Report of the
Chancellor's Task Force on Diversity

THE UNIVERSITY
of NORTH CAROLINA
at CHAPEL HILL

April 26, 2005
# Table of Contents

Executive Summary ........................................................................................................... 3

Introduction to the Task Force ......................................................................................... 5

Diversity: Toward A Common Understanding ................................................................ 7

The State of Diversity on the UNC Campus ...................................................................... 9
  Commitment to Diversity ............................................................................................... 10
  Recruiting a Diverse Faculty, Staff and Student Community ....................................... 12
  Communication and Interactive Learning ....................................................................... 16
  Dialogue and Critical Inquiry on Diversity ................................................................... 19
  Welcoming and Inclusive Campus Climate ................................................................... 21

Recommendations to Advance Carolina’s Vision for and Commitment to Diversity .......... 23

Appendices
  A. Task Force Membership ............................................................................................. 28
  B. Schools/Units Diversity Assessment Report ............................................................ 30
  C. Diversity Survey Instruments
     Students ....................................................................................................................... 39
     Faculty ......................................................................................................................... 47
     Staff ............................................................................................................................ 54
Executive Summary

The University of North Carolina at Chapel Hill aims for excellence: in the education it imparts to students; in the research and outreach it undertakes for the greater good; and in the environment it creates for the thousands of people who work, learn, and visit here. It should do no less.

A critical element of excellence for a 21st century educational institution is a diverse and inclusive community. Over the past several months, the Chancellor’s Task Force on Diversity has conducted an assessment of diversity on the University campus, examining it from a broad range of perspectives. The Task Force took into account the experiences of students, staff, and faculty as they relate to race, gender, class, sexuality, culture, religion, and region. It also collected information on policies and procedures from nearly all schools and selected administrative units on the campus.

The Task Force reached five general conclusions:

• Diversity clearly resonates as an important issue for faculty, staff, and students. They support diversity themselves and see the University’s public commitment as supportive. Opinions are more divided on whether the University’s deeds live up to its ideals. Perhaps compounding the questions, members of the community lack a common understanding of the meaning of diversity.

• The undergraduate student body is generally seen as diverse, and the University is credited with doing a good job of recruiting a diverse undergraduate population. Concerns are widely expressed about other segments of the Carolina community, however.

• Members of the University community showed widespread agreement that they have learned and benefited from experiences in a diverse community, but that the mere presence of diversity is insufficient to achieve the maximum educational benefits diversity can offer. Interaction across diverse groups also must occur.

• Although most members of the University community say they feel comfortable in discussions, dialogue about diversity issues appears to be limited. Particular problems with promoting respectful discussion exist in the classroom.

• The majority of faculty, staff, and students feel the University offers a warm, welcoming, and supportive environment. Hate speech is not tolerated. Nonetheless, the welcome extended to some groups appears uncertain.

While these findings say many good things about the state of diversity on campus, they also indicate room for improvement. The Task Force has outlined eight recommendations that it believes will move the University closer toward the excellence a diverse and inclusive community can offer. The University must:

1. **Clearly define and publicize its commitment to diversity.**
   Just as the University must be clear and direct in its commitment to educational excellence, so must it be clear and direct in its commitment to diversity as a contributor to that excellence.
2. Ensure accountability for achieving diversity objectives.
   The Office for Minority Affairs should be directed, in consultation with the campus community, to
develop a plan for diversity that includes benchmarks and timelines for implementation and to issue
annual reports to the University community on progress toward meeting diversity goals and
objectives.

3. Achieve the critical masses of minority populations necessary to ensure the educational benefits of
diversity.
Lack of diversity among faculty and among the graduate and professional student population
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 minority students.

4. Achieve greater representation of ethnic minorities among the executive, administrative, and
managerial positions and among the professional/non-faculty positions.
Ethnic minorities are overrepresented in the lowest paying positions on campus and
underrepresented in the higher ranks. These facts send an unacceptable message about the
University’s commitment to diversity and to the ideals of a just society.

5. Make high quality diversity education, orientation, and training available to all members of the
University community.
Faculty, staff, and students see the potential to improve interpersonal skills through meaningful
education and training about diversity. The Task Force heard consistent calls for increasing and
broadening the reach of existing programs.

6. Create and sustain a campus climate in which respectful discussions of diversity are encouraged.
Additional measures are needed to create a climate in which the values of diversity will take root and
flourish. Currently, some members of the community are hesitant to discuss differences or feel
unrecognized or unappreciated. Of particular concern are negative feelings by maintenance and
service workers.

7. Take leadership in creating opportunities for interaction and cross-group learning.
Despite the diversity that exists on campus, only limited interaction takes place across the
boundaries of identified groups. The University must take ownership of this issue and demonstrate
its commitment through actions and resources.

8. Support further research to advance the University’s commitment to diversity.
The Task Force’s assessment has brought to light numerous issues that call for additional
information or deeper analysis. The Task Force recommends that the Office for Minority Affairs be
charged with and provided adequate resources to advance systemic and continuous research and
assessment on these issues.
Introduction

Diversity matters. It matters to the world, and it matters to UNC. In a perfect world, no one would need to think about diversity, at least not in terms of nourishing and protecting it. Diversity would simply exist and be celebrated. Every individual—whatever skin color, whatever religion or political persuasion, whatever disability or inherent distinction—would feel free to participate, to share ideas and learn from others. People would want to understand the differences that distinguish us and ensure that they never divide us.

We do not live in a perfect world. Little more than half a century ago, the University of North Carolina at Chapel Hill was a segregated institution. Blacks could work here, as janitors and maids. They could not study here. It took a court order in 1951 to open Carolina’s doors to African American students.

For many years women were relegated to second-class status. Until the mid 1960s, women were admitted with residency restrictions and as junior transfers or for graduate or professional programs. Vestiges of the old discrimination, by Carolina and society at large, remain today. For example, African Americans fill most of UNC’s lower-paying jobs. Though no longer restricted to being secretarial aides, janitors and groundskeepers, they continue to work those jobs in disproportionate numbers. Black men holding full professorships are scarce; Native Americans scarcer still. As our population grows into a truly a multicultural society, the old patterns may present stumbling blocks to what we can become as a university, a state, and a nation.

