

DIVERSITY MATTERS *at* UNC

THE UNIVERSITY *of* NORTH CAROLINA *at* CHAPEL HILL
DIVERSITY PLAN REPORT 2007–08



UNC
DIVERSITY AND
MULTICULTURAL AFFAIRS

Contact us

Archie W. Ervin, PhD

Diversity and
Multicultural Affairs

Office of the Executive Vice
Chancellor and Provost
Campus Box 9125
(919) 962-6962

diversity@unc.edu
[http://www.unc.edu/
diversity](http://www.unc.edu/diversity)

MESSAGE FROM THE CHANCELLOR

As I begin my tenure as Chancellor, I want to express my profound commitment and support of Carolina's efforts to achieve a diverse and inclusive community. Diversity constitutes a strategic goal of our Academic Plan and a key element of our aspirations for being a great university.

As Chancellor, I will continue Carolina's vision of social justice in addressing the issues of the next generation. Our success in attaining national and international leadership relies upon our ability to attract the brightest minds from all backgrounds and experiences to join our community of faculty, staff and students.

I take pride in the many opportunities I have had at Carolina. In 2005, I had the honor of chairing the committee that chose *Blood Done Sign My Name* as the summer reading selection. This book and the surrounding activities gave us the opportunity to acknowledge the complex issues surrounding race in North Carolina. Such experiences will be important in my new position as Chancellor, and I am optimistic that Carolina leads the way through statements such as those made in Carolina's Diversity Plan.

This University has helped shape the course of public education and stands as a beacon of academic excellence and innovation—and as an open and accessible institution. We must advance our plan for a diverse and inclusive campus community; our future success as a leading public university relies on achieving our diversity goals.

This report summarizes information provided by campus units in 2007–2008 to advance diversity—how they reached out to students, faculty and staff of all communities and cultures. The report also reveals areas where we can strengthen our efforts to create an environment where people from all backgrounds and life experiences can come to study and work. A place where everyone can find a nurturing environment that will enhance their likelihood of success, where students will leave excited by the possibilities of work in a diverse and global society, and where faculty and staff will come eager to share their talents.

I invite all faculty, staff, and students to learn more about our vision for a diverse and inclusive campus community and to understand each person's role with helping Carolina achieve these important goals.

Sincerely,



Holden Thorp

MESSAGE FROM THE CHANCELLOR

EXECUTIVE SUMMARY

This report summarizes the successes and challenges reported by academic and administrative units in the 2007–08 academic year. The University’s Diversity Plan, with five university goals, was created to advance Carolina’s commitment to creating and sustaining a diverse and inclusive campus community. For this initial report, 33 academic and administrative units submitted details of their own goals, strategies, and outcomes in support of the University Diversity Plan.

The unit reports offer encouraging signs that most units have embraced a commitment to diversity. They document intentions to comprehend and address conditions that foster the creation of a diverse campus community. Twenty units listed at least three of the five University goals as priorities for the 2007–08 academic year.

Publicizing commitment

Reporting units publicized statements that expressed a commitment to diversity and highlighted their diversity efforts through various media. The designation of senior-level administrators, faculty members, and the establishment of committees to lead diversity initiatives sent a strong message of support, as did open discussions of how to achieve diversity.

Achieving critical masses of underrepresented populations

The most comprehensive efforts to achieve critical masses of underrepresented populations dealt with the recruitment and retention of students. These efforts are becoming more refined through specialized recruitment programs, targeted financial aid, preparatory pipeline programs, and programs that help enrolled students broaden their experiences and succeed academically. Increased attention is being directed to staff and faculty composition, but these are less fully developed and slower to yield results.

Offering diversity training & education

Diversity education and training take many forms on the campus. Approximately half of all academic and administrative units reported one or more programs to provide diversity education and training for faculty and staff, with at least two units developing multiyear plans to ensure that every staff member receives diversity training. Two-thirds of academic units reported evaluations and revisions of traditional academic curricula relative to their diversity content.

Addressing climate

Units recognize the importance of a supportive climate for diversity, although many struggle to find appropriate means to encourage meaningful interaction and cross-group learning. Noteworthy strategies include those employing the arts—particularly interactive theater—as a catalyst for facilitated discussions.

The unit reports document serious attempts to comprehend and address the broad array of conditions that contribute to creating an inclusive campus community.

Conducting research

A number of self-studies are under way to examine recruitment and retention practices, salaries, curricula, and climate. These include both baseline surveys and assessments of ongoing programs such as the Carolina Covenant.

SUMMARY RECOMMENDATIONS

Emphasis must be placed on the responsibility of all members of the Carolina community to understand and support the University's adopted diversity goals in practice as well as in philosophy. Units would benefit from examples of establishing active committees of faculty, staff, and students to assess the climate for diversity in their unit and making recommendations to senior leadership on how to improve climate.

More attention is called for to improve racial/ethnic diversity among faculty and staff. Academic units are especially encouraged to assess faculty recruitment methods and outcomes.

The link between a welcoming climate and recruitment and retention of faculty, staff, and students is clear. Climate issues, whether campus wide or unit-focused, play a crucial role for members of the community to interact with each other. One strategy to consider for the future is to establish more recognition awards for faculty, staff, and students who make significant contributions to diversity.

Some reports reveal a disconnect between stated goals and activities designated to support those goals. Many of the plans would benefit from specific benchmarks—beyond the accomplishment of the tasks outlined—by which to measure progress.

Opportunities for research that could advance diversity at Carolina go unrealized. While research focused on the campus and its practices has increased, the University will benefit from even greater emphasis on research into best practices.

Themes that Cut Across Goals

Collaborations

The reporting units are engaged in wide-ranging collaborations to improve diversity. These include collaborations with other campuses, other schools and units on campus, organizations on and off campus, businesses, and each other.

Outreach focus

Carolina's commitment to diversity extends beyond the campus. Attention is being paid to advisory boards, such as the University's Board of Visitors, and the University community is being exposed to the State's diversity, for example, through the annual Tar Heel Bus Tour. Moreover, research and engagement purposefully address the broader community. These efforts ranged from increasing University purchases from minority vendors to a program seeking to build bridges between North Carolina's Muslim and non-Muslim communities.

Response to demographic change

The growth of the Latino population in North Carolina represents one of the most significant demographic shifts to occur in recent history. This is reflected in the campus community as well. An array of efforts reflect the University's response, from Spanish-language admissions materials to the organization of a faculty working group on Latino immigration to the American South.

To assure Carolina's path toward excellence in diversity, further research must be undertaken to investigate and review best practices in institutional diversity.



CAROLINA'S DIVERSITY PLAN

THE 2007–08 DIVERSITY PLAN REPORT

In August 2006, The University of North Carolina at Chapel Hill adopted the 2006–2010 Diversity Plan. The diversity plan is designed to give guidance to campus leaders as they address the campus commitment to diversity. The plan provides a means for evaluating outcomes and sharing successful strategies. This report, covers the 2007–08 academic year.

UNC'S FIVE DIVERSITY GOALS

A critical element of excellence for a 21ST century educational institution is a diverse and inclusive community. The scope of diversity includes, but is not limited to, personal experiences and perspectives of students, staff, and faculty as they relate to race, gender, age, class, sexuality, culture, nationality, economic status, disability, religion, and region.

The diversity plan establishes five goals for the University's diversity efforts:

1. Clearly define and publicize the University's commitment to diversity.
2. Achieve the critical masses of historically underrepresented populations necessary to ensure the educational benefits of diversity in faculty, staff, students, and executive, administrative, and managerial positions.
3. Make high quality diversity education, orientation, and training available to all members of the University community.
4. Create and sustain a climate in which respectful discussions of diversity are encouraged and take leadership in creating opportunities for interaction and cross-group learning.
5. Support further research to advance the University's commitment to diversity and to assess the ways in which diversity advances the University's mission.

These goals are intended to guide all University constituents in planning their yearly diversity efforts.

THE IMPLEMENTATION PROCESS

Successful implementation of the plan requires ongoing attention and effort. Toward this end, the plan requires senior leadership to establish specific goals tied to the University diversity goals, identify benchmarks for these objectives, and evaluate the unit's accomplishments through annual reports. The unit goals and strategies should support and further the University's adopted diversity goals, but should also reflect each unit's own context and priorities.

Annual reports, submitted by units as part of the University budget and planning process, are documenting the units' efforts. In spring 2007, selected academic and administrative units were asked to identify which unit-level diversity goal(s) they would address over the next year. In February 2008, they were asked to review, analyze, and summarize their 2007–08 diversity achievements with respect to the goals and objectives identified a year earlier and to identify diversity goals and objectives for 2008–09. The next annual report will be due in late February 2009.

THE 2007–08 REPORT

Although 29 units were initially requested to submit diversity plan reports, others also requested to be included in the process. The College of Arts and Sciences, 13 graduate and professional schools, and 19 administrative units submitted reports for the 2007–08 academic year. Each school or unit has identified a person to serve as its diversity liaison—the primary contact person for the reporting process. A listing of units and diversity liaisons submitting diversity plan reports for 2007–08 can be found in Appendix I. The reports responded to the five open-ended questions in the box to the right.

Submissions ranged from one-half page to a dozen or more pages with supporting attachments.

This report summarizes the unit reports, to give an indication of the University's overall progress in implementing the diversity plan, and highlights some of the remaining challenges. The report also shares examples of successful strategies that may provide useful to other campus units.

Questions for Diversity Plan Report

- A. Which of the University's diversity goal(s) did your school/unit identify as a priority for 2007–08?
- B. What school/unit goals did you establish to support the University diversity goal(s) selected as a priority?
- C. What action steps did your school/unit undertake to achieve this goal(s)?
- D. How did you assess your school/unit's outcomes?
- E. What were your outcomes?

CONTEXT FOR DIVERSITY AT CAROLINA

This section provides a context for the University’s current and future accomplishments in achieving diversity goals. The strategies and objectives developed to achieve the diversity plans and goals—particularly with regard to race/ethnicity and gender—will require several years of concerted effort before clear results can be seen. In addition, because the questions submitted to the units are open ended, the amount of information provided varies substantially. Nonetheless, the reports do provide useful indications of the general emphasis placed on different diversity goals or strategies.

DIVERSITY TRENDS, 2000–07

The graphs on the following page reflect short-term trends in the diversity of the population taken from unit reports. Additional data on the racial/ethnic/gender diversity for all major campus divisions may be found in Appendix II. Racial and ethnic percentages from the U.S. Census (2006) are offered below for context.

GRAPH 1: PERCENTAGE OF RACIAL/ETHNIC DIVERSITY, UNIVERSITY WIDE

The greatest percentage of change in racial/ethnic diversity occurred among undergraduate and graduate/professional student cohorts. Change in faculty and staff racial/ethnic diversity was less robust, though there has been some change in the faculty cohort. As previously reported in June 2007, more than 70 percent of academic and administrative units identified achieving critical masses of historically underrepresented populations as a major priority.

GRAPH 2: GENDER DIVERSITY: PERCENTAGE OF FEMALES, UNIVERSITY WIDE

The gender diversity of the University population has remained fairly constant, with only a slight increase in female faculty.

GRAPHS 3 & 4: RACIAL/ETHNIC DIVERSITY AMONG UNDERGRADUATE, GRADUATE, AND PROFESSIONAL STUDENTS

These graphs further illustrate the increased racial/ethnic diversity of undergraduate and graduate/professional students. Racial/ethnic diversity increased among undergraduates and graduate/professional cohorts from 2000–07 by nearly 10 percent and 5 percent respectively.

GRAPHS 5 & 6: RACIAL/ETHNIC DIVERSITY AMONG FACULTY AND STAFF

Faculty and staff racial/ethnic diversity reflect a slower rate of change when compared to undergraduate and graduate/professional students. Changes in racial/ethnic diversity among staff appear to have little change and are uneven over the seven year data period. Among faculty, small increases in Asian American faculty appear to account for most of the increase in the overall diversity of the faculty.

