reviewed Current HR Process

UNCGjobsearch (http://web.uncg.edu/hrs/jobsearch/) is the online recruitment system that UNCG uses to recruit and hire all SPA, EPA Non-faculty, and Faculty. This electronic system was originally implemented for SPA personnel in May of 2006. In May 2013, this system was upgraded to new version, and implemented for EPA personnel as well. This electronic system allows departments to recruit candidates via an electronic system of forms and workflows. This on-line system affords many benefits including:

• the elimination of paperwork,
• instant access from anywhere,
• real-time notifications,
• instant availability of applicant pool characteristics, and more.
The recruitment process in jobsearch consists of three stages:
1. Creating and posting the job requisition/vacancy notice,
2. Screening applicants,
3. Creating the Hiring Proposal and hiring the final candidate.

The department is responsible for the initiation of all three steps. The University Affirmative Action Officer (Benita Peace) reviews each of the three stages to ensure the posting is advertised appropriately, a diverse number of qualified applicants are reviewed, and the hire of a qualified candidate all adhere to the acceptable EEO standards.

To that end, departments have access to data that is relevant to their specific search including:

- Candidate availability data and whether a goal has been identified for their position,
- a list of diverse advertising sources,
- real time applicant pool data in aggregate showing ethnicity, race, and gender,
- and online recruiting guidelines.

3. Committee 2014 Recommendations

Training and Materials

- The University HR Department has developed several training classes to enhance the awareness of diversity hiring and their guidelines to diversified workplace. However, the responsibility and accountability to attend these classes are not mandatory. It should be a requirement that ALL Executive AVC, Department Deans and assigned Hiring Managers attend these classes yearly as part of the supervisory/managerial role and to be evaluated in their PMP. Training class information should be highlighted in the campus weekly and an email notification from the Director of Human Resources. Developing an on-line Recruitment Toolkit and check list will be helpful resource to all responsible hiring representatives.

Communication and Outreach

- We recommend working with the Staff Senate to develop and offer open dialogue meetings with staff about communication across campus, including the possibility of special speakers. For example, an appropriate topic of discussion might be contrasting the Diversity and Affirmative Action. What does this scenario look like on our campus?
- We recommend the review of and discussion about the current process of communicating and marketing available programs and services UNCG.
- We recommend the inclusion of a strong diversity message in the strategic plan the Chancellor is currently developing.

Recognition and Incentives

- It is important that faculty and staff be actively engaged in advancing their awareness of the rationale for having a diverse workforce and sharing it with others. Those who make this a priority and demonstrate willingness to promote diversity as an integral part of their responsibilities at UNCG should receive some form of recognition. This can be done without the expenditure of monetary rewards in times of constraints on the budget. Other forms of recognition and incentives may include:
  - Free parking in the campus parking deck for a month or two
  - Free meals in the campus eating areas
Value added to the SpartanCard
- Recognition ceremonies held at regular faculty and staff meetings in which a certificate or plaque is presented
- A featured article in Campus Weekly

Recruitment Process and Tools

- If there is underrepresentation of one or more of the federally protected groups (women, minorities, disabled persons, veterans), in the applicant pool, AND, there is an underutilization in that particular, jobgroup, recruitment efforts should be expanded to include additional advertising in additional diverse recruiting sources. These can be professional organizations, publications, and websites. It is recommended that this be done in all postings, underutilization or not. Underutilization means there are fewer of one or more protected groups employed in a particular job group than would be reasonably expected based on availability, both internally and externally.
- All postings should be posted externally to in at least two diversity recruitment resources at the onset.
- HR has developed an initial base of diverse recruiting sources. This information is built with the jobsearch requisition when initiating a posting. (filterable/searchable)
- Executive Order 11246, under OFCCP (Office of Federal and Compliance Programs) requires the contractor (UNCG), to maintain proof documentation that outreach was done for postings where underutilization is shown. During audits this documentation has to be produced, i.e, diverse recruiting sources where advertised, sample of the advertisement showing date posted, title of position, and supporting applicant pool(s) with gender, race, etc., and reasons not selected. Reason of "did not fit our cultural environment" is an insufficient reason for not hiring. Failure to provide this information in an audit may result in penalties and loss of federal funding. Effective March 24, 2014, new rulings requires supporting documentation for veterans and disabled persons as well.
- Job Descriptions should be more detailed and reflect the actual responsibilities in detail of the particular job. Resources are available for writing efficient job descriptions.
- Need a defined process and ensure that managers are trained in the process

Continuous Improvement, Metrics and Measures

- Create a Human Resources dashboard to measure the health of UNCG. Establish HR metrics, national, regional, and peers benchmarks to be identified. Baseline data will be established and HR will initially establish 4-5 key metrics to share with OEDI, Deans Council, Senior Officers, and Trustees, annually. 1-3 year goals should be established. 5 year goals should be established. A mid-year status/progress report could be created to communicate status.