That’s one reason diversity matters.

It matters, too, because the world is a diverse place, and we must all learn to live and work in it. Trade, travel, and the threat of international terrorism show what puny things borders can be. Carolina’s students will become leaders in this complex world. Here on campus, we must help them prepare by presenting that world in all its rich diversity of cultures, ideas, and perspectives. We must show them the way, through their studies and through our actions. Like other institutions of higher learning, the University of North Carolina at Chapel Hill holds huge responsibility for preparing students and for establishing an example that demonstrates the world as it can be at its best.

In many ways, Carolina has been doing just that. Despite its history as a segregated campus and the lingering effects of that history, Carolina has experienced immense change and been recognized as a transformative agent in the American South. The University leads the nation in the number of African Americans who hold endowed chairs. *Black Enterprise* magazine ranks UNC 14th among the 50 top colleges and universities for African Americans nationwide, 2nd among public universities. While African Americans comprise the largest identifiable ethnic minority group on campus, a growing numbers of Hispanics, Latinos, Asian Americans, and American Indians study and work here. Furthermore, Carolina leads its peers in the number of students who engage in international study.

But change has not come easily. The University has learned that it is not enough to open doors and say all are welcome. We must ensure that subtle barriers as well as legal and physical ones have been removed; that we truly learn to communicate across our differences; that we learn to value what distinguishes us without allowing it to overshadow what unites us as human beings; that ideas may be expressed and challenged in a free and open debate without fear of retribution. In short, we must work, and work hard, to uphold the fundamental values of a democracy. The Chancellor’s Task Force on Diversity was created to help guide the University toward this goal.
The Carolina Mission Statement

The mission of the University is to serve all the people of the state, and indeed the nation, as a center for scholarship and creative endeavor. The University exists to teach students at all levels in an environment of research, free inquiry, and personal responsibility; to expand the body of knowledge; to improve the condition of human life through service and publication; and to enrich our culture. (Excerpt from the mission statement adopted by the UNC Board of Trustees on April 25, 1986.)

The Task Force

The need for a structured way to monitor and assess the University’s vision for a diverse and inclusive community has been expressed in numerous ways. The Faculty Council in 1998 adopted a resolution calling on the University to seek and assure diversity among students, staff, and faculty. Along with educational excellence and intellectual growth, the resolution said the University’s obligations include fostering “mutually beneficial interactions among students, faculty, staff, and administrators who possess diverse backgrounds, and wide varieties of perspectives and life experiences.” Two years later, the Chancellor’s Minority Review Committee called for a systematic, university-wide assessment and action plan. The Carolina Academic Plan, the Enrollment Policy Advisory Committee, and the Chancellor’s Task Force on Workplace Quality also have clearly stated the need for attention to diversity.

In the spring of 2004, Chancellor James Moeser charged the Office for Minority Affairs to plan and conduct a University-wide diversity assessment. The assessment will be used to formulate a plan to guide Carolina’s vision for diversity in the future.

With 36 members representing students, staff, and faculty, the Chancellor’s Task Force on Diversity has led this effort. It first met September 15, 2004, with a goal of presenting its findings and a set to recommendations to the chancellor by the end of spring semester 2005.

Toward this end, the Task Force divided into three subcommittees, one each focusing on students, staff, and faculty, to study the experiences of the University community as they relate to race, gender, class, sexuality, culture, religion, and region. Research tools included surveys, focus groups, ethnographic interviews, and reports from nearly all schools and selected administrative units. An Executive Steering Committee helped coordinate and guide the work. (See Appendix A for a full list of Task Force and Executive Steering Committee members.) This report presents the findings and recommendations of the Task Force. As the University’s first attempt to assess diversity on campus, the process was not perfect; therefore, neither is this document. Both, however, are important steps toward what the Task Force envisions will become an ongoing assessment process.
Diversity: Toward A Common Understanding

It was clear that the Task Force faced an immense challenge. As a starting place, members considered the meaning of diversity as it has been used in other University documents and settings. For its own work the Task Force elected not to apply a narrow definition of the term, one that could become limiting or outdated, but to adopt a framework for understanding the concept of diversity relative to the work of the University. It then went further, to outline five core values that underlie the importance of diversity to the mission of the University and the University’s responsibility in creating a diverse environment. These core values became the foundation for research questions the Task Force developed.

Our Framework for Understanding Diversity at UNC

The University of North Carolina in the 21st century functions in a global context. The historical, political, economic, and educational contexts of the University, the state, and the nation shape our present circumstances and inform the measures we must take to accomplish our highest aspirations of excellence. We acknowledge that we face an ongoing challenge to overcome the effects of the continuing influences of adverse historical, social, political, and economic factors. The University engages in teaching, research, and service to expand and discover knowledge, promote educational enlightenment, inculcate intellectual rigor, and improve understanding with the ultimate end of uplifting humankind. Education takes place most productively among persons with differing social backgrounds, economic circumstances, personal characteristics, philosophical outlooks, life experiences, perspectives, beliefs, expectations, and aspirations, to mention some salient factors. The University works to assure that we have a complement of students, faculty, and staff that broadly reflects the ways in which people differ. We speak of these differences as representing “diversity.”

Core Values With Respect to Diversity

The University of North Carolina at Chapel Hill, as an educational institution, must be committed to the following core values with respect to diversity:

- The University supports intellectual freedom, promotes personal integrity and justice, and pursues values that foster enlightened leadership devoted to improving the conditions of human life in the state, the nation, and the world.

- The University believes that it can achieve its educational, research, and service mission only by creating and sustaining an environment in which students, faculty, and staff represent diversity, for example, of social backgrounds, economic circumstances, personal characteristics, philosophical outlooks, life experiences, perspectives, beliefs, expectations, and aspirations, to mention some salient factors.