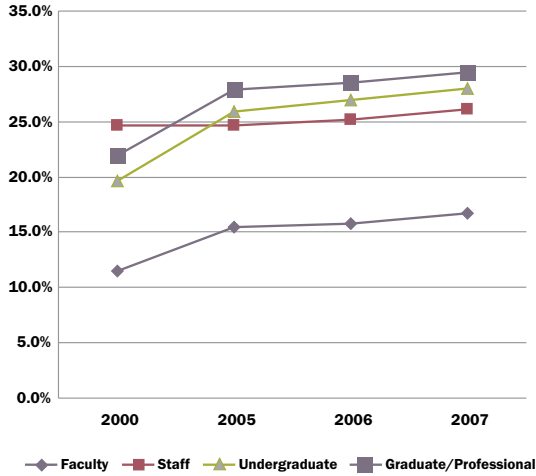


Comparison of 2006 U.S. Census Racial/Ethnic Percentages to UNC Population

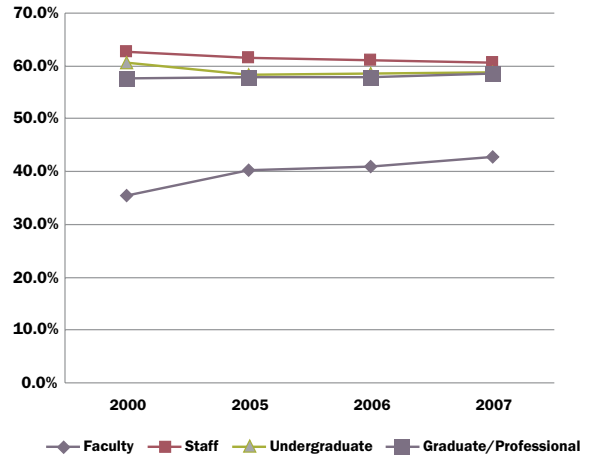
	White	African American	American Indian	Hispanic	Asian	Other
NC	70%	21%	1%	7%	1%	
US*	74%	12%	1%	15%	4%	
UNC						
Faculty	82%	4%	1%	3%	8%	2%
Staff	75%	18%	0%	2%	5%	0%
Undergraduate	73%	11%	1%	4%	7%	4%
Graduate/Professional	71%	9%	1%	3%	10%	6%

* Total will exceed 100% as Latinos are counted in more than one category in US census

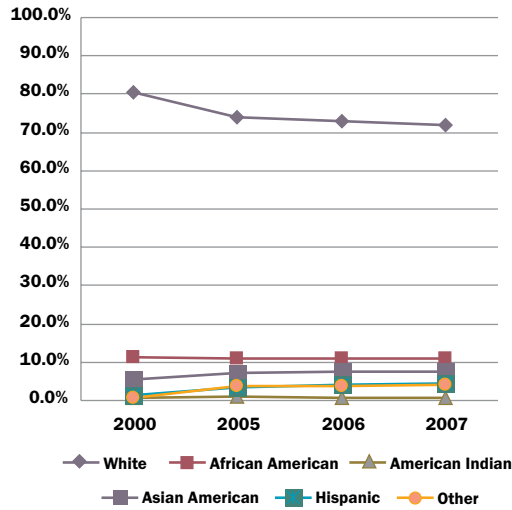
Graph 1.
Percentage of Racial/Ethnic Diversity
University Wide



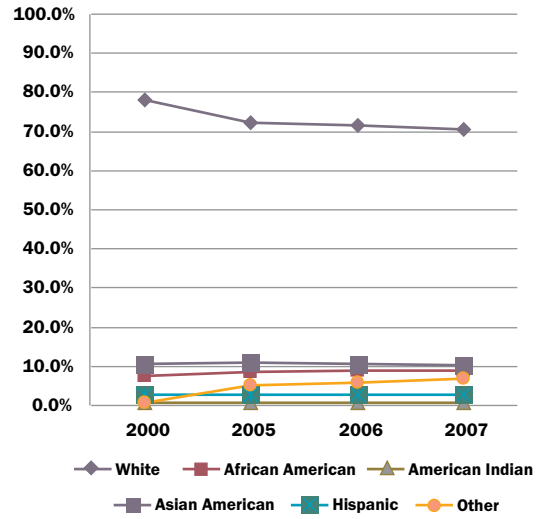
Graph 2.
Gender Diversity: Percentage of Females
University Wide



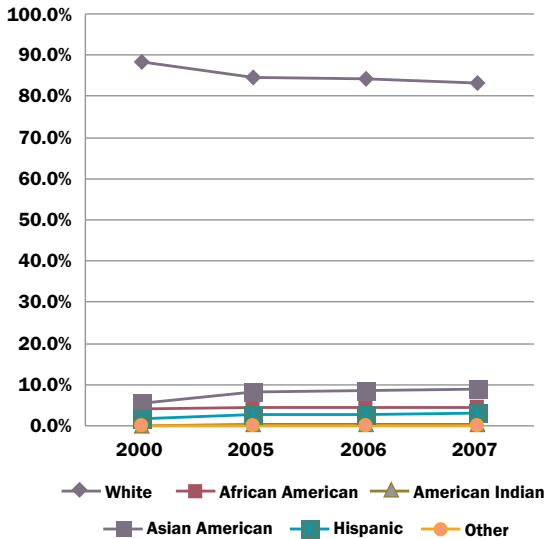
Graph 3.
Racial/Ethnic Diversity Among
Undergraduate Students



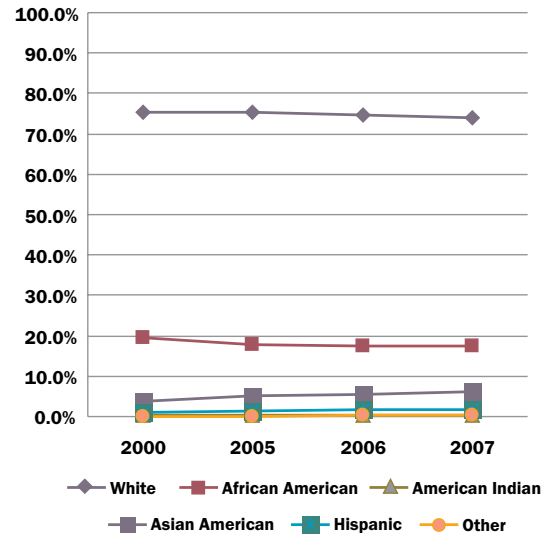
Graph 4.
Racial/Ethnic Diversity Among
Graduate & Professional Students



Graph 5.
Racial/Ethnic Diversity
Among Faculty



Graph 6.
Racial/Ethnic Diversity
Among Staff



2007–08 REPORTED GOALS, OBJECTIVES AND OUTCOMES

The first annual reports on diversity offered encouraging signs that a majority of academic and administrative units have embraced a commitment to diversity. Reports detailed which of the five diversity goals units were planning to prioritize in the coming year. Leaders in the larger academic and administrative units were responsible for collecting data from subsidiary units and compiling them into one report.

One important aspect is the assignment of senior-level personnel to oversee the reports. Units designated a liaison for monitoring and reporting work on the diversity plan, and many go beyond this. In more than a third of reporting units, special positions were created and/or committees assigned to advise, develop, and implement diversity initiatives. The College of Arts and Sciences has assigned the role to a senior associate dean, and within the college, five departments have either a diversity task force or a standing committee on diversity. Other units have rewritten job descriptions to place a new emphasis on diversity.

Of the 33 reports submitted, 20 listed at least three of the five diversity goals as priorities for the 2007–08 academic year. The School of Dentistry at first targeted only two goals but expanded to four over the course of the year. Some reports made clear that 2007–08 priorities did not indicate inattention to other areas. Those units assessed past performance before narrowing their goals to where they needed the most work for the current year.

The recruitment and retention of diverse students, faculty, and staff [Goal 2] garnered the greatest attention. Seventy-two percent of reporting units cited it as a priority. A number of self-studies examine recruitment and retention practices, salaries, curricula, and climate.

2007–08 REPORTED OUTCOMES

The reports shared information about achieving diversity across the campus, but they are not exhaustive. In response to the open-ended questions, some units provided great detail regarding their goals and strategies while others favored brevity. Some units limited their remarks to new initiatives, omitting even successful ongoing programs. A few units are still struggling with what developing, implementing, and reporting progress on a diversity plan entails. For example, some omitted any reference to their own staff and diversity climate while reporting considerable detail about how they assist others on or off campus with issues concerning diversity.

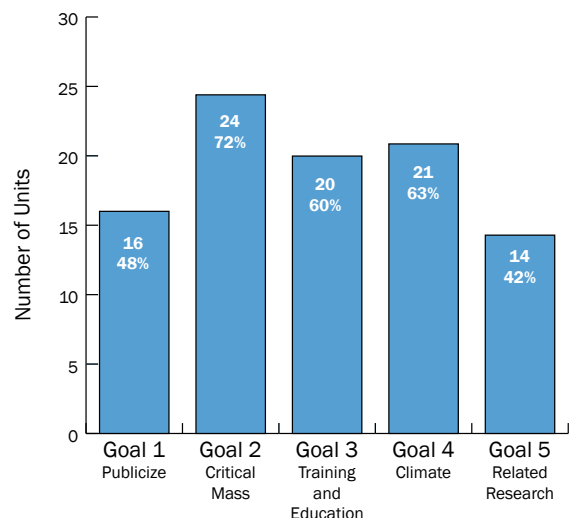
“Over the years, our degree programs have done an excellent job of aggressively pursuing a diverse student body and preparing the students for learning in a diverse environment. While the school indeed has become more diverse within its student body and to some degree within its faculty and staff ranks, we recognized that there had been little focus on preparing faculty and staff for these changes. Therefore, we selected Goals 3 [Training and Education] and 4 [Climate] as they pertain to faculty and staff as our priorities for 2007–08.”

—The Kenan-Flagler School of Business

The actual unit plans may benefit from more careful consideration. The reports often reveal a disconnect between stated goals and the activities designated to support those goals. The strategies may be sound but address another goal entirely. In a few cases, unit goals lack any action steps to support them. One report cited the same unit goal for both 2007–08 and 2008–09, but no action steps for either year was listed to achieve that end.

Some reports lack specific benchmarks—beyond the accomplishment of the tasks outlined—by which to measure progress. Most goals and strategies address long-term structural issues that will

Unit Diversity Priorities for 2007–08



require a period of years. In-depth study is required to adequately assess outcomes, yet only six months elapsed between the time the action plans were adopted and the first progress report was due. Over a longer term, short-term and specific benchmarks will tell whether strategies are moving the units toward their intended goals. In doing so, they can suggest where strategies might be worthy of replication in other units or, conversely, where course corrections are called for.

Goal 1

CLEARLY DEFINE AND PUBLICIZE THE UNIVERSITY'S COMMITMENT TO DIVERSITY.

ELABORATION

To support students, faculty, and staff in valuing and understanding diversity, University leaders must make specific efforts to clearly define and publicize the University's and their unit's commitment to diversity. Units also should be clear in articulating diversity as a key contributor to educational excellence. In defining and communicating the significance of diversity, University leaders will promote a respect for all individual differences regardless of age, gender, race, class, color, national origin, religion, philosophical perspective, disability, or sexual orientation. Leaders will also communicate the University's core values and vision for diversity, presenting the University's commitment clearly for all members of the University community and the general public.

48% of units adopted Goal 1 as a priority for 2007-08

5 of 14 academic units
11 of 19 administrative units

Of the 33 reporting units, 16 (or 48 percent) adopted Goal 1 as a priority for the 2007-08 year. They

included 5 of 14 academic units and 11 of 19 administrative units. In the baseline survey a year earlier, 77 percent of responding units indicated activities directed toward defining and publicizing the University's commitment to diversity.

Of reporting units, 6 of 14 academic units and 9 of 19 administrative units noted that they had adopted, refined, published, or further emphasized statements on diversity.

- The University Library's new standing committee on diversity, for example, drafted a diversity statement that has been

integrated into the orientation program for new library staff, has been made part of the employee handbook, and has been posted on the library staff intranet.

- The Equal Opportunity/ADA Office, working with two advisory committees, revised harassment policies and procedures to include all protected categories.

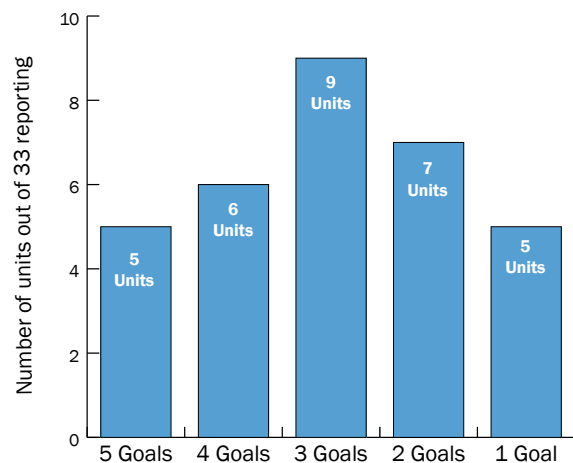
A similar number of units highlighted diversity in publications, web materials, photographs, and videos.

- University Advancement reported that at least a third of events or programs promoted on the University website (www.unc.edu) were chosen specifically because they in some way support at least one of the five diversity goals.
- Undergraduate Admissions developed an archive of 200 photographs to be used in promoting diversity at Carolina and a one-page overview of diversity that it distributes on campus and at college fairs.
- *Endeavors* magazine, a product of Research and Economic Development, published several stories portraying diversity among its faculty, students, and clientele groups as well as stories addressing the issues of diversity in scholarship and research.

The designation of high-profile administrators, faculty members, and committees to lead diversity initiatives sent a strong message throughout many units, as did open discussions of how to achieve diversity.

- In spring 2008, the topic of the Arts and Sciences chairs' retreat was "Strategies to Achieve Diversity in Faculty Hiring."

Units Addressing Number of Goals



- The Frank Porter Graham Child Development Institute scheduled monthly meetings to explore ways to make its staff, work environment, research, outreach, and products more reflective of and responsive to racial and ethnic diversity.
- The Division of Finance and Administration partnered with Staples Business Advantage and two minority suppliers to provide e-commerce access to the minority suppliers' products. As a result, business with the minority suppliers increased 35 percent.