Organizational Hierarchy

- Recommend the hiring of Chief Diversity Officer like sister universities.
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 infilling 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), 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) 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. 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 racial/ethnic 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.

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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-seep. 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 Deans 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/DivFaclni.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

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Goal in 2012
Goal in 2012 and 2013
Chancellor’s Advisory Committee on Equity, Diversity, and Inclusion
Subcommittee on Faculty Recruitment, Promotion, and Tenure

Executive Summary

Subcommittee Members: Silvia Bettez, Edna Chun, Diane Gill (Co-Chair), Jie Hu, Andrea G. Hunter (Co-Chair), Nora Dial-Stanley, Emily Janke

Subcommittee Charge

The Subcommittee was convened December 2013 with the charge to review practices and efforts to recruit, retain, and engage faculty, review the Promotion and Tenure process, vision an “ideal” promotion and tenure process, and submit recommendations. To begin, we focused on faculty hiring, career progression, and faculty perspectives on engagement and retention.

Statement of the Problem

By 2022, it is projected that 40% of post-secondary students enrolled in 2-year, 4-year, and graduate school will be minorities. UNCG is on the leading edge of this shift; 37.3% (2011) of the student body are minorities. American colleges and universities full-time faculty, however, are largely white (79%), and that is true of UNCG. Fifty-nine percent of students are also expected to be women. Women faculty have made significant gains in the faculty ranks; however, they remain more likely to be at lower faculty ranks, in non-tenure stream positions than are men, and gender disparities are greatest in STEM fields. The U.S. professorate is also aging and as faculty retire there is a significant opportunity to recruit, hire, and retain new faculty profiles that support equity, diversity, and inclusive excellence.

Phase 1 Approach

This report is based on institutional data and studies (survey, focus groups) conducted during AY2008-09 to AY2012-13. First, we examined the trends in tenure and promotion, and career progression by gender and race/ethnicity. Second, we examined faculty perspectives based on several reports. Finally, recommendations are provided.

Faculty Promotion and Tenure, and Career Progression

Faculty by Gender, Race/Ethnicity and Rank

Eight-one percent (81%) of the UNCG faculty are white, reflecting national patterns. The percent of minorities are highest among non-tenured Assistant and Associate Professors (29%) and lowest at Full Professor (11%). Women are 53% of the faculty, but are 34% of Full Professors and 68% of non-tenured faculty. The faculty pipeline is more diverse with respect to gender and race; however, there is an under-utilization of women (22 units) and minorities (34 units) across disciplines. This is most evident in STEM fields for women and non-STEM fields for minorities.

Trends in Career Progression by Gender and Race/Ethnicity: AY 2008-09 – AY 2012-13

Given the small numbers, there were no clear gender or race differences in the granting of tenure and promotion to Associate Professor from AY2008-09 to AY20012-13. Denial was rare, and of 3 faculty members who were not tenured all were minorities.
All requests for promotion to Full Professor from AY2008-09 to AY2012-13 were approved. Promotion to Full Professor among white women increased over the 5-year period. Minority women are trending upward, but at low numbers (1-2) and minority men are trending downward with low numbers (0-1). Of the 44 faculty promoted to Full Professor, 17 were white men, 21 were white women, 3 were minority men, and 3 were minority women.

The pathways of faculty exits varied by gender, race, and career stage. White men were most likely to exit via retirement at the rank of Full Professor (45.5%). Minority faculty were most likely (70%) to leave through resignation at the Assistant Professor rank before consideration for tenure and promotion. White women had varied exits; almost one-quarter retired as Full Professors, 32.4% resigned as Assistant Professors and a similar percent resigned as Associate or Full Professors.

Faculty Perspectives

Faculty perceptions related to satisfaction, retention and productivity are reported in three domains: Faculty Development and Investment; Respect, Empowerment, and Equity; Diversity, Inclusion, and Climate. Qualitative themes from The Rankin Report (2008) and related survey data (COACHE UNCG FSS, 2010) are reported.