- The University will achieve and maintain diversity on the campus through the admission of students and employment of faculty and staff who broadly reflect the ways in which we differ.
The University promotes intellectual growth and derives the educational benefits of diversity by creating opportunities for intense dialogue and rigorous analysis and by fostering mutually beneficial interactions among members of the community.

The University provides an environment that values and respects civility and cordiality of discourse in order that all members of a diverse community feel welcomed and feel free to express their ideas without fear of reprisal.
The State of Diversity on the UNC Campus

As part of its research, the Task Force collected and analyzed three types of information using a variety of methodologies, including surveys, ethnographic studies, focus groups, and descriptive reports.

- Demographic data profiling various segments of the UNC community over time. The data were provided by several offices of the University, including Human Resources and Institutional Research and Assessment.

- Reports on the activities, programs, and initiatives that support diversity, provided by academic and administrative units across the campus. To gather this information, members of the Executive Steering Committee met with representatives of the deans, departmental chairs, and administrative units to discuss the goals and objectives of the Task Force and to solicit their contributions to the process. The Executive Steering Committee then developed a report template of seven open-ended questions for distribution to the Graduate School, 12 professional schools, all academic departments of the College of Arts and Sciences, and nine selected administrative units. All of the administrative units, 12 of the 13 graduate and professional units, and 39 Arts and Sciences departments submitted reports. These reports ranged from one page to more than 40 pages with supporting documents and materials. (For additional details, see Appendix B.)

- Perceptions of diversity and the University's commitment to it. Task Force members, working in three subgroups (students, faculty, and staff) developed questions on their specific target groups. The Office of Institutional Research and Assessment, which played a central role in carrying out this part of the Task Force's work, used these questions to develop the following instruments:
  - Surveys were tailored for each segment of the Carolina community: students, staff, and faculty. The surveys addressed specific questions built around the five core values identified by the Task Force and allowed respondents to elaborate on open-ended questions. (See Appendix C.)
  - Five focus groups for graduate and professional students and four focus groups for staff provided an opportunity to broaden the discussion.
  - In addition, 38 undergraduates participated in ethnographic studies designed to demonstrate their understanding, perspectives, and experiences of the concept of diversity and how these are formed, practiced, and changed over time.

Summaries of these findings follow, organized by research questions rooted in the five core values.
Question 1: How does the University publicly embrace, celebrate, and express its commitment to diversity?

Diversity clearly resonates as an important issue for faculty, staff, and students. They support diversity themselves and see the University’s public commitment as supportive. Opinions are more divided on whether the University’s deeds live up to its ideals. Perhaps compounding the questions, members of the community lack a common understanding of the meaning of diversity.

The value of diversity evident, supported

The University has formally incorporated declarations promoting equal opportunity in education and employment. These statements declare that diversity is among the University’s guiding principles and that no discrimination will be tolerated against applicants, students, or employees on the basis of age, race, color, sex, national origin, religion, disability, or sexual orientation. Of the units responding to the Task Force request for information, 75 percent of the graduate and professional schools, 53 percent of departments in the College of Arts and Sciences, and 77 percent of administrative units also had published a mission or vision statement that encompassed diversity. A smaller number had developed diversity plans. The relevant question for the Task Force was how well these statements and related activities translate into a perception of valuing diversity.

The research showed that faculty, staff, and students generally agreed that the University welcomes and encourages diversity and freedom of expression. Four out of five students and faculty answered positively on several statements designed to elicit agreement or disagreement on the University’s public commitment on these issues. Staff members were asked a slightly different question, about whether the University’s marketing and public relations efforts reflected its diversity values. Slightly over half agreed while more than a third either did not know or were neutral.

Staff and students also were asked about their own views of the value of diversity. More than 70 percent of staff felt the University should reward programs and practices that support diversity. A similar percentage of students agreed that the knowledge and appreciation of different cultures are a benefit of diversity.

What we're doing right: Sonja Haynes Stone Center

Students and staff made frequent mention of the benefits of programs presented by the Sonja Haynes Stone Center for Black Culture and History. Established in 1988, the Center focuses on the interdisciplinary examination of African and African American lives, cultures, and histories. The Center’s programs include public lectures, readings by authors and poets, a film festival, and an informal reading group. Its Cross-Cultural Communications Institute serves as a campus forum for discussions of ideas, issues, and initiatives about ethnic, cultural, racial, and other self-defined communities.

In question: words versus action

A more complex picture emerged as members of the University community considered how well the University demonstrates its commitment to diversity, in all its many forms.

"Don’t know." Several survey questions raised the issue of whether the University adequately addresses incidents and issues at odds with the values of diversity. Time after time, the answer was
"don't know" or "neutral." Nearly 30 percent of students said they did not know whether the University adequately addressed issues of homophobia or racism, and roughly 20 percent were neutral. Among faculty, "don't know" and "neutral" together accounted for 23 percent to 47 percent of answers on a set of questions dealing with the University response to racism, sexism, homophobia, differing religious and political views, ageism, and accommodations for disability. In a similar vein, nearly 30 percent of staff did not know whether the University had adequate processes for addressing diversity-based grievances; an additional 25 percent were neutral on the subject. On another issue put to students — whether senior administrators were aware of diversity issues within the student body — "don't know" and "neutral" each accounted for about a quarter of responses.

Feeling unappreciated. Staff also were asked to reflect on a very personal level. Only 55 percent said they were valued by the University, and less than half said the University appreciated having employees similar to them. African American and Hispanic staff members were significantly less likely than others to feel valued.

This type of disparity also was evident in responses on other questions. Across all issues and across faculty, staff, and student groups, whites and males were more likely than nonwhites and females to see the University’s commitment and its responses to diversity-related incidents and issues as adequate. Among staff, those who have worked for the University longer (more than 30 years) had a more negative view than did staff members employed at the University less than 10 years.