OUTREACH FOCUS

Carolina's commitment to diversity extends beyond the campus. The demographic composition of advisory boards, such as the University's Board of Visitors, is being reviewed. Also, the University community experiences the State's diversity through the annual Tar Heel Bus Tour. Research and engagement purposefully address the broader community. The University's Goal 5 specifically addresses University-focused research projects that study the status of diversity on campus and help identify promising strategies. Many units, however, reported on research projects addressing diversity in the broader community. Engagement was not identified as a separate diversity goal, but here, too, the University lives up to its responsibilities to North Carolina, the nation, and the world.

- In conjunction with the Office of Waste Reduction and Recycling, the Division of Finance and Administration hosted workshops for vendors designed in part to foster collaboration between minority and non-minority contractors, haulers, and recyclers. In addition, the division's Historically Underutilized Business Resource Center conducted presentations to support vendor diversity in the University's design and construction program. It worked with a number of large firms to assist in developing improved solicitation procedures to attract diverse vendor/supplier subcontractors.
- In the School of Information and Library Science, a faculty member is exploring the potential for public libraries in North Carolina to serve as catalysts for community engagement. He is developing a program to provide advice to community forums, reading groups, and other public discussions where questions of policy, education, culture, and service can be considered.
- In the School of Government, the Civic Education Consortium developed dozens of lesson plans that address the history of minorities in North Carolina and teach students about tolerance and civil discourse. These materials, designed for K-12 classrooms, are available free online. More than 4,000 people accessed the lessons between September 2007 and February 2008.

- The Center for Global Initiatives and Office of International Affairs launched "Esse Quam Videri: Self-portraits of Muslims in North Carolina," an art project that draws a rich portrait of Muslims living in North Carolina. The project seeks to build bridges between Muslims and non-Muslims, and promote civic and cultural integration of Muslims into the wider society.
- Carolina's commitment to diversity has been acknowledged nationally. The Carolina Covenant has become a model for initiatives to open college doors to students from low- to moderate-income families. *The Journal of Blacks in Higher Education* has, for the sixth time in eight years, ranked UNC first among major U.S. universities in the percentage of African American students in the first-year class.
- This past year, the UNC Center for Civil Rights conducted research and engagement related to education in Charlotte, Greenville, High Point, and Goldsboro, among other communities. Similarly, the Center on Banking and Finance is sponsoring a diversity initiative for directors, offering training sessions that will increase the number of minorities and women who will eventually be placed on corporate boards in the region.

Goal 2

ACHIEVE CRITICAL MASSES OF HISTORICALLY UNDERREPRESENTED POPULATIONS NECESSARY TO ENSURE THE EDUCATIONAL BENEFITS OF DIVERSITY IN FACULTY, STAFF, STUDENTS, AND EXECUTIVE, ADMINISTRATIVE, AND MANAGERIAL POSITIONS

ELABORATION

Diversity is more than presence; a lack of diversity among faculty, students, and staff impedes the educational process. Even among undergraduates, where the University achieves far greater diversity, the lack of a critical mass can place undue pressures on historically underrepresented students and interfere with all students experiencing the educational benefits of a diverse learning environment. Effective measures for the recruitment, support, and retention of underrepresented students, faculty, and staff are critical to the achievement of this goal.

73% of units adopted Goal 2 as a priority for 2007–08

11 of 14 academic units

13 of 19 administrative units

Through the years, efforts to document strategies to achieve diversity at Carolina consistently rank recruitment and retention as the tools most frequently employed. The 2007–08 diversity plan reports are no different. Of the 33 reporting units, 24 (or 73 percent) listed Goal 2, achieving critical masses of historically underrepresented populations, as a priority. Among these were 11 out of 14 academic units and 13 of 19 administrative units. In earlier reports, however, nearly all recruitment and retention activity focused on students and faculty. The 2007–08 reports show nearly half of all units now making efforts to increase staff diversity. These different target groups deserve individual attention.

RESPONSE TO DEMOGRAPHIC CHANGE

The growth of the Latino population in North Carolina represents one of the most significant demographic shifts to occur in recent history. This is reflected in the campus community as well. Various efforts reflect the University’s response:

- Undergraduate Admissions has published a diversity fact sheet in English and Spanish and is translating its high-traffic web pages into Spanish.
- Diversity and Multicultural Affairs has launched new leadership programs and campus-based recruitment programs targeting the Hispanic demographic.
- The School of Dentistry has hired its first Spanish-language interpreter.
- The School of Journalism and Mass Communication also offered a professional development program on marketing to Hispanics this spring, and it plans to begin offering some classes in Spanish. In addition, it sponsors four-week summer programs in Mexico City and other Spanish speaking locations.
- The University Library has developed a Spanish version of its community workshop on computer and information literacy.
- The School of Government has presented a course on Hispanic culture for the State’s registers of deeds and another on immigration issues for judges. It also has hired an attorney on a one-year contract to research immigration issues.
- A staff member from Health Sciences Library attended a workshop on Hispanic outreach.
- The School of Education added requirements to observe and teach English-language learners to two courses.

- At the School of Social Work, students organized a panel discussion and follow-up sessions on issues faced by undocumented individuals.
- The Center for Global Initiatives/Office of International Affairs is organizing a faculty working group on Latino immigration to the American South.
- In the College of Arts and Sciences, the Department of Romance Languages has added courses on the U.S. Hispanic community and the Cuban Diaspora.

STUDENT RECRUITMENT AND RETENTION

The College of Arts and Sciences, the Graduate School, and 9 out of 12 professional schools have adopted Goal 2 as a priority. So, too, have administrative units concerned with student recruitment and preparation, such as Undergraduate Admissions, the Office of Diversity and Multicultural Affairs, and Academic Initiatives.

At both the graduate and undergraduate level, the recruitment process is becoming more refined.

- The Graduate School and the School of Pharmacy each hired a director of minority recruitment and retention, and the schools of Dentistry and Medicine are sharing a recruiter focusing in student diversity.
- Undergraduate Admissions requires that each admissions officer has a diversity plan and is reviewing the process of evaluating applicants to ensure each candidate is considered in light of all he or she might contribute to diversity at Carolina.
- The School of Medicine and School of Dentistry created a joint position for student recruitment to foster the recruitment of students of color.

Some recruitment efforts serve as introductions to the University.

- The Office of Diversity and Multicultural Affairs (DMA) collaborates with Undergraduate Admissions and others on several programs to introduce high school students from historically underrepresented groups to the campus and to college life. The largest, Project Uplift, brings more than 1,000 rising seniors in the top quarter of their class to campus for two days.

At the graduate and professional level, special recruitment efforts target students from colleges and universities that have historically served minorities.

Indicators of progress

MED Program

Established at Carolina in 1974, the Medical Education Development Program is now considered a national model. Through 2007, some 1,410 students from disadvantaged backgrounds who attended the nine-week summer program were later accepted into a health professions school, and approximately 77 percent have now graduated. MED participants have represented more than 72 percent of minority students enrolling in the UNC schools of Medicine and Dentistry.

UNC/ECSU Pharmacy Program

Eight of the 14 students admitted in fall 2007 to the ECSU program live or attended college in eastern North Carolina and 7 were ECSU students. For comparison, only 3 of the 24 students in the first two cohorts were from northeastern North Carolina, and only 1 attended ECSU as an undergraduate.

Graduate School Applications

The Graduate School indicates a growing pool of applicants from minority populations and other underrepresented groups. In February, the new biological and biomedical sciences PhD program had received 82 applications from students self-identified with an underrepresented group, compared with 47 by the same time last year.

- The Graduate School hosted about 200 students from six different schools or regions during spring 2007. These included the Atlanta consortium schools of Morehouse, Spelman, and Clarke Atlanta, as well as McNair programs from UNC Charlotte and University of Montevallo. (McNair programs assist disadvantaged students with the potential for doctoral studies.) In September the Graduate School hosted 23 American Indian recruits during an annual recruitment weekend. The school of Education made some gains in increasing the number of enrolled minority students at the master's and post-baccalaureate non-degree levels.
- The schools of Dentistry, Government, Medicine, and Journalism also recruited graduate students from minority-serving institutions.
- The School of Nursing collaborated with nursing programs at historically black universities NC Central University and Winston-Salem State University to conduct the Research Enrichment and Apprenticeship Program. The program enables baccalaureate and master's students from ethnic and racial minority backgrounds to work with faculty researchers

addressing health disparities. Thirty-six students participated, more than a quarter of whom have begun graduate programs.

- Representatives from the Journalism School attended a national newspaper and media conference for historically black colleges in February and plans to attend the UNITY conference for journalists of color in mid July.

Medical and scientific disciplines support a number of pipeline programs that seek to increase the pool of candidates from underrepresented groups.

- The schools of Medicine and Dentistry, for example, support the Medical Education Development program, which enrolls potential applicants from disadvantaged backgrounds in a nine-week summer program of coursework and mentoring.
- Dentistry and Pharmacy lend support to the Science Enrichment Program, an eight-week health careers preparation program for disadvantaged undergraduates sponsored by the North Carolina Health Careers Access Program, and Pharmacy conducted review courses for the Pharmacy College Admissions Test at UNC and at Elizabeth City State University.

Scholarships and other forms of financial aid are significant tools for units attempting to improve diversity. The Carolina Covenant may be the most widely recognized use of financial aid to promote student diversity: students of color represent 61 percent of all Carolina Covenant scholars, and 57 percent are first-generation college students.

- The Diversity in Public Service Scholarship Fund, awarded by the School of Government for the first time in 2007–08.
- The Graduate School provides financial support, such as the Sequoyah Fellowship and Minority Presence Assistantships; travel awards for recruitment visits; and mentoring workshops that focus on underrepresented students, including women in the sciences.

Additional programs focus on helping students broaden their experiences and succeed academically once they have enrolled.

- The Schools of Public Health and Social Work provide special orientation for minority students to give them opportunities to connect with minority faculty and returning students.
- The College of Arts and Sciences uses peer mentoring to

assist African American and American Indian freshmen with their adjustment to student life. Its Office of Academic Counseling supports minority undergraduates with academic skills enhancement and with preparation to make them more competitive applicants for the Schools of Law and Nursing.

- The Center for Global Initiatives, in conjunction with the The Sonja Haynes Stone Center for Black Culture and History, held an information session on funding opportunities for international research and experiential learning to encourage minority participation; more than 200 minority students attended.
- The Odom Institute, a part of Research and Economic Development, hosted a weeklong statistical workshop for minorities entering doctoral programs in the social and behavioral sciences at UNC and partnering institutions.

FACULTY RECRUITMENT AND RETENTION

Approximately two-thirds of academic units, or 9 out of 14, mentioned the recruitment and retention of diverse faculty as one of their aims under Goal 2. The most frequently mentioned strategies were targeted advertising and the inclusion of minorities on search committees. In the School of Public Health, the special assistant to the dean for diversity serves as a resource for search committees. In the School of Education, the dean reviews top-ranking minority candidates.

- Two units reported creative approaches to increasing minority faculty. The School of Journalism recruited two African American women who had been guest speakers to be adjunct professors. One went on to be hired as full-time faculty. The School of Government recruited an African American doctoral candidate for a research position while he completed his dissertation. After completing his degree, he joined the faculty.
- The University's Working on Women in Science (WOWS) initiative also received mention. It is designed to recruit and support women faculty throughout the sciences and health affairs divisions by, among other things, supplementing the salaries of designated WOWS scholars while they explore new ways to support the advancement of women scientists at UNC and by providing funds for temporary personnel to replace faculty members on leave for family responsibilities. The College of Arts and Sciences has appointed two WOWS scholars to work with search committees. The School of Dentistry also has launched a WOWS program.

Two pipeline programs stood out:

Paying Attention to Language

To encourage more applications from minorities and women, the School of Public Health has modified the language it uses in advertising faculty positions. Advertisements used to state: "UNC-CH is an Equal Opportunity Employer. Women and minorities are encouraged to apply." Now they read: "The School of Public Health is actively committed to diversity. We strongly encourage applications from women, minorities, and individuals with disabilities. The University of North Carolina at Chapel Hill is an Equal Opportunity Employer."

- The Carolina Postdoctoral Program for Faculty Diversity funded 10 postdoctoral scholars this year. The program funds two-year postdoctoral research appointments to develop scholars from historically underrepresented groups for possible tenure track appointments. Several units mentioned the program as aiding faculty development.
- In the School of Medicine, the Simmons Scholar Program supplements the salaries of minority faculty members who, among their responsibilities, serve as role models for minority students. The program has helped to attract 16 African American and two Hispanic faculty members. Twelve former Simmons scholars remain active members of the faculty.

STAFF RECRUITMENT AND RETENTION

In 2005, in response to a survey by the Chancellor's Task Force on Diversity, only 2 of 9 administrative units reported any programs or activities to recruit or retain a diverse staff. Three years later, the situation has changed significantly. In their 2007–08 diversity reports, 45 percent of reporting units mentioned staff recruitment and retention activities. These included 8 out of 19 administrative units and 7 out of 14 academic units.