Faculty Development and Investment

The Rankin Report highlighted themes related to faculty development; chief among them was the lack of mentoring. Women and minority faculty experienced less formal and informal mentoring relationships than men or whites. Minority faculty were more likely to view formal mentoring programs as more effective than other faculty.

Respect, Empowerment, and Equity

Several themes are best understood against the backdrop of perceived power differentials by gender, race/ethnicity, and national origin. The lack of diversity among senior-level faculty and administration was identified as indicative of differences in power and influence. Women and minorities reported they were not as highly valued or respected as white or male colleagues. Minority faculty felt their scholarship was not valued by their departments and felt alternative approaches focused on marginalized populations and social justice were less valued than “mainstream” scholarship. Lack of support for dual-career couples was a concern of women. Minority faculty were also overwhelmed with service activities that were not highly valued.

Diversity, Inclusion, Climate, and Satisfaction

Themes related to climate included feelings of isolation, discrimination, and expectations for faculty to minimize differences in culture and background. Women in male-dominated fields, minority faculty, and international faculty indicated they were expected to fit in (be less different). Minority and international faculty were less satisfied with the valuing of diversity than were white faculty. Men and white faculty perceived the university as more collegial and felt a greater sense of belonging and fit than did women or minority faculty.

Although faculty were generally satisfied with their positions, minority faculty and women in male-dominated disciplines were less satisfied. Themes related to satisfaction included relationships with colleagues and supportive departmental chairs, and inequities in workload. Underlying sexism in departments or university also undermined job satisfaction for women. Themes related to lack of respect and the devaluing of contributions, isolation, and experience of exclusionary practices contributed to both perceptions of climate and satisfaction.
Recommendations

Previous reports all cited similar persistent issues, which fell into similar categories. Specifically, several recommendations called for: a) more specific, formal structures and processes with adequate resources and power to address persistent issues, b) training on diversity and inclusion for faculty, staff and administrators, c) actions to create a more supportive climate for minority faculty, and d) taking actions on the recommendations that actually make a difference and “move the needle” on these issues.
Chancellor’s Advisory Committee on Equity, Diversity, and Inclusion
Subcommittee on Faculty Recruitment, Promotion, and Tenure
Report and Recommendations

Subcommittee Members: Silvia Bettez, Edna Chun, Diane Gill (Co-Chair), Jie Hu, Andrea G. Hunter (Co-Chair), Nora Dial-Stanley, Emily Janke

I. Subcommittee Charge

The Subcommittee on Faculty Recruitment, Promotion, and Tenure of the Chancellor’s Advisory Committee on Equity, Diversity, and Inclusion was convened December 2013. The Subcommittee’s charge is to: (1) review practices and efforts made by the academic areas to recruit retain and engage faculty; (2) review the Promotion and Tenure process for faculty and make recommendations to the Provost’s Office for consideration; (3) visioning an “ideal” promotion and tenure process for a 21st century model and consideration of the 1/3, 1/3, 1/3 model related to 21st century standards of publishing and engaging in scholarly work (e.g., social and digital media); and (4) submit recommendations/vision to Provost’s Office. For Phase 1 of this effort, the subcommittee focuses on patterns in faculty hiring, faculty career progression, and faculty perspectives on areas related to faculty engagement and retention at UNCG.

1.1 Statement of the Problem

By 2022, it is projected that 40% of post-secondary students enrolled in 2-year, 4-year, and graduate school will be minorities with the largest increases occurring among Latinos (27%) and African Americans (26%).¹ UNCG is on the leading edge of this shift, 37.3% (2011) of the student body are minorities. Among American colleges and universities full-time faculty, however, are largely white (79%). It is expected that percent of women receiving post-secondary education will also increase and by 2022 59% of enrolled students will be women. Women faculty have made significant gains in the faculty ranks; however, they remain more likely to be at lower faculty ranks, on the faculty of 2-and 4-year institutions, in non-tenure stream positions (e.g., Instructor) than are men² and gender disparities are greatest in STEM fields³. The expected demographic shifts in the students enrolled in U.S. colleges and universities will lead to increased need and demand for a professorate that reflects the diversity of American students, and the nation as a whole. Expected shifts in the post-secondary student body will also be accompanied by an aging U.S. professorate⁴. Nearly one-half of UNCG faculty are baby boomers as they retire there is a significant opportunity to recruit, hire, and retain new faculty profiles that match UNCG priorities related to equity, diversity, and inclusive excellence.