What we're doing right: Carolina Covenant

Students, faculty, and staff voiced concern that rising tuition threatens the socioeconomic diversity of the UNC student body. They also praised the Carolina Covenant as an effective response. The Covenant enables students from low-income families to attend UNC and graduate debt-free through a combination of work-study jobs, grants, and scholarships. Students from families whose income is 200 percent of the federal poverty level or less are eligible. The freshman class entering in fall 2005 is expected to include 345 Carolina Covenant Scholars.

Calling for more. The opportunity for discussion elicited a wide range of responses. Some praised the University for ongoing efforts to improve the campus atmosphere, even when results fell short of what they desired. More critical comments included both those who felt the administration speaks out only reticently to possible injustices and those who said issues of race and gender have been overblown.

Others pointed to ways the University could do better. Some felt the burden of promoting cross-cultural dialogue and interaction falls too heavily on student organizations. They said the University itself should sponsor programs and events to open the lines of communication and understanding. These efforts, they said, should be sustained over time, not merely responses to headline-generating events. In addition, respondents mentioned the possibility of giving financial support and other resources to students, staff, and faculty seeking to foster more openness within their department or school.

Faculty and leadership composition identified as an issue

An oft-mentioned criticism pointed to the low number of women and minorities — particularly African Americans and Latinos — on the faculty. The higher ranks of management, the University
administration, and the various school advisory boards also were mentioned as having low representation of minorities and women. These are cases, respondents said, where numbers speak louder than words. This issue will be addressed more fully later in this report.

**Common understanding of diversity lacking**

Even as they voiced support for the value of diversity, it became clear that members of the University community lack a common understanding of what diversity is and what the University encompasses in its definition.

Interviews with students revealed a range of meanings used at different times and in different contexts. Sometimes, they cited diversity to refer to the presence of different racial or cultural groups. At other times, it meant interactions among the groups, acts of discrimination, or distinctions in academic interests, hobbies, hair color, and fashion styles.

In the larger University community, many sought to ensure a broad definition of diversity. A number of comments called for greater recognition of issues related to sexual orientation and a more forceful University policy on discrimination against gay, lesbian, bisexual, and transgendered individuals. Native Americans and Asian Americans also indicated a desire for greater recognition. A number of individuals cited diversity of thought and economic diversity as important elements of diversity.

Others, however, felt that diversity could not be addressed adequately with one umbrella term. The specifics of racism and political intolerance, for example, can be manifested in dramatically different ways and should be treated separately, they said.

**Question 2: How well does the University do with recruiting and retaining diverse students, faculty, and staff?**

The undergraduate student body is generally seen as diverse, and the University is credited with doing a good job of recruiting a diverse undergraduate population. Concerns are widely expressed about other segments of the Carolina community, however. While most respondents supported an increasing diversity, some were concerned about the effects of reverse discrimination and the potential for differential standards. Because characteristics of students, faculty, and staff vary widely, each segment will be discussed individually.

**Lack of diversity among faculty cited**

Decisions about faculty recruitment, selection, and retention are highly decentralized. Each school or department makes decisions at the local level. Responding to the Task Force inquiry, three-quarters of graduate and professional schools and two-thirds of departments in the College of Arts and Sciences reported undertaking some effort to recruit, retain, or support a diverse faculty. These activities ranged from targeted recruitment and mentoring of new faculty to supporting post-doctoral and graduate student fellows.

Nonetheless, a strong perception that the faculty lack adequate diversity ran throughout the surveys and accompanying interviews. Faculty, students, and some staff repeatedly called for greater diversity in the teaching ranks. Students, including whites, said they could have benefited from more diversity among instructors. For minority students, more diversity holds the promise of mentors, role
models, and faculty with whom to share research interests. Of particular note was the limited progress made in increasing the proportion of male African American faculty.

<table>
<thead>
<tr>
<th>Permanent Full-time Faculty by Race and Sex</th>
<th>1994</th>
<th>1999</th>
<th>2004</th>
</tr>
</thead>
<tbody>
<tr>
<td>White</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Male</td>
<td>1,507</td>
<td>1,531</td>
<td>1,482</td>
</tr>
<tr>
<td>Female</td>
<td>603</td>
<td>734</td>
<td>919</td>
</tr>
<tr>
<td>African American</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Male</td>
<td>57</td>
<td>48</td>
<td>53</td>
</tr>
<tr>
<td>Female</td>
<td>36</td>
<td>63</td>
<td>76</td>
</tr>
<tr>
<td>Native American</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Male</td>
<td>2</td>
<td>5</td>
<td>4</td>
</tr>
<tr>
<td>Female</td>
<td>0</td>
<td>0</td>
<td>2</td>
</tr>
<tr>
<td>Asian</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Male</td>
<td>70</td>
<td>93</td>
<td>151</td>
</tr>
<tr>
<td>Female</td>
<td>19</td>
<td>37</td>
<td>88</td>
</tr>
<tr>
<td>Hispanic</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Male</td>
<td>23</td>
<td>26</td>
<td>39</td>
</tr>
<tr>
<td>Female</td>
<td>11</td>
<td>16</td>
<td>30</td>
</tr>
</tbody>
</table>

*Source: Office of Institutional Research and Assessment*

Faculty themselves gave modestly positive reviews to recruitment and retention practices. Responding to separate statements, 62 percent said recruitment by their school or department reflected a commitment to achieving diversity and 53 percent said retention efforts reflected that commitment. A little more than half said tenure and promotion processes are free from bias related to personal characteristics. African Americans and Hispanics disagreed with these statements at significantly higher rates. In fact, 4 out of 10 black respondents indicated recruitment efforts do not reflect an adequate commitment to diversity. A similar proportion of Hispanic faculty saw bias in tenure and promotion decisions.