These reports, however, were less developed than those referencing student and faculty recruitment. For the most part, they mentioned diversity statements on application materials and the inclusion of minorities on search committees and at job fairs. Two exceptions stand out:

- The Health Sciences Library is investigating best practices in attracting and recruiting a diverse staff at research libraries. It has identified five university libraries from around the country for further study.

- To fill job vacancies the School of Dentistry has begun recruiting at several NC community colleges that have dental assistant programs. By drawing applicants from a wider geographic area, the school seeks to promote diversity across racial, cultural, and economic groups.

Goal 3

MAKE HIGH QUALITY DIVERSITY EDUCATION, ORIENTATION, AND TRAINING AVAILABLE TO ALL MEMBERS OF THE UNIVERSITY COMMUNITY.

ELABORATION

We like to think we know instinctively how to interact with others, regardless of our differences. Too often, it's not that easy. On-going educational opportunities are essential to the development of a thoughtful, informed university community that is skilled at interaction in multicultural settings. Diversity education, orientation, and training offer students, faculty, and staff the opportunity to improve interpersonal skills through meaningful education and training relevant to their context in the University.

61% of units adopted Goal 3 as a priority for 2007–08

9 of 14 academic units
11 of 19 administrative units

Diversity education and training take many forms. Workshops on campus teach sensitivity to the cultures of others and explain how

to comply with the federal Americans with Disabilities Act. Health Sciences programs incorporate cultural competency training and explore health disparities among racial and ethnic groups; elsewhere, new courses address growing interest in Hispanic culture and special lectures introduce topics in global current affairs.

Among the 33 units submitting progress reports on their diversity plans, 60 percent ranked diversity education and training [Goal 3] as a priority. This included 9 out of 14 academic units and 11 out of 19 administrative units. These numbers may understate the attention actually being given to education and training. Responding to open-ended questions, 72 percent listed activities that fall within Goal 3 criteria although they may have been mentioned in reference to another priority. This higher number is consistent with the earlier baseline survey, which showed nearly 70 percent attending to diversity education and training.

Units' commitment and follow-through, however, vary substantially. In one administrative unit, with multiple action steps addressing all five goals, nearly every employee had received at least one level of diversity training. Another, addressing only Goal 3, failed to deliver any of the planned training because other demands took priority.

Outside of the traditional curriculum, more units direct diversity training activities to faculty and staff than to students. About half of all academic and administrative units reported one or more efforts to provide training for faculty and staff. Only 15 percent of reporting units (3 of 14 academic units and 2 of 19 administrative units) provided diversity training for students.

- Diversity and Multicultural Affairs established the University Diversity Education Team (DET), made up of faculty and staff members. Sixty members of the campus community were given instruction and certified as diversity trainers for the team. The group has developed a customizable class, Diversity 101, which will be offered to all University schools, units, and organizations.
- The University Library collaborates with others in the Triangle Research Library Network to provide educational opportunities and training in diversity for all library employees.

Some units have developed thorough, multi-year plans to ensure that every staff member receives diversity training.

- The Division of Finance and Administration offers a concrete example. All Finance employees are now required to attend a diversity training program. In the initial round, all but one employee completed the course. The unit's current goal is for that employee and the unit's 20 new hires to attend training sessions before June 30.
- Student Affairs has developed a two- to three-year plan to provide all staff with cultural competency training. Under the first phase, all department heads underwent training, conducted in conjunction with the University Ombudsman's Office. The next phase calls for similar training for each department.
- The Department of Athletics has taken a multi-pronged approach to address staff and students. A general diversity training program targeted supervisory personnel, including all head and assistant coaches and all administrators. Student-athletes, on the other hand, attended a training session related to lesbian, gay, bisexual, and transgender issues. In another event, a guest speaker addressed first-year student-athletes on respect for individuals with physical disabilities.

Other units are incorporating diversity training into orientation for new employees and students or focusing on specific topics.

- SafeZone training, conducted by the LGBTQ Office of Student Affairs, plays a prominent role. The Business School reported that 9 school members completed SafeZone training in spring 2007, bringing the total number of current faculty and staff completing the training to 28. Another 20 had registered to participate in February 2008.
- The Graduate School also reported a number of facilitated gatherings and workshops on such issues as diversity awareness and cross-cultural dialogue.

Three instances of specialized training for individuals can be expected to have especially broad benefits.

- A staff member in the School of Pharmacy has been certified as a diversity trainer, and a staff member in the Health Sciences Library attended a full-day training program on library outreach to Hispanic populations. In addition, a staff member of the Office of Scholarships and Student Aid attended the 2008 Institute on College Student Values conference. The conference focused on strategies for creating more campus conversations about cultural and religious differences, and explored ways to find common values in a time of polarizing differences.

At least four units currently offer assistance—through training or advice—to groups interested in diversity issues: the Equal Opportunity/ADA Office, the Office of Diversity and Multicultural Affairs, the University Counsel’s Office, and the Office of Student Affairs. The Equal Opportunity/ADA Office reported that more than 1,100 employees campus wide have completed its on-line training programs and several departments have had on-site training in discrimination and harassment prevention.

- Diversity and Multicultural Affairs offers diversity education sessions for a variety of campus units and schools, as well as teaching two classes on diversity for a Human Resources certificate program. DMA staff also speak to academic classes on a wide range of diversity issues upon request.

DIVERSITY IN THE CURRICULA

Across the campus, traditional curricula are being reviewed and revised with an eye toward diversity. Nearly two-thirds of academic units (9 out of 14) reported such activity.

- The School of Education now requires all undergraduates to take a new course on working with socioculturally diverse families.
- Beginning in 2007–2008, the Master of Public Administration program includes five workshops in diversity spread over the academic year. Previously, diversity was covered in a single, one-day workshop.
- A review of all foundation courses in the School of Social Work revealed that each course contained at least one objective, reading, and/or assignment related to diversity. The school concluded that although the courses were strong on diversity content, they could benefit from more focus on practice with diverse populations. Two courses were revised accordingly.

Goal 4

CREATE AND SUSTAIN A CLIMATE IN WHICH RESPECTFUL DISCUSSIONS OF DIVERSITY ARE ENCOURAGED AND TAKE LEADERSHIP IN CREATING OPPORTUNITIES FOR INTERACTION AND CROSS-GROUP LEARNING.

ELABORATION

Respectful, thoughtful interchange is at the core of a dynamic environment that values the contributions of all members of the University community and is committed to living its diversity values in everyday learning, research, and work settings. Particular attention must be paid to assure that historically underrepresented members of the University community, including staff members in service roles, are accorded the welcome and respect they deserve as members of the Carolina campus community.

The climate for diversity is of central concern to most reporting units on the University campus. More than 6 out of 10 (64 percent) identified Goal 4 as a priority for the 2007–08 year. These included 8 of 14 academic units and 13 of 19 administrative units. Examples of climate-driven initiatives can be found in the sidebar on page 18 titled “Addressing Climate across Campus.”

64% of units adopted Goal 4 as a priority for 2007–08

8 of 14 academic units

13 of 19 administrative units

ADDRESSING CLIMATE ACROSS CAMPUS

Opening the door

A first step might be considered opening the door to conversation: instituting celebrations and other acknowledgements of diversity. The Health Sciences Library took an especially creative approach with “Diversity Dishes at HSL.” Staff members brought covered dishes of a favorite food from their culture or region. Many dressed in ethnic costumes and displayed artifacts representing home. A wall map allowed them to place pins to identify their family’s place of origin. The Division of Finance and Administration has encouraged a similar celebration with an international festival.

Structured conversations

Structured conversations, often with a trained facilitator, allow groups around campus to explore sensitive topics. They go by various names. Finance and Administration sponsors conversation circles. The School of Nursing held 12 sessions of what it calls Courageous Dialogues. Student Affairs collaborated on implementing the University’s Difficult Dialogues Initiative and created internal diversity circles to provide staff members an opportunity to participate in facilitated discussions about diversity topics. Some efforts seek to extend the dialogue to parents. During the Carolina Testing & Orientation Program (CTOPS), students and parents are invited to join in structured discussions of such subjects as sexual orientation, race, and religion—often following formal presentations or panel discussions. Diversity and Multicultural Affairs hosts monthly conversations giving an opportunity for faculty, staff, and students to discuss a different diversity issue each month

The arts as catalyst

One of the latest techniques being used to stimulate discussion around diversity is the arts. Carolina Creative Campus, part of Carolina Performing Arts, uses the arts as a foundation to engage in interdisciplinary conversations on issues such as diversity, discrimination, gender, or criminal justice. The goal is to stimulate discourse between faculty, staff, and students that addresses challenges in the University and the local community.

The College of Arts and Sciences

In November, the College co-sponsored a visit by the Michigan Center for Research on Learning and Teaching Players. The troupe has developed several interactive dramatic presentations that highlight gender issues in mentoring, faculty hiring, and the tenure decision process. Following each sketch, the

audience engaged in dialogue with the actors/characters while a trained facilitator guided the discussion.

The Business School

The School’s diversity task force brought in the CSW Global theatrical group in August for “Navigating Leadership and Diversity Challenges.” The event raised issues of diversity and helped to provide a common language for discussing diversity issues.

Student Affairs

The division’s Counseling and Wellness Services employed interactive theater to launch discussions of contemporary issues in student life. Topics included diversity, race, sexual orientation, and religion. Other forms of art have also proved useful in stimulating discussion.

Social Work, Nursing, and FPG Child Development Institute

The School of Social Work used film as part of a discussion around transgender issues, and both the Frank Porter Graham Child Development Institute and School of Nursing sponsor book groups with multicultural themes.

Student involvement

Students have initiated several projects relevant to Goal 4. In the School of Social Work, students organized discussions on issues faced by undocumented immigrants. Other students, under the umbrella of Academic Initiatives, have become involved in community-based social justice projects. At the School of Law, students sponsor an annual ColorLines conversation that invites all students, faculty members, and staff to meet for an open discussion of issues related to racial diversity, discrimination, and affirmative efforts to address challenges in the school, the University, or the local community.

Rewarding achievement

The University’s diversity plan, released in August 2006, included illustrations of strategies and benchmarks for each of the goals. Under Goal 4, it listed the creation of an award for student leadership in diversity. In a similar move, the dean of the School of Nursing confers the student Kindred Spirits Award for Excellence in Multicultural Scholarship during commencement exercises in May. The winner is also recognized on the websites of both the School and Diversity and Multicultural Affairs.

The contributions of some Centers and Institutes to climate issues include:

- The Sonja Haynes Stone Center provides symposia and opportunities for discussion of issues focusing on the African Diaspora and contemporary African American life.
- The Carolina Women’s Center sponsors discussions on a wide range of gender related issues and coordinates conferences on similar issues.
- The American Indian Center brings scholars in American Indian studies to campus to share their research with the campus community and participates in various activities on campus to help foster an understanding of American Indian Culture.
- The Center for the Study of the American South provides scholarship, symposia, and discussion opportunities to illuminate the rich history of the South and its different populations.

All of these centers help different populations learn about each other and emphasize the point that Carolina is made up of a rich and diverse campus society.

Action steps that nurture a welcoming climate, however, are proving difficult to single out. Training and education activities (relevant to Goal 3) often are assigned to Goal 4. Part of the difficulty in differentiating between these goals lies in the cumulative effect: strategies that address other goals, if successful, in time will help create the climate the University seeks. Even so, action steps that contribute directly to Goal 4 call for something more: real, meaningful

interaction and cross-group learning. These are far less common. Progress reports suggest that only a third of units (5 of 14 academic units and 6 of 19 administrative units) have adopted strategies that address a more tightly focused interpretation of Goal 4.

Goal 5

SUPPORT FURTHER RESEARCH TO ADVANCE THE UNIVERSITY’S COMMITMENT TO DIVERSITY AND TO ASSESS THE WAYS IN WHICH DIVERSITY ADVANCES THE UNIVERSITY’S MISSION.

ELABORATION

To assure Carolina’s path toward excellence in diversity, further research must be undertaken to investigate and review best practices in institutional diversity. Moreover, to assess the ways in which diversity contributes to educational excellence, the University must commit itself to ongoing study and documentation. Numerous issues emerged from the 2005 Task Force on Diversity that require deeper investigation and analysis. Adequate resources must be provided to units in order to advance systematic and continuous research and assessment on these issues.

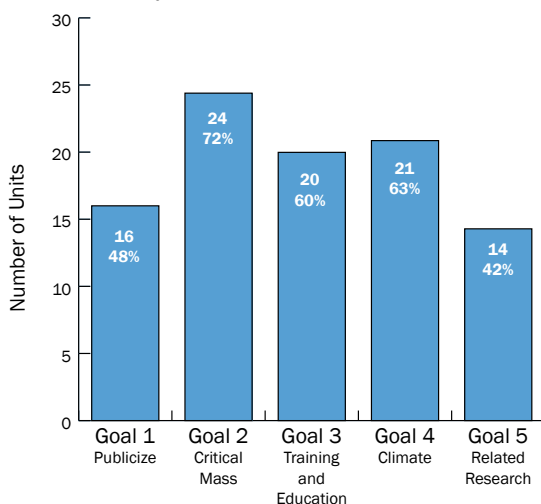
Among reporting units, Goal 5 appeared to receive the least attention of the diversity goals. Six of 14 academic units and 8 of 19 administrative units (42 percent overall) cited Goal 5 as a priority. In addition, Goal 5 outlines research focusing on the University itself.