1.1.2. Phase 1 Approach and Methodology

This report is based on institutional data as well as studies (survey, focus groups) conducted during AY2008-09 to AY2012-13 (Appendix A). The approach is two-fold, first, to examine the demographic characteristics of the faculty, trends in tenure and promotion, and career progression by gender and race/ethnicity; and, second, to examine factors studies suggest are related to these outcomes. These factors include: (a) faculty development and investment; (b) equity, respect, and empowerment; (c) climate; and (d) faculty satisfaction. Studies also suggest the experiences of women and minority faculty vary by these dimensions. Faculty perceptions of the aforementioned areas by gender and race/ethnicity are reported based on The Rankin Report: Faculty Retention Project (2008), The Collaborative on Academic Careers in Higher Education (COACHE) Survey (2008-09), and The UNCG Faculty Satisfaction Survey (2010). Finally, recommendations to support a diverse and vibrant faculty that positions the university to respond to emergent demographic and economic transformations are provided. These recommendations reflect an integration of those advanced during the period reviewed that remain relevant and those newly developed based on the data presented in this report.

II. Faculty Promotion and Tenure, and Career Progression

UNCG reflects the gender and race composition of faculty nationally; however, the faculty pipeline is more diverse with respect to gender and race. From AY2008/09 to AY 20012/13, trends in tenure and promotion to Associate Professor, promotion to Full Professor, and faculty exits across career stage varied by gender and race. Although several departments reflect the available market of women and minority doctoral-level degree holders, there are units whose faculties are less diverse than the available pool.

2.1.1. Faculty by Gender, Race/Ethnicity and Rank

Eight-one percent (81%) of the faculty, including tenure and non-tenure tracks, are white, reflecting national patterns (Figure 2.1). The percent of minorities are highest among non-tenured Assistant and Associate Professor (29%), and lowest at Full Professor (11%). Fifty-three percent of the faculty are women, but, are 34% of Full Professors and 68% of non-tenured faculty. However, there is gender parity (49%) among tenured Associate Professors and among untenured faculty on the tenure-track 63% are women.

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7 Affirmative Action Progress Report, UNCG, Board of Trustee Report, May 2014.
The diversity of the lower faculty ranks is suggestive of gains in faculty hiring; however, there remains underutilization of women and minorities based upon statistical analysis of their availability in the reasonable recruitment area for each discipline\(^8\). Across all academic areas, for 22 units there is an underutilization of women and in 34 there is an underutilization of minorities; in no units is there an underutilization of whites or males. These patterns of underutilization of women and minorities are evident across variety of disciplines, including STEM and non-STEM fields. However, more units under-utilize women in the STEM fields and more units under-utilize minorities in the non-STEM fields (Figure 2.2).

\(^8\) Office of Human Resources (2014). *Faculty Employees by Gender and Race for Academic Units: Underutilization Analysis, UNCG (2013).*

2.1.2.1 Tenure and Promotion to Associate Professor

There were no gender or race differences in the granting of tenure and promotion to Associate Professor from AY2008-09 to AY2012-13 (Appendix B). The denial of tenure and promotion was rare and of the 3 faculty members who were denied tenured all were minorities. In contrast, five-year trends in tenure and promotion to Associate Professor suggest differences in the patterns of tenure and promotion by gender and race over the period reviewed (Figure 2.3). Minority women show peaks in tenure and promotion from AY2008-09 to AY2010-11 and downward trends thereafter. White women show peaks in tenure and promotion AY2008-09 and AY 2012-2013, and patterns for white men remained flat. Of the faculty (18) who were granted permanent tenure, without promotion, 33% were white men, 55% were white women, and 11% were minorities (1 male, 1 female).
2.1.2.2 Promotion to Full Professor

There were no gender or race differences in promotions to Full Professor from AY2008-09 to AY2012-13, all requests for promotion were approved (Appendix B). However, five-year trends in promotion to Full Professor suggest differences in the patterns of promotion by gender and race over the period reviewed (Figure 2.4). Promotion to Full Professor among white women increased over the period and now (AY2012-13) exceeds the number of promotions of white men. Minority women are trending upward, but, at low numbers (1-2), and minority men are trending downward with low numbers (0-1). Of the 44 faculty who were promoted to Full Professor during the last five years, 38.6% were white men, 47.7% were white women, 6.8% were minority men, and 6.8% were minority women.
2.1.2.3 Faculty Exists