Responding to open-ended comments, faculty acknowledged that financial constraints complicate efforts to attract and retain all faculty, but especially candidates who could contribute to diversity. These constraints included a limited ability to offer positions to the spouses of candidates. Several suggestions focused on creating more concerted efforts to achieve diversity: for example, eliminating a perceived bias against research interests in minority issues, eliminating perceived preferences for white candidates from elite schools, and reconsidering the emphasis placed on a candidate's ability to attract research funding.
What we’re doing right: Carolina Post Doctoral Program for Faculty Diversity

Survey and focus group participants acknowledged the Carolina Post Doctoral Program for Faculty Diversity as a positive step toward increasing minority representation among the faculty. The program makes available two-year appointments for post doctoral research, which may lead to tenure-track appointments. Post doctoral appointments include stipends and health benefits, with some funding available for research expenses.

A number of obstacles were cited by minority and women faculty already at the University. According to some, departments that concentrate on minority or non-traditional subjects are inadequately funded compared with more mainline programs. Others said minorities and women on the faculty are called on to mentor more students without receiving credit for those duties in the tenure review process.

Staff critical of racial distribution by job category

Most schools and departments rely upon The Office of Human Resources for policies and procedures for staff hiring, promotion, and retention programs for increasing diversity. The Office reported a number of activities to increase the diversity in staff applicant pools, including special job fairs and management training opportunities for women and for racial and ethnic minorities.

<table>
<thead>
<tr>
<th>Occupational category</th>
<th>Sex</th>
<th>White</th>
<th>Black</th>
<th>Other</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Number %</td>
<td>Number %</td>
<td>Number %</td>
<td>Number %</td>
</tr>
<tr>
<td>Executive, administrative, and managerial</td>
<td>M</td>
<td>144 30.8</td>
<td>16 3.4</td>
<td>4 0.9</td>
<td>164 35.0</td>
</tr>
<tr>
<td></td>
<td>F</td>
<td>259 55.3</td>
<td>37 7.9</td>
<td>8 1.7</td>
<td>304 65.0</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td><strong>403 86.1</strong></td>
<td><strong>53 11.3</strong></td>
<td><strong>12 2.6</strong></td>
<td><strong>468 100.0</strong></td>
</tr>
<tr>
<td>Professional and Non-faculty</td>
<td>M</td>
<td>220 20.6</td>
<td>12 1.1</td>
<td>16 1.5</td>
<td>248 23.2</td>
</tr>
<tr>
<td></td>
<td>F</td>
<td>678 63.5</td>
<td>86 8.1</td>
<td>55 5.2</td>
<td>819 76.8</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td><strong>898 84.1</strong></td>
<td><strong>98 9.2</strong></td>
<td><strong>71 6.7</strong></td>
<td><strong>1067 100.0</strong></td>
</tr>
<tr>
<td>Secretarial and clerical</td>
<td>M</td>
<td>231 12.9</td>
<td>62 3.5</td>
<td>6 0.3</td>
<td>299 16.8</td>
</tr>
<tr>
<td></td>
<td>F</td>
<td>1080 60.5</td>
<td>372 20.8</td>
<td>34 2.0</td>
<td>1486 83.3</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td><strong>1311 73.4</strong></td>
<td><strong>434 24.3</strong></td>
<td><strong>40 2.3</strong></td>
<td><strong>1785 100.0</strong></td>
</tr>
<tr>
<td>Technical and Paraprofessional</td>
<td>M</td>
<td>708 36.1</td>
<td>88 4.5</td>
<td>75 3.8</td>
<td>871 44.4</td>
</tr>
<tr>
<td></td>
<td>F</td>
<td>793 40.5</td>
<td>179 9.1</td>
<td>118 6.0</td>
<td>1090 55.6</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td><strong>1501 76.6</strong></td>
<td><strong>267 13.6</strong></td>
<td><strong>193 9.8</strong></td>
<td><strong>1961 100.0</strong></td>
</tr>
<tr>
<td>Skilled crafts</td>
<td>M</td>
<td>359 84.5</td>
<td>58 13.7</td>
<td>4 0.9</td>
<td>421 99.1</td>
</tr>
<tr>
<td></td>
<td>F</td>
<td>3 0.7</td>
<td>1 0.2</td>
<td>0 0.0</td>
<td>4 0.9</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td><strong>362 85.2</strong></td>
<td><strong>59 13.9</strong></td>
<td><strong>4 0.9</strong></td>
<td><strong>425 100.0</strong></td>
</tr>
<tr>
<td>Service and Maintenance</td>
<td>M</td>
<td>160 24.0</td>
<td>191 28.7</td>
<td>31 4.6</td>
<td>382 57.4</td>
</tr>
<tr>
<td></td>
<td>F</td>
<td>49 7.4</td>
<td>208 31.2</td>
<td>27 4.1</td>
<td>284 42.6</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td><strong>209 31.4</strong></td>
<td><strong>399 59.9</strong></td>
<td><strong>58 8.8</strong></td>
<td><strong>666 100.0</strong></td>
</tr>
<tr>
<td>Totals</td>
<td>M</td>
<td>1822 28.6</td>
<td>427 6.7</td>
<td>136 2.1</td>
<td>2385 37.4</td>
</tr>
<tr>
<td></td>
<td>F</td>
<td>2862 45.0</td>
<td>883 13.8</td>
<td>242 3.8</td>
<td>3987 62.6</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td><strong>4684 73.6</strong></td>
<td><strong>1310 20.5</strong></td>
<td><strong>378 5.9</strong></td>
<td><strong>6372 100.0</strong></td>
</tr>
</tbody>
</table>

Source: Office of Human Resources
In the eyes of staff survey respondents, these efforts fall short of their goals. Many criticized gender and racial/ethnic representation in certain job categories. They noted the high proportion of people of color in low-paying positions. Improvements over recent years have come in promoting women, they said, without similar advances for people of color. Some suggested that the University should pay particular attention to hiring black male professionals to provide better balance.