42% of units adopted Goal 5 as a priority

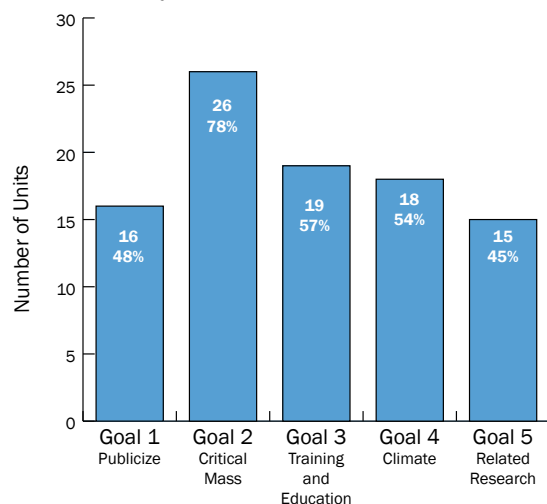
6 of 14 academic units
8 of 19 administrative units

A COMPARISON OF DIVERSITY PRIORITIES BETWEEN 2007–08 AND 2008–09

Unit Diversity Priorities for 2007–08



Unit Diversity Priorities for 2008–09



Some of the research cited in the progress reports, however, took an outward view, researching health disparities or the Latino experience in North Carolina, for example. While such research is beneficial, the discussion here will limit itself to the goal's stated purpose: supporting research to advance the University's commitment to diversity and assess its progress.

- Two centers in the School of Law address diversity topics. The UNC Center for Civil Rights engages in research, training, and outreach to advance civil rights and social justice in the South. It has worked to combat school resegregation and to gain political participation and municipal services for excluded, non-white communities.
- The offices of Institutional Research and Equal Opportunity/ADA are supplying data and analysis useful to units across the campus. For example, Equal Opportunity conducted an analysis of recruitment and hiring. It also developed data to illustrate the underrepresentation of women and minorities in various fields and positions. Institutional Research has increased statistical information on its website to allow other units to monitor minority presence in terms of race, sex, and socioeconomic status. Both assist other campus units with pertinent research.
- A review of faculty grants and contracts in the School of Social Work identified 11 research projects focused on vulnerable children, 5 on disability or mental health, 3 on aging populations, 3 on minority racial/ethnic groups, 4 on poverty populations, 1 on rural needs, and 1 on women's issues.
- In Research and Economic Development, the Frank Porter Graham Child Development Institute has seventeen active projects directly focused on diversity issues, and the Sheps Center emphasizes health disparity studies.

CREATING BASELINE DATA

Some units have undertaken research projects to establish a baseline by which to judge progress toward diversity goals. The Schools of Nursing, Public Health, and Business, for example, all conducted or designed climate surveys. In fact, Public Health has designed three separate surveys, one each for students, faculty, and staff.

MEASURING RESULTS

Other units are measuring the consequences of programs already in progress. Diversity and Multicultural Affairs has begun collecting data for a longitudinal study of the impact of its programs on

the enrollment and retention of a diverse student body. In a similar effort, Institutional Research and the Office of Scholarships and Student Aid are undertaking a study of the Carolina Covenant. The study will evaluate the program's effect on increasing socioeconomic diversity on campus and the academic success of low-income students.

THE COLLEGE OF ARTS AND SCIENCES' MULTI-PRONGED APPROACH

The wide range of research efforts within the College of Arts and Sciences deserves special mention. At least four separate research projects have been carried out or are in progress:

The first study contributed to the college's diversity progress report. In January, the college conducted a comprehensive web-based survey of 62 academic departments and units in the college. The survey asked each unit to report on its 2007 activities to meet the University's diversity goals as well as the unit's goals for 2008. In addition, survey questions addressed whether 1) a unit's commitment to diversity is published on the department website; 2) the unit has a specific committee to deal with issues of faculty, graduate student, and staff diversity; 3) the unit has offered undergraduate or graduate-level courses that address issues of diversity; and 4) the extent to which the unit has participated in the target of opportunity program and the Carolina Post-Doctoral Program for Faculty Diversity. The response rate was 100 percent of the academic departments.

With the assistance of the equal opportunity officer, the College compiled detailed information on the number of faculty members by rank and by ethnic background in each academic department. These data help identify departments that are making progress as well as those that may need to concentrate their efforts.

Collaborating with the Office of Institutional Research, the College has launched a study to assess whether changes in academic eligibility policies differentially affected students by race and socioeconomic status.

Another series of analyses involving Institutional Research is examining differences in the success rates of majority and minority students in gateway courses in mathematics and sciences and the relationship of that success to retention and graduation.

OPPORTUNITIES FOR THE FUTURE

ASSESSING THE STATE OF DIVERSITY

The unit reports for 2007–08 show evidence of increased engagement with diversity issues and the development of strategies and initiatives to enhance and support diversity. Academic and administrative units have begun multi-dimensional diversity initiatives and programs.

There are reasons for optimism about the state of diversity at Carolina. Many units are highlighting the campus commitment to diversity in their print and electronic media. There are programs and initiatives being developed that address recruitment of a diverse student body. Climate studies for faculty, staff, and students are being initiated by many units and diversity education opportunities have increased on campus. There is also a growing emphasis on conducting research about diversity topics and issues.

We also learned from this first year of reports that there are some areas in need of further attention, study, and action. For example the growth in both faculty and staff racial diversity for 2007–08 has occurred largely in the Latino and Asian populations while the historically underrepresented African American and American Indian groups have experienced no significant gains and even some decreases.

Overall, our report suggests that the State of Diversity at Carolina is good. There is, in general, an increasing interest in, and engagement with, diversity issues by the University community. Carolina continues to be among national leaders with the racial/ethnic diversity of its undergraduate classes and in many graduate and professional programs (see Appendix II.) During the coming years, giving additional attention and resources to recruiting and retaining diverse faculty and staff will enhance our aspirations for overall excellence and national leadership.

ADDRESSING DIVERSITY IN 2008–09

The diversity priorities and goals identified by academic and administrative units for next academic year (2008–09) correspond closely with those of 2007–08. Recruitment and retention [Goal 2] continues to attract the widest level of support, with 78 percent of units listing it as a priority. This is especially true among schools and colleges; 13 out of 14 academic units listed Goal 2 as a priority.

Each of the other goals was designated a priority by 45 percent to 57 percent of reporting units.

The units may be marginally less ambitious in their goal selections for the new year than during 2007–08. Eight units listed fewer goals as priorities than they did the year before, but 6 units identified more goals as priorities. In total, 7 units are targeting all 5 goals, and 19 listed 3 or more goals as priorities.

Action steps outlined for the new year show an evolving recognition of the complexities involved in addressing the University's commitment to diversity. Benefits will accrue as units continue to think deeply about the meaning of diversity, establish partnerships that enhance their strengths and broaden their outlook, and take creative approaches toward achieving their goals. The discussion that follows includes commentary on the progress toward meeting diversity goals as a University and suggestions about areas needing additional attention.

Commitment

Accountability for achieving the university's vision for a diverse and inclusive community rests with the leadership and faculty of academic units and senior leadership of the administrative units. Emphasis must be placed on the responsibility that all members of the school or unit understand and support the university's adopted diversity goals in practice as well as in philosophy. More units would benefit from establishing active committees of faculty, staff, and students to assess the climate for diversity at the unit level and make recommendations to senior leadership to improve the climate.

Furthermore, to achieve measurable progress, active rather than passive measures must be thoughtfully constructed and implemented, with the importance of diversity reinforced in numerous ways. Strategies outlined for 2008–09 suggest that units recognize the need to go beyond adopting and publicizing a diversity statement. Among the more active measures described:

- The Business School plans to distribute monthly email diversity tip sheets that help educate the Kenan-Flagler community about a range of issues. The school also will use flat-panel monitors around the building to remind people of diversity-related events and holidays and improve appreciation of a diverse population.
- The Equal Opportunity/ADA Office, meanwhile, plans to complete the revision of harassment and non-discrimination policies and procedures and to educate the university community on those.

Critical mass

Achieving a critical mass of historically underrepresented populations is a long-term structural issue that requires continuing attention, as reflected in the number of units targeting Goal 2. This interest must be combined with continued attention to outcomes and awareness of the difference between wanting and achieving. Central to this awareness is an understanding of how the campus climate and the unit culture affect the ability to recruit and retain outstanding candidates.

Strategies for 2008–09 suggest an ongoing refinement of the recruitment process, especially for students. More concerted effort is called for to improve diversity among faculty and staff. Academic units are especially encouraged to assess recruitment methods and outcomes to achieve measurable progress with faculty diversity. The retention/advancement side of the equation also would benefit from more strategic planning and attention. Units report some mentoring and study programs for students and at least one mentoring effort for junior faculty, but few mention similar attention to staff. Among the strategies that could serve as models:

- The Division of Research and Economic Development is planning efforts to improve mentoring across cultures and to help minority post-doctoral students strengthen their long-term careers prospects.
- Finance and Administration plans to identify external programs designed to help women and minorities refine leadership skills.
- The School of Social Work is developing a two-year plan for recruitment and retention of minority students, based on review of existing efforts. The review includes examining reasons for withdrawal/academic ineligibility of minority students who enrolled but failed to complete the program.
- The School of Public Health plans to develop and support faculty exchanges with minority-serving institutions.
- The Business School will launch additional programs to attract minority students to its undergraduate programs. These will include socials and information sessions to be run by student minority clubs and aimed at minority students in high school through the sophomore year in college.
- To increase the diversity of its pool of candidates for staff positions, the Office of Student Affairs will create internship opportunities for undergraduate and graduate students.

Training & education

Several units reported admirable efforts in 2007–08 to provide diversity training for staff or to incorporate diversity in the traditional curriculum. Units that have not yet found a way to provide diversity training could benefit from examining the success stories from other units. Going forward, the importance of diversity education for all members of the campus community must be emphasized.

One asset in this effort is the Diversity Education Team established by Diversity and Multicultural Affairs. Units may request that the team provide diversity education classes for faculty, staff, and students in the fall of 2008. In addition Diversity and Multicultural Affairs will continue to work with schools and units to provide not only diversity education but consultation and collaboration for unit- and school-level programming on diversity issues. Among the education and training initiatives mentioned for 2008–09:

- The School of Public Health will conduct a comprehensive review of all its courses to identify those that include content on health disparities. This review will document the extent to which health disparities is a component of curriculum and allow the School to establish benchmarks and targets for evaluation.
- The Office of Student Affairs will continue to work with Carolina United, a program designed by and for students, in an effort to increase understanding around diversity and other leadership issues.
- Human Resources solicited support from DMA to increase diversity education sessions for managers and employees.
- The School of Journalism and Mass Communication is planning The Latino Project for 2008–09. The project will span all sequences within the School and includes studies of the State's Latino media, feature stories on individuals, consideration of the policy and business implications of the growing Latino presence, and public service outreach.

Climate

Climate surveys indicate increasing attention to the climate for diversity, but questions remain about the best way to create a welcoming and inclusive climate. The link between a welcoming climate and the recruitment and retention of faculty, staff, and students must be emphasized. Climate issues, whether campus-wide or unit-focused also play a crucial role in the ability of all members of the campus community to work and interact with each other.

One of the most encouraging strategies for 2008–09 is a plan to identify key success factors. This project is a joint undertaking of the Division of Finance and Administration, the Equal Opportunities/ADA Office and the Office of Diversity and Multicultural Affairs. Among other plans:

- The Business School will support and increase the number of student cultural events.
- The Law School will arrange a series of discussions around diversity.
- The University Library will develop a series of diversity exhibits to be installed in the large display case at the entrance to Davis Library.
- Diversity and Multicultural Affairs will continue to administer the Diversity Incentive Fund.

One strategy that can be considered for next year is to establish recognition awards for faculty, staff, and students who make significant contributions to advancing diversity at the unit level and University wide.

Research

Several of the more ambitious research efforts reported in 2007–08 will continue into the next year. Others will need to be repeated periodically, to allow for analysis of results over time. Careful consideration will reveal many other opportunities for research that could better illuminate and further diversity at Carolina. For example, units could:

- Encourage the participation of students and graduate students in the exploration of research projects that center on some aspect of diversity.
- Conduct research projects that will help inform the campus community determine best practices in the management of diversity.
- Provide opportunities for Senior management diversity education.
- Utilize existing research to discover opportunities to promote cross-cultural learning for faculty, staff, and students.
- Conduct research to learn about the impact of climate on student retention persistence and the factors that influence faculty and staff decisions to stay or leave.