Faculty can exit the university via a number of paths (i.e., non-reappointment, resignation, and retirement) and at different points in an academic career (Appendix C). From AY2008-09 to AY2012-13 faculty exit pathways varied by gender, race, and career stage (Figure 2.5). White men were most likely to exit the university via retirement at the rank of Full Professor (45.5%) reflecting a progression through the apex of their careers. Minority faculty were most likely (70%) to leave the university through resignation at the Assistant Professor rank before consideration for tenure and promotion. White women showed a varied pattern of exits. Almost one-quarter of women faculty retired as Full Professors; however, 32.4% resigned as Assistant Professors and a similar percent resigned as Associate or Full Professors.
III. Faculty Perspectives

Faculty development and investment including mentoring, support, and professional development are critical to tenure, promotion, and career progression within the academy\(^9\). For women and minorities being treated as a respected and valued colleague and an inclusive and equitable climate also affects satisfaction and retention. Inclusive climate and equitable practices enhance satisfaction, promote productivity, and feelings of empowerment among groups previously excluded from the academy\(^{10}\). Based on focus group and survey data, UNCG faculty perceptions in three major domains: Faculty Development and Investment; Respect, Empowerment, and Equity; Diversity, Inclusion, and Climate are reported. Faculty quotes are excerpted from The Rankin Report (2008), and emergent qualitative themes are reported with an emphasis on the experiences of women and minorities. Survey data is used to further explore faculty perspectives (COACHE, 2008-09; UNCG FSS, 2010).


3.1 Faculty Development and Investment

It feels like it's good enough to get us here but there's no feeling of attention to ensuring advancement.

The Rankin Report highlighted themes related to faculty development, chief among them was the lack of mentoring. Department Chairs were seen as critical in establishing a strong mentoring culture; however, mentoring or limited mentoring efforts were most frequently mentioned. Faculty of color also reported they did not receive informal mentoring as did their white colleagues and that there was a lack of clear guidelines about promotion and tenure. In addition, barriers to faculty development were seen as related to the exclusion from activities that support promotion and tenure such as prime service activities, departmental decision-making, and course development.

3.1.1. Faculty Development: Formal and Informal Mentoring

Mentoring is a critical mechanism for faculty development and investment. Highlighted below are faculty perceptions regarding several indicators of formal and informal mentoring.

Figure 3.1 Informal and Formal Mentoring by Gender and Race, COACHE 2008-09
As suggested by *The Rankin Report*, there are gender and race differences in the receipt and perceptions of formal and informal mentoring. Women and minority faculty reported less formal and informal mentoring relationships than did men or whites. However, minority faculty were more likely to view formal mentoring programs as more effective than other faculty (Figure 3.1).

3.2 Respect, Empowerment, and Equity

*Not just that what I do as a woman is undervalued, but rather that what men do is overvalued.*

*The Rankin Report* highlighted several themes related to respect, equity, and empowerment that are best understood against the backdrop of perceived power differentials by gender, race, and national origin. The lack of diversity among senior-level faculty and administration was identified as indicative of differences in power and influence. Women and minorities reported they were not as highly valued or respected as white or male colleagues. Minority faculty also felt their scholarship was not valued by their departments. These faculty also indicated their commitment to alternative approaches and a focus on marginalized populations and social justice were less valued than “mainstream” scholarship. Inequities in institutional practices were also noted in the hiring and recruitment practices of minority candidates. A concern for women was the lack of support for dual-career couples (e.g., spousal hires) including examples of support offered that did not materialize on appointment. Minority faculty also reported they were overwhelmed with service activities, but these activities were not highly valued and they were not given “credit” for these activities.

3.2.1. Respect, Empowerment, and Equity

*The Rankin Report* highlighted differences in faculty perceptions of respect and value, and empowerment as well as concerns about gender and racial equity. Indeed, women and minority faculty perceive their work is less valued and, they have less power and influence on the focus of their own work (teaching and research and creative activities), and departmental governance. Minority faculty were also least satisfied with their compensation (Figure 3.2).
3.3 Diversity, Inclusion, and Climate

I know I’m the diversity guy, the guy they hired so they have diversity. But once I got here, they wanted me to act just like them and they don’t understand when I can’t.