To a variety of questions about hiring and workplace practices, roughly half of staff respondents overall said existing practices reflected the University’s commitment to diversity or in other ways were fair and appropriate. "Neutrals" accounted for a high proportion of answers to each question. Some noteworthy differences emerged in comparisons across groups of staff members. Racial minorities were significantly less likely to consider current hiring and promotion practices consistent with valuing diversity. Staff in service and maintenance areas and employees with 30 or more years of service to the University had more negative views on a number of measures related to recruitment and promotion.

The most positive responses from staff came on the question of performance evaluations. Almost 80 percent agreed that evaluations of their work are fair and appropriate.

Open-ended comments from staff consistently reflected gender and racial disparities. They also cited the need for support for staff development and promotion within UNC as a means for diversifying the staff in all job categories. Other suggestions ranged from focusing diversity recruitment efforts on departments where diversity is most lacking to a call for improving maternity leave. One person noted that state hiring policies limit the University's ability to promote diversity while another suggested hiring more non-UNC graduates.

Undergraduate diversity fares well, graduate less so

Like faculty recruitment, student recruitment tends to be decentralized, especially at the graduate level. Eleven out of 12 graduate and professional schools reported activities to recruit, retain, and support a diverse student body. A lower number of other units reported similar activity, directed to both graduate and undergraduate students. Campus and community outreach; partnerships with public schools and minority institutions; mentoring programs; and academic and personal support programs were mentioned among these activities.

Overall, the University’s efforts to recruit a diverse student body were seen as working well, at least at the undergraduate level. Departmental reports indicated that undergraduate recruitment efforts are broad and effective. Answering two different questions, nearly two-thirds of students said that the university makes sufficient efforts to recruit a diverse student body and that Carolina encourages diversity in ways meaningful to them. A majority of African American students and significant numbers of Hispanic (43 percent) and American Indian (31 percent) students said recruitment efforts convinced them that the University wanted them to enroll. Whites and males were more likely to see current practices as adequate and were less likely to believe that differential recruitment efforts are necessary.

Graduate and professional student populations were less diverse than the undergraduate student body, and only a slight majority of graduate and professional students felt enough effort was paid to diversity recruitment efforts.
### Undergraduate Enrollment by Ethnicity

<table>
<thead>
<tr>
<th>Year</th>
<th>Asian</th>
<th>Black</th>
<th>Latino/a</th>
<th>Native American</th>
<th>White</th>
</tr>
</thead>
<tbody>
<tr>
<td>2000</td>
<td>215</td>
<td>411</td>
<td>59</td>
<td>27</td>
<td>2,707 (79.2%)</td>
</tr>
<tr>
<td>2001</td>
<td>236</td>
<td>429</td>
<td>91</td>
<td>41</td>
<td>2,849 (77.3%)</td>
</tr>
<tr>
<td>2002</td>
<td>221</td>
<td>429</td>
<td>77</td>
<td>33</td>
<td>2,595 (75.0%)</td>
</tr>
<tr>
<td>2003</td>
<td>226</td>
<td>414</td>
<td>125</td>
<td>30</td>
<td>2,573 (73.0%)</td>
</tr>
<tr>
<td>2004</td>
<td>272</td>
<td>404</td>
<td>130</td>
<td>33</td>
<td>2,625 (73.1%)</td>
</tr>
</tbody>
</table>

Source: Office of Undergraduate Admissions

Minority students at all levels reported suffering from the perception that there was a lack of a "critical mass" of students like them. In many classes, they said, they are the lone representative of their race or ethnic group. They felt isolated and conspicuous. Some felt added pressure to succeed. They did not want their own record to stigmatize others of their group. Some hesitated to ask questions or join class discussions for fear of making mistakes that would be interpreted more broadly as a failing of that group. Suggestions for improvement included an emphasis on mentoring, an increase in summer programs and alliances with minority institutions, and incentives that reward individual departments for recruitment and graduation rates that reflect better diversity.

Other discussions showed a range of opinions. Among white students, for example, some called for greater efforts to recruit a diverse student body while others spoke against it. Both white and minority students volunteered that academic excellence should come before preference for diversity. One minority student noted that Carolina lacks the deep racial divisions obvious at many public universities. Others cited inadequate numbers of Latinos and American Indians in the student body. Some called for increasing geographic diversity and raising the number of foreign students enrolled.

The rising cost of education and the threat it presents to socio-economic diversity drew a number of comments. One student worried that Carolina increasingly looks like "any good private school," with a majority of students from affluent families.

### What we’re doing right: Project Uplift

Project Uplift, sponsored by the Office for Minority Affairs in conjunction with the Office of Undergraduate Admissions, drew praise from several quarters. Each May and June, Project Uplift brings approximately 1,000 high school students to Carolina for two days of general introduction to campus life. Program participants include African-American, Hispanic, Native American and other rising seniors from historically underrepresented populations who are in the top 25% of their class.

---

**Question 3: What opportunities exist for open communication and learning among people with different backgrounds?**

*Members of the University community showed widespread agreement that they have learned and benefited from experiences in a diverse community, but that the mere presence of diversity is insufficient to*
achieve educational benefits of diversity. Interaction across diverse groups also must occur. Opinions were more divided over curriculum questions and the need for diversity training.

Exposure increases appreciation of others

The Carolina environment clearly contributes to people’s understanding and appreciation of cultures different from their own. Three out of four staff members, for example, said they have learned about cultural differences from co-workers.

For students especially, the University provides a formative experience. They reported that while at Carolina they improved their appreciation of other cultures and gained a better understanding of the benefits of a diverse society. Some students described life-altering experiences through their exposure to diverse cultures. One cited the Carolina Summer Reading Program book *Approaching the Qur'an*. It led the student to studies of the Arabic language and Middle East politics. Another spoke of meeting with an amazing array of people and cultures but also noted that his experiences resulted largely from his own initiative. Perhaps reflecting different levels of diversity in the student body, undergraduates experienced these benefits more so than did graduate students. Overall, Native Americans, African Americans, and women were more likely than whites and males to report educational benefits from diversity.