APPENDIX I

Diversity Liaisons

ACADEMIC UNIT LIAISONS

UNIT	LIAISON(S)
College of Arts and Sciences	Karen Gil
Graduate School	J. Alan Kendrick, Leslie Lerea
Kenan-Flagler School of Business	David Stevens, Jean Elia
School of Dentistry	Matthew M. Morano
School of Education	Deborah Lane
School of Government.	Thomas Thornburg
School of Information and Library Science	Jeff Tibbs
School of Journalism and Mass Communication	Dulcie Straughan
School of Law	Meredith Weiss
School of Medicine	Kevin Fitzgerald
School of Nursing	Rumay Alexander
School of Pharmacy	Carla White-Harris
School of Public Health	Jessie Satia
School of Social Work	Anna Scheyett

ADMINISTRATIVE UNIT LIAISONS

UNIT	LIAISON(S)
Center for Global Initiatives and Office of International Affairs	Niklaus Steiner
Department of Athletics	Martina Ballen
Diversity and Multicultural Affairs	Cookie Newsom
Equal Opportunity/ADA Office.	Ann Penn
Health Sciences Library	Margaret E. Moore
Information Technology Services.	Lisa Lipscomb
Office of the Executive Director for the Arts	Melissa Peng, Rosemary Holland, Reed Colver
Office of Institutional Research and Assessment	Larry Mayes
Office of Scholarships and Student Aid.	Jackie Copeland, Vincent Amoroso II
Office of the Vice Chancellor, Finance and Administration	Brenda Malone
Office of the Vice Chancellor, Research and Economic Development	Jo Ann Gustafson
Office of the Vice Chancellor, Student Affairs.	Melissa Exum
Office of the Associate Provost, Academic Initiatives.	Carol P. Tresolini
Office of Public Service and Engagement	Laila Robbins
Undergraduate Admissions	Herb Davis
University Advancement	June Steel
University Counsel	Joanna Carey Cleveland
University Library	Jan Paris
University Registrar.	Amy Dunlap

APPENDIX II CAMPUS WIDE RACIAL/ETHNIC DIVERSITY

FACULTY

	White		African American		American Indian		Asian		Hispanic		Other	
	N	%	N	%	N	%	N	%	N	%	N	%
2000	2,462	88.5	118	4.2	3	0.1	148	5.3	51	1.8	0	0.0
2005	2,713	84.6	140	4.4	7	0.2	262	8.2	86	2.7	0	0.0
2006	2,723	84.2	141	4.4	9	0.3	272	8.4	87	2.7	1	0.0
2007	2,765	83.3	144	4.3	9	0.3	295	8.9	108	3.3	0	0.0

STAFF

	White		African American		American Indian		Asian		Hispanic		Other	
	N	%	N	%	N	%	N	%	N	%	N	%
2000	5,234	75.4	1,360	19.6	22	0.3	256	3.7	71	1.0	0	0.0
2005	5,901	75.4	1,391	17.8	22	0.3	395	5.0	111	1.4	8	0.1
2006	6,042	74.8	1,413	17.5	25	0.3	454	5.6	125	1.5	19	0.2
2007	6,112	73.9	1,454	17.6	28	0.3	516	6.2	144	1.7	21	0.3

UNDERGRADUATE

	White		African American		American Indian		Asian		Hispanic		Other	
	N	%	N	%	N	%	N	%	N	%	N	%
2000	12,546	80.3	1,759	11.3	114	0.7	858	5.5	236	1.5	104	0.7
2005	12,485	74.1	1,827	10.8	157	0.9	1,184	7.0	578	3.4	613	3.6
2006	12,545	73.0	1,873	10.9	140	0.8	1,276	7.4	702	4.1	643	3.7
2007	12,698	72.0	1,940	11.0	144	0.8	1,338	7.6	799	4.5	709	4.0

GRADUATE/PROFESSIONAL

	White		African American		American Indian		Asian		Hispanic		Other	
	N	%	N	%	N	%	N	%	N	%	N	%
2000	7,367	78.1	697	7.4	57	0.6	1,010	10.7	249	2.6	56	0.6
2005	7,705	72.1	916	8.6	82	0.8	1,166	10.9	276	2.6	542	5.1
2006	7,565	71.4	935	8.8	81	0.8	1,116	10.5	290	2.7	604	5.7
2007	7,414	70.6	923	8.8	72	0.7	1,084	10.3	283	2.7	732	7.0

RACIAL/ETHNIC DIVERSITY FOR ALL MAJOR CAMPUS DIVISIONS

COLLEGE OF ARTS & SCIENCES

		White		African American		American Indian		Asian		Hispanic		Other	
		N	%	N	%	N	%	N	%	N	%	N	%
Faculty	2000	701	88.3	32	4.0	1	0.1	39	4.9	21	2.6	0	0.0
	2005	724	84.0	40	4.6	4	0.5	56	6.5	38	4.4	0	0.0
	2006	728	83.0	43	4.9	5	0.6	62	7.1	39	4.4	0	0.0
	2007	730	81.6	44	4.9	5	0.6	70	7.8	46	5.1	0	0.0
Staff	2000	390	85.0	48	10.5	5	1.1	12	2.6	4	0.9	0	0.0
	2005	432	81.8	67	12.7	2	0.4	23	4.4	3	0.6	1	0.2
	2006	449	81.2	67	12.1	2	0.4	30	5.4	4	0.7	1	0.2
	2007	452	81.1	70	12.6	2	0.4	28	5.0	5	0.9	0	0.0
Undergraduate	2000	10,346	79.5	1,548	11.9	99	0.8	729	5.6	197	1.5	93	0.7
	2005	10,353	73.7	1,579	11.2	137	1.0	978	7.0	501	3.6	500	3.6
	2006	10,463	72.4	1,649	11.4	124	0.9	1,081	7.5	597	4.1	532	3.7
	2007	10,542	71.0	1,723	11.6	123	0.8	1,155	7.8	693	4.7	611	4.1
Graduate/ Professional	2000	1,837	80.3	121	5.3	16	0.7	226	9.9	71	3.1	17	0.7
	2005	1,683	75.3	92	4.1	11	0.5	295	13.2	63	2.8	90	4.0
	2006	1,638	75.2	86	4.0	10	0.5	268	12.3	58	2.7	117	5.4
	2007	1,613	75.1	86	4.0	10	0.5	240	11.2	69	3.2	129	6.0

SCHOOL OF BUSINESS

		White		African American		American Indian		Asian		Hispanic		Other	
		N	%	N	%	N	%	N	%	N	%	N	%
Faculty	2000	88	87.1	3	3.0	0	0.0	7	6.9	3	3.0	0	0.0
	2005	91	92.9	1	1.0	0	0.0	5	5.1	1	1.0	0	0.0
	2006	95	91.3	1	1.0	1	1.0	6	5.8	1	1.0	0	0.0
	2007	92	86.0	1	0.9	1	0.9	12	11.2	1	0.9	0	0.0
Staff	2000	103	81.7	20	15.9	0	0.0	2	1.6	1	0.8	0	0.0
	2005	135	80.8	26	15.6	0	0.0	5	3.0	1	0.6	0	0.0
	2006	141	81.0	26	14.9	0	0.0	6	3.4	1	0.6	0	0.0
	2007	137	84.0	20	12.3	0	0.0	4	2.5	2	1.2	0	0.0
Undergraduate	2000	555	88.5	29	4.6	0	0.0	35	5.6	4	0.6	4	0.6
	2005	504	78.5	32	5.0	3	0.5	63	9.8	19	3.0	21	3.3
	2006	521	77.8	31	4.6	3	0.4	69	10.3	26	3.9	20	3.0
	2007	519	77.9	31	4.7	4	0.6	64	9.6	29	4.4	19	2.9
Graduate/ Professional	2000	593	68.4	54	6.2	2	0.2	140	16.1	58	6.7	20	2.3
	2005	559	57.3	45	4.6	3	0.3	129	13.2	35	3.6	205	21.0
	2006	588	59.2	46	4.6	3	0.3	111	11.2	32	3.2	214	21.5
	2007	578	58.6	43	4.4	5	0.5	93	9.4	30	3.0	237	24.0

SCHOOL OF EDUCATION

		White		African American		American Indian		Asian		Hispanic		Other	
		N	%	N	%	N	%	N	%	N	%	N	%
Faculty	2000	48	90.6	3	5.7	0	0.0	2	3.8	0	0.0	0	0.0
	2005	51	81.0	8	12.7	0	0.0	3	4.8	1	1.6	0	0.0
	2006	48	80.0	8	13.3	0	0.0	3	5.0	1	1.7	0	0.0
	2007	45	81.8	7	12.7	0	0.0	3	5.5	0	0.0	0	0.0
Staff	2000	43	70.5	17	27.9	0	0.0	0	0.0	1	1.6	0	0.0
	2005	50	72.5	19	27.5	0	0.0	0	0.0	0	0.0	0	0.0
	2006	50	66.7	23	30.7	0	0.0	0	0.0	1	1.3	1	1.3
	2007	51	68.9	22	29.7	0	0.0	0	0.0	0	0.0	1	1.4
Undergraduate	2000	153	89.5	9	5.3	0	0.0	6	3.5	3	1.8	0	0.0
	2005	179	84.0	20	9.4	0	0.0	2	0.9	8	3.8	4	1.9
	2006	180	82.9	21	9.7	0	0.0	4	1.8	7	3.2	5	2.3
	2007	195	86.7	14	6.2	2	0.9	3	1.3	6	2.7	5	2.2
Graduate/ Professional	2000	330	82.9	44	11.1	3	0.8	13	3.3	7	1.8	1	0.3
	2005	508	76.6	124	18.7	3	0.5	11	1.7	12	1.8	5	0.8
	2006	448	74.5	115	19.1	5	0.8	11	1.8	13	2.2	9	1.5
	2007	440	72.5	120	19.8	7	1.2	12	2.0	18	3.0	10	1.6

SCHOOL OF GOVERNMENT

		White		African American		American Indian		Asian		Hispanic		Other	
		N	%	N	%	N	%	N	%	N	%	N	%
Faculty	2000	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
	2005	45	95.7	2	4.3	0	0.0	0	0.0	0	0.0	0	0.0
	2006	44	95.7	2	4.3	0	0.0	0	0.0	0	0.0	0	0.0
	2007	45	95.7	2	4.3	0	0.0	0	0.0	0	0.0	0	0.0
Staff	2000	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
	2005	56	86.2	8	12.3	0	0.0	1	1.5	0	0.0	0	0.0
	2006	62	87.3	8	11.3	0	0.0	1	1.4	0	0.0	0	0.0
	2007	70	86.4	10	12.3	0	0.0	1	1.2	0	0.0	0	0.0
Undergraduate	2000	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
	2005	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
	2006	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
	2007	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
Graduate/ Professional	2000	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
	2005	46	82.1	5	8.9	1	1.8	1	1.8	1	1.8	2	3.6
	2006	47	81.0	5	8.6	1	1.7	2	3.4	1	1.7	2	3.4
	2007	39	83.0	4	8.5	0	0.0	1	2.1	0	0.0	3	6.4

SCHOOL OF INFORMATION & LIBRARY SCIENCE

		White		African American		American Indian		Asian		Hispanic		Other	
		N	%	N	%	N	%	N	%	N	%	N	%
Faculty	2000	19	90.5	1	4.8	0	0.0	1	4.8	0	0.0	0	0.0
	2005	25	96.2	1	3.8	0	0.0	0	0.0	0	0.0	0	0.0
	2006	23	92.0	2	8.0	0	0.0	0	0.0	0	0.0	0	0.0
	2007	22	88.0	2	8.0	0	0.0	1	4.0	0	0.0	0	0.0
Staff	2000	8	80.0	1	10.0	0	0.0	0	0.0	1	10.0	0	0.0
	2005	13	100.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
	2006	15	100.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
	2007	15	88.2	2	11.8	0	0.0	0	0.0	0	0.0	0	0.0
Undergraduate	2000	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
	2005	19	70.4	3	11.1	1	3.7	3	11.1	1	3.7	0	0.0
	2006	24	72.7	5	15.2	1	3.0	1	3.0	1	3.0	1	3.0
	2007	22	68.8	8	25.0	0	0.0	1	3.1	1	3.1	0	0.0
Graduate/ Professional	2000	181	79.0	12	5.2	1	0.4	32	14.0	2	0.9	1	0.4
	2005	256	83.4	21	6.8	0	0.0	19	6.2	3	1.0	8	2.6
	2006	267	81.4	20	6.1	1	0.3	24	7.3	3	0.9	13	4.0
	2007	275	82.3	15	4.5	3	0.9	24	7.2	4	1.2	13	3.9