The Rankin Report highlighted several themes related to climate that impact faculty satisfaction and retention including feelings of isolation, discrimination, and expectations for faculty to minimize differences in culture and background. Feelings of isolation were linked to lack of inclusion within departments and the community at large. International faculty also experienced discrimination from students in course evaluations and felt isolated from peers because of the language and the cultural divide. Women in male-dominated fields, minority, and international faculty indicated they were expected to fit in (be less different). To accommodate these expectations, faculty reported masking aspects of their identity, culture, or background that did not “fit.”
3.3.1 Respect for Diversity and an Inclusive and Collegial Climate

The themes highlighted by *The Rankin Report* reflect global issues related to the valuing of diversity and an inclusive climate. Faculty perspectives regarding the respect for diversity, feelings of belonging, and collegiality varied by race/ethnicity, and national origin; and in some areas by gender. Minority and international faculty were less satisfied with the valuing of diversity at UNCG than were white faculty (Figure 3.3). Men and white faculty perceived the university as more collegial and felt a greater sense of belonging and fit than did women or minority faculty (Figure 3.4).

![Figure 3.3. Satisfaction (%) with Respect for Diversity at UNCG by Gender and Race/Ethnicity, UNCG FSS, 2010](image)
If I had been a minority who engages in mainstream work, perhaps my fate here would have been seen differently.

The Rankin Report found that the faculty was generally satisfied with their positions; however, minority faculty and women in male-dominated disciplines were less satisfied. Themes related to satisfaction included: relationships with colleagues and supportive departmental chairs, and inequities in workload. Underlying sexism in departments or the university also undermined job satisfaction for women. Faculty in lecturer positions or non-tenure track positions expressed less satisfaction as they desired opportunities to move into tenure-track positions. Themes related to lack of respect and the devaluing of contributions, isolation, and the experience of exclusionary practices contributed to both perceptions of climate and satisfaction.
3.4.1. Faculty Satisfaction

UNCG faculty are generally satisfied with their departments and the larger university; however, minority faculty tended to have lower levels of satisfaction and were less likely to indicate they would choose again to take a position at UNCG (Figure 3.5).

Figure 3.5. Faculty Satisfaction (Mean) by Gender and Race, COACHE 2008-09

IV. Summary of Recommendations from Previous Reports

Previous reports all cited similar persistent issues, and the recommendations from previous reports fell into similar categories. Specifically, several recommendations called for: a) more specific, formal structures and processes with adequate resources and power to address persistent issues, b) training on diversity and inclusion for faculty, staff and administrators, c) actions to create a more supportive climate for minority faculty, and d) taking actions on the recommendations that actually make a difference and “move the needle” on these issues. Following are some of the specific recommendations from previous reports in each category.
**Formal Structures and Processes:**

- Expansion of university support services to include GLBTIQ students, faculty, & staff
- Revision of hiring policies to ensure greater diversity in administrative positions at UNCG
- Review and enhance policies and procedures related to discrimination and protection for vulnerable groups that reflects a commitment to inclusion
- 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.
- Recommendation #1: DIVERSITY CONSULTATION IN OPEN POSITIONS:
  - All administrative searches would integrally involve consultation with an HR Liaison
  - Re-establish the Inclusive Community Initiative-Task Force as the Chancellor’s Advisory Committee on Equity, Diversity and Inclusion; Fold the work of the Campus Unity Survey into the work of the Chancellor’s Advisory Committee on Equity, Diversity and Inclusion
  - Continue thematic data surfacing panels including students with disabilities, adult/graduate students, freshmen arrivals, and various staff and faculty members by key departments
  - All groups desired an institutionalized, formal mentoring process
  - The University “needs a more visible presence of Black faculty and staff and Black organizations.”
  - Several participants suggested that UNCG make the Subcommittee on Minority Recruitment and Retention a more formal group with an office, long standing mission, etc.
  - UNCG should establish a position at the Executive Staff level with responsibility for equity and diversity
  - Chancellor should provide incentive funds for departments that succeed in recruiting minority faculty

**Training:**

- Provide required training on diversity and inclusion as part of orientation for faculty, staff, and students
- Recommendation #2: TRAINING
  - Training would be provided to: (a) HR Liaisons (b) Existing administrators (department heads/chairs (c) Leadership workshops for UNCG faculty and staff of underrepresented groups
  - Create a search handbook on strategies for increasing diversity in faculty hiring
  - Organize annual workshops for chairs and search committees on strategies for more effective recruitment of minority faculty
  - Department heads ought to be given the message that the University wants to increase faculty diversity, and be trained/educated in issues around diversity.