What we are doing right: MLK Annual Celebration

The annual celebration honoring Dr. Martin Luther King, Jr., is sponsored by the UNC Office for Minority Affairs. The celebration has taken place annually since 1982, and each year diverse audiences attend lectures, symposia, and discussions about social justice and racial issues. Faculty, staff, and students mentioned this as an important University diversity event.

The schools, departments, and other units surveyed said they are trying to improve the dialogues on diversity. A large majority reported they regularly sponsor activities to promote dialogue and critical thinking about diversity. These included 80 percent of departments in the College of Arts and Sciences and 11 of the 12 graduate and professional schools. Among the activities — in addition to coursework — were workshops, lectures and films, symposia, and service learning opportunities. In addition, some units provide support to student organizations and/or offer diversity training for employees.

Interactions across groups limited

Far too few people avail themselves of these opportunities to learn about other groups, according to survey respondents and individual interviews. Among faculty, for example, only 37 percent had participated in one or more activities that addressed diversity issues. Women were twice as likely as men to participate (50 percent versus 25 percent). Staff members cited scheduling conflicts that prevented participation. Either they could not leave work to attend daytime events or worked evening shifts, which would require an extra trip onto campus.
What we’re doing right: Masala

Masala earned widespread praise as one of the few campus organizations encouraging cross-cultural dialogue and education. This umbrella group includes representation from numerous student cultural organizations. Its activities include cultural teach-ins, diversity training, and an annual fashion show. The organization’s name comes from a Hindi word meaning "mixture of spices."

Equally important, respondents indicated that little interaction takes place across social and cultural groups. In interviews and written comments, students, faculty, and staff all cited a tendency for self-segregation among all groups. Groups such as the Black Student Movement, the Carolina Indian Circle, the Carolina Hispanic Student Association, Sangam, and Campus Christian Fellowship can provide valuable safe havens, but security is only part of the mission. The challenge, respondents said, is to get people — whether a member of a minority or the majority—to share their own cultures or views and to try to understand those of others. They called for increased dialogue, encouraging peers "to leave their comfort zone." Frequent comments reflected the need for white students to engage more with diverse groups. There was some criticism that the University does little to encourage interaction across groups. Some comments cited the isolating effects of being part of an invisible minority, whether one is a member of the lesbian/gay/bisexual/transgender community, comes from a less privileged background, or is a working mother with little time to socialize on campus.

Curriculum challenges cited

Cultural diversity requirements in the curriculum drew mixed reviews. Two elements were discussed: the need to include diversity within courses and the courses eligible for meeting undergraduate requirements for diversity education.

Overall, faculty agreed that the curriculum in their school or department adequately represents the social contributions of diverse groups and that the University encourages faculty to include diversity issues in the course content. These views were held by about six out of 10 faculty members. African American, Asian, and Hispanic faculty were significantly less likely to agree. Some faculty, particularly those in math and the physical sciences, saw diversity as less relevant to their subject matter.

What we’re doing right: Minority Health Conference

The Minority Health Conference, an annual event led by the School of Public Health’s Minority Student Caucus, won appreciation from graduate students who say the curriculum pays too little attention overall to health disparities. The event has been going on since 1977 and now attracts 300 to 400 people. The 2005 topic was "Health and the Built Environment: The Effects of Where We Live, Work, and Play."

To open-ended questions, some faculty expressed reservations about which courses meet diversity requirements for undergraduates. They criticized the logic of the stipulation that courses compare and contrast cultures or groups, suggesting it dilutes the purpose of exposing dominant-culture students to marginalized voices. Some also suggested that a more individual approach was called for. Under current requirements, for example, a minority student might be credited for meeting the
diversity requirement after taking a course on his or her own culture. Several comments noted a dearth of attention to Asian Americans in the curriculum.

Finally with regard to curriculum, student responses generally indicated that taking courses that addressed some aspect of diversity was a primary way in which they learned about and experienced diversity and the university’s commitment to it. Graduate and professional students requested more attention to diversity in their curricula in the humanities, social sciences, and health affairs disciplines. Some specifically called for coursework and research focusing on such subjects as disparities between majority and minority populations.

**Diversity training supported**

A substantial proportion of students and staff expressed a desire for more explicit training or education in diversity itself. About half of staff respondents said they wanted more opportunities for diversity training, and roughly the same proportion of students said diversity training should be a mandatory part of student orientation and the curriculum. A number of written comments disagreed with mandating diversity training, including one respondent who said the better lesson would come through recruiting a more diverse faculty. Other comments dealt with the content of diversity training, suggesting that more engaging, interactive, and informative programs be implemented.

**Question 4: How well does the University encourage critical thinking and dialogue among members of a diverse community?**

*Although most members of the University community say they feel comfortable in discussions, dialogue about diversity issues appears to be limited. Particular problems with promoting respectful discussion exist in the classroom.*

They say they’re comfortable, but …

Open dialogue and critical thinking occur most often when individuals feel free to express opinions without censure and demonstrate a willingness to listen to others. Self-reports from across the Carolina campus indicate comfort with discussions about diversity with certain caveats. For example:

- Approximately 70 percent of faculty respondents said they are comfortable discussing diversity issues with colleagues, yet less than half said faculty in their department readily engage in such conversations.
- About two-thirds of students felt encouraged to think critically and express opinions in class, yet only 48 percent of faculty said their students seem comfortable discussing diversity issues. Another 40 percent of faculty responded “neutral” or “do not know/not applicable.”
- Responding on several measures, 7 out of 10 staff members expressed comfort discussing diversity and expressing opinions in the workplace. They saw peers and supervisors as open-minded and objective when discussing differences. Still, only a third said discussions of diversity were encouraged.
**What we’re doing right: Carolina Women’s Center**

The Carolina Women's Center garnered favorable mention from some survey participants. The Center, started in 1997, directs attention to issues relevant to women on the UNC campus. Specific projects address leadership, mentoring, safety, and accessible child care.