SCHOOL OF JOURNALISM & MASS COMMUNICATION

		White		African American		American Indian		Asian		Hispanic		Other	
		N	%	N	%	N	%	N	%	N	%	N	%
Faculty	2000	29	85.3	2	5.9	0	0.0	2	5.9	1	2.9	0	0.0
	2005	39	84.8	2	4.3	0	0.0	3	6.5	2	4.3	0	0.0
	2006	39	83.0	2	4.3	0	0.0	4	8.5	2	4.3	0	0.0
	2007	40	83.3	1	2.1	0	0.0	3	6.3	4	8.3	0	0.0
Staff	2000	13	72.2	4	22.2	0	0.0	1	5.6	0	0.0	0	0.0
	2005	21	91.3	2	8.7	0	0.0	0	0.0	0	0.0	0	0.0
	2006	20	87.0	3	13.0	0	0.0	0	0.0	0	0.0	0	0.0
	2007	22	84.6	3	11.5	0	0.0	0	0.0	0	0.0	1	3.8
Undergraduate	2000	709	88.1	59	7.3	6	0.7	23	2.9	8	1.0	0	0.0
	2005	630	80.2	68	8.7	4	0.5	27	3.4	18	2.3	39	5.0
	2006	612	80.6	56	7.4	3	0.4	29	3.8	26	3.4	33	4.3
	2007	633	82.7	49	6.4	5	0.7	23	3.0	30	3.9	25	3.3
Graduate/ Professional	2000	88	81.5	5	4.6	0	0.0	11	10.2	4	3.7	0	0.0
	2005	75	70.1	4	3.7	0	0.0	14	13.1	7	6.5	7	6.5
	2006	81	71.7	5	4.4	0	0.0	11	9.7	6	5.3	10	8.8
	2007	80	67.8	7	5.9	0	0.0	12	10.2	1	0.8	18	15.3

SCHOOL OF LAW

		White		African American		American Indian		Asian		Hispanic		Other	
		N	%	N	%	N	%	N	%	N	%	N	%
Faculty	2000	43	89.6	5	10.4	0	0.0	0	0.0	0	0.0	0	0.0
	2005	40	81.6	6	12.2	0	0.0	2	4.1	1	2.0	0	0.0
	2006	36	81.8	5	11.4	0	0.0	2	4.5	1	2.3	0	0.0
	2007	36	80.0	5	11.1	0	0.0	3	6.7	1	2.2	0	0.0
Staff	2000	30	63.8	15	31.9	1	2.1	0	0.0	1	2.1	0	0.0
	2005	47	73.4	14	21.9	1	1.6	0	0.0	2	3.1	0	0.0
	2006	53	77.9	12	17.6	1	1.5	0	0.0	2	2.9	0	0.0
	2007	52	71.2	16	21.9	1	1.4	2	2.7	2	2.7	0	0.0
Undergraduate	2000	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
	2005	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
	2006	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
	2007	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
Graduate/ Professional	2000	656	84.5	68	8.8	3	0.4	31	4.0	16	2.1	2	0.3
	2005	541	76.0	74	10.4	12	1.7	36	5.1	29	4.1	20	2.8
	2006	519	74.2	51	7.3	14	2.0	46	6.6	40	5.7	29	4.1
	2007	462	66.6	50	7.2	14	2.0	45	6.5	38	5.5	85	12.2

SCHOOL OF SOCIAL WORK

		White		African American		American Indian		Asian		Hispanic		Other	
		N	%	N	%	N	%	N	%	N	%	N	%
Faculty	2000	65	83.3	13	16.7	0	0.0	0	0.0	0	0.0	0	0.0
	2005	57	78.1	12	16.4	0	0.0	2	2.7	2	2.7	0	0.0
	2006	62	82.7	11	14.7	0	0.0	2	2.7	0	0.0	0	0.0
	2007	63	82.9	9	11.8	0	0.0	2	2.6	2	2.6	0	0.0
Staff	2000	39	67.2	14	24.1	0	0.0	2	3.4	3	5.2	0	0.0
	2005	31	75.6	8	19.5	0	0.0	0	0.0	2	4.9	0	0.0
	2006	35	72.9	10	20.8	0	0.0	1	2.1	2	4.2	0	0.0
	2007	37	72.5	12	23.5	0	0.0	0	0.0	2	3.9	0	0.0
Undergraduate	2000	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
	2005	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
	2006	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
	2007	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
Graduate/ Professional	2000	247	84.0	29	9.9	5	1.7	8	2.7	5	1.7	0	0.0
	2005	273	77.1	50	14.1	4	1.1	13	3.7	6	1.7	8	2.3
	2006	264	75.9	55	15.8	6	1.7	9	2.6	4	1.1	10	2.9
	2007	252	74.3	54	15.9	3	0.9	12	3.5	7	2.1	11	3.2

SCHOOL OF DENTISTRY

		White		African American		American Indian		Asian		Hispanic		Other	
		N	%	N	%	N	%	N	%	N	%	N	%
Faculty	2000	126	88.1	8	5.6	0	0.0	4	2.8	5	3.5	0	0.0
	2005	100	80.6	8	6.5	0	0.0	9	7.3	7	5.6	0	0.0
	2006	87	76.3	8	7.0	0	0.0	12	10.5	7	6.1	0	0.0
	2007	82	74.5	6	5.5	0	0.0	12	10.9	10	9.1	0	0.0
Staff	2000	221	75.4	61	20.8	0	0.0	10	3.4	1	0.3	0	0.0
	2005	211	74.3	50	17.6	1	0.4	14	4.9	6	2.1	2	0.7
	2006	207	73.9	52	18.6	2	0.7	11	3.9	6	2.1	2	0.7
	2007	199	72.9	51	18.7	1	0.4	12	4.4	7	2.6	3	1.1
Undergraduate	2000	50	73.5	13	19.1	1	1.5	4	5.9	0	0.0	0	0.0
	2005	60	69.8	13	15.1	1	1.2	9	10.5	1	1.2	2	2.3
	2006	53	65.4	12	14.8	1	1.2	11	13.6	2	2.5	2	2.5
	2007	57	71.3	10	12.5	1	1.3	9	11.3	2	2.5	1	1.3
Graduate/ Professional	2000	304	75.6	29	7.2	1	0.2	57	14.2	10	2.5	1	0.2
	2005	257	61.2	60	14.3	7	1.7	55	13.1	18	4.3	23	5.5
	2006	261	61.8	58	13.7	5	1.2	49	11.6	18	4.3	31	7.3
	2007	272	62.7	58	13.4	5	1.2	50	11.5	16	3.7	33	7.6

SCHOOL OF MEDICINE

		White		African American		American Indian		Asian		Hispanic		Other	
		N	%	N	%	N	%	N	%	N	%	N	%
Faculty	2000	984	88.6	31	2.8	2	0.2	74	6.7	20	1.8	0	0.0
	2005	1,171	84.1	42	3.0	2	0.1	150	10.8	27	1.9	0	0.0
	2006	1,208	84.9	42	3.0	3	0.2	141	9.9	28	2.0	1	0.1
	2007	1,247	84.3	47	3.2	3	0.2	146	9.9	36	2.4	0	0.0
Staff	2000	1,330	75.5	239	13.6	7	0.4	159	9.0	27	1.5	0	0.0
	2005	1,441	74.8	258	13.4	3	0.2	193	10.0	30	1.6	1	0.1
	2006	1,481	74.8	257	13.0	4	0.2	199	10.1	34	1.7	5	0.3
	2007	1,500	74.4	265	13.1	4	0.2	208	10.3	35	1.7	5	0.2
Undergraduate	2000	44	73.3	7	11.7	1	1.7	5	8.3	2	3.3	1	1.7
	2005	41	62.1	10	15.2	1	1.5	10	15.2	3	4.5	1	1.5
	2006	40	62.5	3	4.7	1	1.6	10	15.6	7	10.9	3	4.7
	2007	47	72.3	3	4.6	0	0.0	5	7.7	7	10.8	3	4.6
Graduate/ Professional	2000	1,020	75.7	136	10.1	13	1.0	151	11.2	22	1.6	6	0.4
	2005	1,098	74.6	122	8.3	18	1.2	171	11.6	23	1.6	39	2.7
	2006	1,095	72.9	139	9.2	12	0.8	182	12.1	29	1.9	46	3.1
	2007	1,105	73.3	147	9.7	8	0.5	165	10.9	27	1.8	56	3.7

SCHOOL OF NURSING

		White		African American		American Indian		Asian		Hispanic		Other	
		N	%	N	%	N	%	N	%	N	%	N	%
Faculty	2000	88	89.8	9	9.2	0	0.0	1	1.0	0	0.0	0	0.0
	2005	97	91.5	8	7.5	0	0.0	0	0.0	1	0.9	0	0.0
	2006	87	92.6	5	5.3	0	0.0	1	1.1	1	1.1	0	0.0
	2007	103	89.6	8	7.0	0	0.0	4	3.5	0	0.0	0	0.0
Staff	2000	40	67.8	17	28.8	0	0.0	2	3.4	0	0.0	0	0.0
	2005	51	75.0	14	20.6	0	0.0	2	2.9	1	1.5	0	0.0
	2006	62	73.8	19	22.6	0	0.0	2	2.4	1	1.2	0	0.0
	2007	57	70.4	16	19.8	2	2.5	5	6.2	1	1.2	0	0.0
Undergraduate	2000	254	85.5	31	10.4	0	0.0	8	2.7	3	1.0	1	0.3
	2005	258	77.7	35	10.5	4	1.2	18	5.4	8	2.4	9	2.7
	2006	272	78.6	32	9.2	4	1.2	13	3.8	12	3.5	13	3.8
	2007	278	77.7	31	8.7	6	1.7	21	5.9	14	3.9	8	2.2
Graduate/ Professional	2000	163	84.5	12	6.2	0	0.0	17	8.8	1	0.5	0	0.0
	2005	175	77.1	27	11.9	0	0.0	21	9.3	1	0.4	3	1.3
	2006	155	73.1	28	13.2	1	0.5	25	11.8	0	0.0	3	1.4
	2007	164	74.2	26	11.8	2	0.9	25	11.3	0	0.0	4	1.8

SCHOOL OF PHARMACY

		White		African American		American Indian		Asian		Hispanic		Other	
		N	%	N	%	N	%	N	%	N	%	N	%
Faculty	2000	50	86.2	2	3.4	0	0.0	6	10.3	0	0.0	0	0.0
	2005	52	78.8	1	1.5	0	0.0	12	18.2	1	1.5	0	0.0
	2006	56	75.7	1	1.4	0	0.0	16	21.6	1	1.4	0	0.0
	2007	58	76.3	1	1.3	0	0.0	16	21.1	1	1.3	0	0.0
Staff	2000	28	70.0	7	17.5	0	0.0	3	7.5	2	5.0	0	0.0
	2005	35	77.8	5	11.1	0	0.0	4	8.9	1	2.2	0	0.0
	2006	45	68.2	7	10.6	1	1.5	11	16.7	1	1.5	1	1.5
	2007	49	66.2	8	10.8	2	2.7	12	16.2	2	2.7	1	1.4
Undergraduate	2000	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
	2005	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
	2006	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
	2007	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
Graduate/ Professional	2000	457	76.8	39	6.6	5	0.8	89	15.0	3	0.5	2	0.3
	2005	476	75.2	44	7.0	4	0.6	89	14.1	11	1.7	9	1.4
	2006	474	74.3	40	6.3	4	0.6	93	14.6	10	1.6	17	2.7
	2007	468	69.6	42	6.3	3	0.4	124	18.5	11	1.6	24	3.6

SCHOOL OF PUBLIC HEALTH

		White		African American		American Indian		Asian		Hispanic		Other	
		N	%	N	%	N	%	N	%	N	%	N	%
Faculty	2000	173	89.6	7	3.6	0	0.0	12	6.2	1	0.5	0	0.0
	2005	207	87.3	9	3.8	1	0.4	17	7.2	3	1.3	0	0.0
	2006	195	84.4	11	4.8	0	0.0	21	9.1	4	1.7	0	0.0
	2007	188	83.6	11	4.9	0	0.0	21	9.3	5	2.2	0	0.0
Staff	2000	244	77.7	44	14.0	3	1.0	20	6.4	3	1.0	0	0.0
	2005	292	77.9	44	11.7	3	0.8	31	8.3	5	1.3	0	0.0
	2006	308	80.4	40	10.4	3	0.8	27	7.0	5	1.3	0	0.0
	2007	305	79.4	40	10.4	3	0.8	29	7.6	6	1.6	1	0.3
Undergraduate	2000	80	66.7	12	10.0	2	1.7	21	17.5	3	2.5	2	1.7
	2005	65	59.1	9	8.2	0	0.0	29	26.4	3	2.7	4	3.6
	2006	68	59.6	10	8.8	0	0.0	28	24.6	4	3.5	4	3.5
	2007	81	61.8	17	13.0	0	0.0	21	16.0	5	3.8	7	5.3
Graduate/ Professional	2000	824	73.5	77	6.9	3	0.3	180	16.1	33	2.9	4	0.4
	2005	1,038	67.7	157	10.2	17	1.1	215	14.0	39	2.5	68	4.4
	2006	1,062	67.0	187	11.8	15	0.9	211	13.3	49	3.1	62	3.9
	2007	1,045	67.3	179	11.5	9	0.6	210	13.5	38	2.4	71	4.6