**Supportive Climate:**

- Establish and maintain a collaborative coordinated university-wide communication network to develop and deploy a university wide events calendar
- Faculty receives support through the entire career trajectory, not just to earn tenure.
• UNCG must recognize that African American faculty are subtly and overtly discriminated against in the hiring, promotion, and tenure processes, and then find ways to improve these situations.

• Additionally, the University must acknowledge the “incredible lack of awareness on the behalf of many White faculty, staff, and students about issues of diversity” The reward system also must value minority faculty and majority faculty equally.

• Similarly, women and junior faculty asked for a “Faculty Club” where new (and more senior) faculty could socialize, network, and establish informal mentoring sessions.

• Include diversity as a component of faculty mentoring program, and a more salient component of orientation for new faculty, staff and students.

• Encourage departments and programs to invite minority scholars to programs.

Call for Actions to Move Forward:

• There needs to be a commitment to move forward on recommendations, past and present, and to develop the organizational mechanisms and resources to necessary for implementation.

• Training efforts that are multilayered, required, and sustained should be implemented to better support search committees in their recruitment efforts.

• Innovations in formal mentoring and institutional transformations mentoring practices are needed, e.g., models such as ADVANCE at The University of Michigan.

• Closer examination of the pathways of exit from UNCG are required including exit interviews, and other efforts to be understand patterns of leaving particularly among minority faculty.

• Fact finding efforts regarding faculty diversity and retention, tenure, and promotion need to be linked to strategic planning, implementation, and outcome assessment.

• Questions were raised about the dissemination of report findings, and what will be necessary to move the university toward actionable goals and their implementation. To move forward, we need: (a) sustained institutional memory about previous reports and their findings; (b) report dissemination to relevant bodies, offices, and representative bodies (e.g., Faculty Senate, Staff Senate) who may be tasked with planning, implementing, or advocating for efforts that address issues identified; and (c) funded strategic and integrative assessments of priorities related to faculty recruitment, hiring, retention, and promotion should also be conducted to set goals and to assess outcomes.
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<thead>
<tr>
<th>Data Set/Source</th>
<th>Description</th>
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</thead>
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<tr>
<td><strong>UNCG Human Resource Data</strong>&lt;br&gt;2012-13</td>
<td>Faculty employment by race, gender, rank, and discipline (STEM/Others), and underutilization analysis for women and minorities by unit.</td>
</tr>
<tr>
<td><strong>Career Progression Data</strong>&lt;br&gt;Associate Provost Office&lt;br&gt;2008-09 – 2013-14</td>
<td>Promotion and tenure decision (i.e., successful promotions to associate and full; tenure denials); exits prior to tenure review; resignations, retirements, terminations by gender, race/ethnicity, and discipline.</td>
</tr>
<tr>
<td><strong>COACHE Faculty Job Satisfaction Survey</strong>&lt;br&gt;2008-09</td>
<td>The Collaborative on Academic Careers in Higher Education (COACHE) survey of faculty job satisfaction. The COACHE survey asks faculty to assess their experiences regarding promotion and tenure, the nature of their work, institutional policies and practices, and the general climate, culture, and level of collegiality on their campuses. Comparisons by gender, race/ethnicity, and faculty track.</td>
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<tr>
<td><strong>UNCG Faculty Satisfaction Survey</strong>&lt;br&gt;2010</td>
<td>Conducted by the Faculty Welfare Subcommittee includes items related to faculty satisfaction related to workload, faculty support, faculty development, faculty review process (clarity, fairness), clarity of expectations, tenure and promotion criteria and standards, fairness of promotion and tenure process. There are several open-ended questions. Data report is for the total sample, and comparisons by gender and race/ethnicity, and type of faculty track.</td>
</tr>
<tr>
<td><strong>Dean’s Council Subcommittee Report on Faculty Recruitment of Ethnic Minority Faculty and Addendum</strong>&lt;br&gt;2007-08</td>
<td>The report to address the charge from the Provost Office to (1) success, challenges in recruitment and retention compared to peer institutions; (2) review 10-year P &amp; T data by ethnicity include reviews and actions at the department level; (3) determine extent to which ethnic minority faculty feel supported and mentored; (4) create recommendations to assist the University community with recruitment and retention of ethnic minority faculty. Also, Addendum report on faculty who left the university. Recommendations included.</td>
</tr>
<tr>
<td><strong>Rankin Report: Faculty Retention Project</strong>&lt;br&gt;2008</td>
<td>13 focus groups of ethnic minority faculty was conducted by an outside consulting firm; questions focused on satisfaction, career progression, consideration of leaving UNCG, and suggestions for retention. Faculty recommendations included.</td>
</tr>
<tr>
<td><strong>Inclusive Community Report</strong>&lt;br&gt;2009-2010</td>
<td>2009-2010, the Chancellor’s Advisory Committee held four panels with the following populations of UNCG: students with disabilities, housekeeping staff, adult students, and <strong>new faculty members</strong>. Perspectives on diversity, experiences, and feelings of inclusion. Recommendations included.</td>
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# Appendix B

Number of Promotion and Denials to Associate Professor with Tenure by Gender and Race/Ethnicity: AY 2008-09 - AY 2012-13

<table>
<thead>
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<th>Year</th>
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<th>White Women</th>
<th>Minority Men</th>
<th>Minority Women</th>
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Promotion to Full Professor by Gender and Race/Ethnicity: AY 2008-09 - AY 2012-13

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<th>Year</th>
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<th>Minority Men</th>
<th>Minority Women</th>
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Includes only cases where race and gender were disclosed.
### Appendix C:
Non-reappointments and Contracts Expired

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<th>White Women</th>
<th>Minority Men</th>
<th>Minority Women</th>
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### Resignations

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## Appendix C: Retirements

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NOTE: Includes only cases where race and gender were disclosed; excludes Professional Librarians.
**Historical CACEDI Recommendations 2009-2013**

Below you will find a listing of all recommendations made by the Chancellor’s Advisory Committee for Equity, Diversity and Inclusion (CACEDI) since 2009. The items that are in **bold type** are recommendations that have been acted upon by the university and implemented. Other recommendations have been tabled due to the significant budget constraints the university has experienced beginning with the 2008 academic year.

CACEDI has requested that these recommendations (or at a minimum the ones that have the greatest impact on the campus) be placed into a master planning schedule for implementation as soon as fiscally possible. Any recommendations that are deemed to be of low priority or will not significantly impact the campus community to create positive change should be removed from the list.

**2009 CACEDI Recommendations from the Data Communication and Awareness**

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

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

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

**Faculty Related Issues**

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

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

3. Consider extrinsic rewards to encourage cross departmental efforts.

**Further Education**

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

2. Several community members suggested more diversity programs and training.
**Group Specific Requests**

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

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

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

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

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

**Structure/Other Recommendations**

1. **Having two separate Human Resources offices for SPA and EPA-Non Faculty staff does not foster community. EPA-Faculty hiring matters are still housed within the Provost’s area.**

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

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

**2011-12 Section Seven: Communication, Coordination and Marking Recommendations**

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

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

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

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

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

5. Establish an Inclusiveness and Diversity Week (much like International Week) with planning and development taking place the 2009-2010 academic year and implementation Spring 2011.
6. Conduct traffic study (or obtain results from an existing study) to locate sites for the placement of message boards across the campus during academic year 2009-2010. The message boards for campus should be deployed in strategic locations and in phases beginning the 2010-2011 academic year.

**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 GLBTIQQ 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 GLBTIQQ 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

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.

GLBTIQQ Faculty/Staff 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.

2012-13 Faculty Hiring Practice 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. 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.

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/

▪ 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.
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 for 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 sponsored by the Chancellor's Advisory Committee for Equity, Diversity and Inclusion and administered by Human Resource Services. As such, it seeks to recognize staff and faculty supervisors for their contributions to the University mission and goals.

There will be two Models of Inclusive Excellence awards (one faculty, one staff) given each year. 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 members of the sub-committee of the Chancellor's Advisory Committee on Equity, Diversity, and Inclusion and representatives from each division. The Chancellor will present the Models of Inclusive Excellence Awards which will consist of a monetary award of $1000 given at a university wide awards ceremony. A photograph of the winners will be placed on a wall in Mossman Building.