FRIDAY CENTER FOR CONTINUING EDUCATION

		White		African American		American Indian		Asian		Hispanic		Other	
		N	%	N	%	N	%	N	%	N	%	N	%
Faculty	2000	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
	2005	1	100.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
	2006	1	100.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
	2007	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
Staff	2000	34	70.8	14	29.2	0	0.0	0	0.0	0	0.0	0	0.0
	2005	40	71.4	16	28.6	0	0.0	0	0.0	0	0.0	0	0.0
	2006	43	71.7	16	26.7	0	0.0	1	1.7	0	0.0	0	0.0
	2007	43	71.7	16	26.7	0	0.0	1	1.7	0	0.0	0	0.0
Undergraduate	2000	352	78.6	49	10.9	5	1.1	25	5.6	14	3.1	3	0.7
	2005	334	73.7	47	10.4	5	1.1	28	6.2	13	2.9	26	5.7
	2006	273	71.8	47	12.4	2	0.5	23	6.1	16	4.2	19	5.0
	2007	285	73.6	46	11.9	2	0.5	27	7.0	11	2.8	16	4.1
Graduate/ Professional	2000	544	81.9	59	8.9	4	0.6	39	5.9	16	2.4	2	0.3
	2005	596	72.9	83	10.2	1	0.1	72	8.8	21	2.6	44	5.4
	2006	558	74.7	82	11.0	3	0.4	51	6.8	24	3.2	29	3.9
	2007	520	75.7	79	11.5	3	0.4	45	6.6	15	2.2	25	3.6

VISITING INTER-INSTITUTIONAL STUDENTS

		White		African American		American Indian		Asian		Hispanic		Other	
		N	%	N	%	N	%	N	%	N	%	N	%
Faculty	2000	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
	2005	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
	2006	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
	2007	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
Staff	2000	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
	2005	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
	2006	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
	2007	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
Undergraduate	2000	3	33.3	2	22.2	0	0.0	2	22.2	2	22.2	0	0.0
	2005	42	51.9	11	13.6	1	1.2	17	21.0	3	3.7	7	8.6
	2006	39	56.5	7	10.1	1	1.4	7	10.1	4	5.8	11	15.9
	2007	39	54.2	8	11.1	1	1.4	9	12.5	1	1.4	14	19.4
Graduate/ Professional	2000	123	80.4	12	7.8	1	0.7	16	10.5	1	0.7	0	0.0
	2005	124	70.5	8	4.5	1	0.6	25	14.2	7	4.0	11	6.3
	2006	108	65.5	18	10.9	1	0.6	23	13.9	3	1.8	12	7.3
	2007	101	62.3	13	8.0	0	0.0	26	16.0	9	5.6	13	8.0

ATHLETICS

		White		African American		American Indian		Asian		Hispanic		Other	
		N	%	N	%	N	%	N	%	N	%	N	%
Faculty	2000	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
	2005	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
	2006	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
	2007	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
Staff	2000	152	86.9	23	13.1	0	0.0	0	0.0	0	0.0	0	0.0
	2005	184	88.0	23	11.0	0	0.0	1	0.5	1	0.5	0	0.0
	2006	181	86.2	26	12.4	1	0.5	1	0.5	1	0.5	0	0.0
	2007	197	85.7	29	12.6	2	0.9	1	0.4	1	0.4	0	0.0
Undergraduate	2000	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
	2005	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
	2006	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
	2007	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
Graduate/ Professional	2000	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
	2005	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
	2006	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
	2007	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0

CENTERS AND INSTITUTES

		White		African American		American Indian		Asian		Hispanic		Other	
		N	%	N	%	N	%	N	%	N	%	N	%
Faculty	2000	42	95.5	2	4.5	0	0.0	0	0.0	0	0.0	0	0.0
	2005	6	60.0	0	0.0	0	0.0	3	30.0	1	10.0	0	0.0
	2006	6	66.7	0	0.0	0	0.0	2	22.2	1	11.1	0	0.0
	2007	6	66.7	0	0.0	0	0.0	2	22.2	1	11.1	0	0.0
Staff	2000	147	85.0	22	12.7	0	0.0	4	2.3	0	0.0	0	0.0
	2005	151	84.8	17	9.6	0	0.0	6	3.4	2	1.1	2	1.1
	2006	131	81.9	20	12.5	0	0.0	8	5.0	0	0.0	1	0.6
	2007	132	82.5	19	11.9	0	0.0	8	5.0	1	0.6	0	0.0
Undergraduate	2000	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
	2005	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
	2006	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
	2007	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
Graduate/ Professional	2000	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
	2005	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
	2006	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
	2007	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0

GRADUATE SCHOOL

		White		African American		American Indian		Asian		Hispanic		Other	
		N	%	N	%	N	%	N	%	N	%	N	%
Faculty	2000	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
	2005	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
	2006	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
	2007	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
Staff	2000	16	94.1	1	5.9	0	0.0	0	0.0	0	0.0	0	0.0
	2005	18	85.7	3	14.3	0	0.0	0	0.0	0	0.0	0	0.0
	2006	19	95.0	1	5.0	0	0.0	0	0.0	0	0.0	0	0.0
	2007	18	85.7	3	14.3	0	0.0	0	0.0	0	0.0	0	0.0
Undergraduate	2000	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
	2005	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
	2006	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
	2007	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
Graduate/ Professional	2000	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
	2005	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
	2006	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
	2007	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0

GENERAL COUNSEL

		White		African American		American Indian		Asian		Hispanic		Other	
		N	%	N	%	N	%	N	%	N	%	N	%
Faculty	2000	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
	2005	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
	2006	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
	2007	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
Staff	2000	7	100.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
	2005	14	87.5	1	6.3	0	0.0	0	0.0	1	6.3	0	0.0
	2006	13	81.3	2	12.5	0	0.0	0	0.0	1	6.3	0	0.0
	2007	14	87.5	1	6.3	0	0.0	0	0.0	1	6.3	0	0.0
Undergraduate	2000	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
	2005	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
	2006	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
	2007	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
Graduate/ Professional	2000	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
	2005	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
	2006	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
	2007	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0

OFFICE OF THE CHANCELLOR

		White		African American		American Indian		Asian		Hispanic		Other	
		N	%	N	%	N	%	N	%	N	%	N	%
Faculty	2000	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
	2005	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
	2006	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
	2007	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
Staff	2000	30	90.9	3	9.1	0	0.0	0	0.0	0	0.0	0	0.0
	2005	26	86.7	4	13.3	0	0.0	0	0.0	0	0.0	0	0.0
	2006	26	86.7	4	13.3	0	0.0	0	0.0	0	0.0	0	0.0
	2007	29	85.3	5	14.7	0	0.0	0	0.0	0	0.0	0	0.0
Undergraduate	2000	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
	2005	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
	2006	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
	2007	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
Graduate/ Professional	2000	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
	2005	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
	2006	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
	2007	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0

OFFICE OF THE PROVOST

		White		African American		American Indian		Asian		Hispanic		Other	
		N	%	N	%	N	%	N	%	N	%	N	%
Faculty	2000	1	100.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
	2005	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
	2006	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
	2007	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
Staff	2000	103	70.1	42	28.6	0	0.0	2	1.4	0	0.0	0	0.0
	2005	120	70.2	44	25.7	1	0.6	4	2.3	2	1.2	0	0.0
	2006	123	70.3	44	25.1	1	0.6	4	2.3	2	1.1	1	0.6
	2007	117	65.0	49	27.2	2	1.1	6	3.3	5	2.8	1	0.6
Undergraduate	2000	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
	2005	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
	2006	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
	2007	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
Graduate/ Professional	2000	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
	2005	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
	2006	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
	2007	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0

FINANCE & ADMINISTRATION

		White		African American		American Indian		Asian		Hispanic		Other	
		N	%	N	%	N	%	N	%	N	%	N	%
Faculty	2000	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
	2005	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
	2006	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
	2007	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
Staff	2000	956	63.0	540	35.6	2	0.1	7	0.5	12	0.8	0	0.0
	2005	1,039	63.3	523	31.9	2	0.1	54	3.3	22	1.3	1	0.1
	2006	1,050	62.6	511	30.5	4	0.2	83	4.9	26	1.6	3	0.2
	2007	1,065	60.7	525	29.9	4	0.2	123	7.0	36	2.1	2	0.1
Undergraduate	2000	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
	2005	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
	2006	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
	2007	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
Graduate/ Professional	2000	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
	2005	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
	2006	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
	2007	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0

INFORMATION TECHNOLOGY SERVICES

		White		African American		American Indian		Asian		Hispanic		Other	
		N	%	N	%	N	%	N	%	N	%	N	%
Faculty	2000	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
	2005	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
	2006	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
	2007	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
Staff	2000	317	85.9	41	11.1	0	0.0	9	2.4	2	0.5	0	0.0
	2005	338	86.0	33	8.4	1	0.3	18	4.6	3	0.8	0	0.0
	2006	341	85.0	33	8.2	1	0.2	21	5.2	4	1.0	1	0.2
	2007	318	84.4	35	9.3	0	0.0	20	5.3	4	1.1	0	0.0
Undergraduate	2000	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
	2005	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
	2006	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
	2007	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
Graduate/ Professional	2000	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
	2005	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
	2006	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
	2007	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0

VICE CHANCELLOR FOR RESEARCH & ECONOMIC DEVELOPMENT

		White		African American		American Indian		Asian		Hispanic		Other	
		N	%	N	%	N	%	N	%	N	%	N	%
Faculty	2000	5	100.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
	2005	7	87.5	0	0.0	0	0.0	0	0.0	1	12.5	0	0.0
	2006	7	87.5	0	0.0	0	0.0	0	0.0	1	12.5	0	0.0
	2007	8	88.9	0	0.0	0	0.0	0	0.0	1	11.1	0	0.0
Staff	2000	458	78.0	104	17.7	4	0.7	15	2.6	6	1.0	0	0.0
	2005	589	77.2	132	17.3	5	0.7	25	3.3	11	1.4	1	0.1
	2006	608	75.3	146	18.1	4	0.5	33	4.1	14	1.7	2	0.2
	2007	620	74.2	154	18.4	4	0.5	40	4.8	14	1.7	4	0.5
Undergraduate	2000	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
	2005	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
	2006	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
	2007	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
Graduate/ Professional	2000	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
	2005	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
	2006	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
	2007	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0

STUDENT AFFAIRS

		White		African American		American Indian		Asian		Hispanic		Other	
		N	%	N	%	N	%	N	%	N	%	N	%
Faculty	2000	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
	2005	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
	2006	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
	2007	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
Staff	2000	176	74.9	51	21.7	0	0.0	3	1.3	5	2.1	0	0.0
	2005	175	72.0	49	20.2	3	1.2	5	2.1	11	4.5	0	0.0
	2006	178	71.8	49	19.8	0	0.0	8	3.2	13	5.2	0	0.0
	2007	189	71.9	51	19.4	0	0.0	10	3.8	13	4.9	0	0.0
Undergraduate	2000	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
	2005	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
	2006	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
	2007	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
Graduate/ Professional	2000	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
	2005	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
	2006	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
	2007	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0

UNIVERSITY ADVANCEMENT

		White		African American		American Indian		Asian		Hispanic		Other	
		N	%	N	%	N	%	N	%	N	%	N	%
Faculty	2000	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
	2005	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
	2006	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
	2007	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
Staff	2000	101	91.8	8	7.3	0	0.0	1	0.9	0	0.0	0	0.0
	2005	119	88.8	12	9.0	0	0.0	2	1.5	1	0.7	0	0.0
	2006	127	87.6	15	10.3	0	0.0	1	0.7	2	1.4	0	0.0
	2007	139	90.3	11	7.1	0	0.0	1	0.6	3	1.9	0	0.0
Undergraduate	2000	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
	2005	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
	2006	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
	2007	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
Graduate/ Professional	2000	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
	2005	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
	2006	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
	2007	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0

UNIVERSITY ENGAGEMENT

		White		African American		American Indian		Asian		Hispanic		Other	
		N	%	N	%	N	%	N	%	N	%	N	%
Faculty	2000	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
	2005	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
	2006	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
	2007	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
Staff	2000	1	100.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
	2005	5	100.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
	2006	5	100.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
	2007	5	100.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
Undergraduate	2000	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
	2005	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
	2006	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
	2007	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
Graduate/ Professional	2000	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
	2005	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
	2006	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
	2007	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0

LIBRARIES

		White		African American		American Indian		Asian		Hispanic		Other	
		N	%	N	%	N	%	N	%	N	%	N	%
Faculty	2000	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
	2005	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
	2006	1	100.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
	2007	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
Staff	2000	247	89.2	24	8.7	0	0.0	4	1.4	2	0.7	0	0.0
	2005	268	89.3	19	6.3	0	0.0	7	2.3	6	2.0	0	0.0
	2006	269	88.5	22	7.2	1	0.3	6	2.0	5	1.6	1	0.3
	2007	280	89.5	21	6.7	1	0.3	5	1.6	4	1.3	2	0.6
Undergraduate	2000	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
	2005	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
	2006	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
	2007	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
Graduate/ Professional	2000	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
	2005	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
	2006	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
	2007	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0

Diversity *and* Multicultural Affairs



THE UNIVERSITY
of NORTH CAROLINA
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