Additional insight flowed from open-ended questions. One faculty member, for example, reported that his comfort level came only with winning tenure. And a staff member said he freely expressed his opinions despite the hostility he felt in return when, for example, he questioned the extent of discrimination against certain groups or the efficacy of preferential treatment. Some "diversity" was appreciated more than others, he said. Students and faculty also suggested that faculty sometimes steer away from controversial or delicate topics, even when directly related to course material, for fear of giving offense.

**Some decidedly less comfortable**

Among staff and faculty, members of ethnic minority groups expressed less comfort with discussions of diversity. Even more noticeably, people who work in service and maintenance were significantly less likely to perceive open-mindedness and objectivity in their peers and supervisors. They disagreed more often that coworkers were respectful in expressing opposing views and reported insensitive remarks or hate speech more often. Staff members who have worked for the University more than 30 years also had more negative responses about the openness of discussions.

**Exceptions in the classroom**

Although students generally felt encouraged and supported, the spotlight shines uncomfortably in some instances.

• One-third of all students and nearly half of African Americans said they were expected to represent their race or culture in class discussions. Sometimes students were called upon to provide a minority perspective. Other times, as the only representative of their group, they felt compelled to raise pertinent issues because no one else was likely to do so.

• About 18 percent of students indicated they had experienced a professor or instructor not being open to expressions of differing points of view. Senior-level undergraduates reported this more often than did more junior students.

**What we’re doing right: Students for the Advancement of Race Relations**

As an example of effective programs, students pointed to Students for the Advancement of Race Relations (SARR), a committee of the Campus Y. SARR works to foster constructive, provocative discourse to challenge stereotypes and biases. Each year, it organizes a weeklong series of events in October focusing on questions about race.
Challenging minds, respectfully

In extended comments and interviews, students and faculty acknowledge a delicate balance involved in some classroom discussions, especially those that evoke vigorous debate. Political and religious tolerance attracted particular attention. While some suggested that conservative viewpoints received less respect, others said conservatives were given too much leeway to harass students and faculty, making classroom discussions all the more difficult. A self-described conservative student said that despite sometimes having views silenced, either directly or indirectly, he felt most professors were helpful and encouraged critical thinking. A few challenged the notion that people should be made comfortable, as discomfort can force them to re-examine their own assumptions and conclusions. One student noted that teachers who provoke controversy, even with inflammatory statements, often do the best job of encouraging students to think.

Question 5: How well does the University assure that the campus climate is welcoming and inclusive?

The majority of faculty, staff, and students feel the University offers a warm, welcoming, and supportive environment. Hate speech is not tolerated. Nonetheless, the welcome extended to some groups appears uncertain.

Overall, a warm embrace

The overall impression of the University’s environment is positive. Three out of four students agreed that ”the University is generally a warm and inclusive environment for all.” Four out of five staff members say they are treated with respect on campus, and approximately 70 percent said their supervisors are culturally sensitive. Furthermore, less than 8 percent of faculty felt they have been treated unfairly because of race/ethnicity, sexual orientation, disabilities, age, religious preference, or political views.

Who feels uncomfortable?

Not everyone feels the University’s embrace, or at least not all the time. A third of students reported experiencing situations that caused them to feel disenfranchised or marginalized. Furthermore, a small percentage (9 percent of students and 12 percent of staff) have considered leaving the University because of not feeling welcomed or having concerns about diversity.

More telling, these exceptions are not distributed evenly among all campus groups. Consistent differences emerge across gender and racial/ethnic lines.

Racial/ethnic minorities: Racial and ethnic minorities consistently reported lower levels of comfort. Among students who have felt marginalized, African Americans were disproportionately represented. Four out of 10 Hispanic and African American faculty members disagreed with a statement that the University is a comfortable place for racial and ethnic minorities. Among staff members, only 45 percent of African Americans and 34 percent of Hispanics felt valued by the University.

Women: Across a variety of measures, women tended to be less positive about the University’s support than were men. Women faculty members, for example, were more likely than their male counterparts to feel they have been treated unfairly because of gender.
What we're doing right: Safe Zone

Safe Zone is making the UNC campus a safer and more supportive place for gay, lesbian, bisexual, and transgendered individuals, according to several survey respondents. Safe Zone works to increase awareness and acceptance of people regardless of gender orientation. Its training workshops were mentioned as particularly helpful. It started in 1998 through a collaboration of the Dean of Students and B-GLAD (now the Queer Network for Change).

Gays and lesbians: Survey respondents were not asked to identify themselves by sexual orientation, but a number of individuals volunteered comments about homophobia and lack of understanding for gay, lesbian, bisexual, or transgender individuals. Nearly 20 percent of faculty members indicated that the campus is less than comfortable and secure for these groups.

Service and maintenance workers: On numerous measures, maintenance and service workers expressed lower levels of comfort on campus. For example, they indicated more often that they were made to feel uncomfortable — because of gender, race, or ethnicity — when visiting other locations on campus, yet their work is likely to require them to make such trips.

Disabled: People reporting disabilities were disproportionately represented among students who have felt disenfranchised or marginalized. One wrote of the difficulty of traversing campus in a wheelchair amid construction barriers and blocked sidewalks. Another spoke of her schoolmates’ indifference as many failed to open doors or otherwise assist her when she was in a wheelchair and later on crutches.

Hate speech and politics

Insensitive remarks appear to be relatively rare across campus. Less than 10 percent of staff reported insensitive remarks or hate speech in the workplace. Faculty reported seldom hearing disparaging remarks concerning such issues as race, gender, or sexual orientation. Of disparaging remarks that were heard, most focused on specific political viewpoints. The survey did not distinguish among those viewpoints.

Widening the embrace

Many people elaborated on their own views of the Carolina environment. Although the University sometimes falls short of the ideal, several said, most instances of disrespect are subtle and unintentional. One staff member who works in a diverse environment cited a willingness to learn among the staff, faculty, and students. Many credited the University for working to improve the climate of acceptance. Over time, some said, the difference has been noticeable.
The University of North Carolina at Chapel Hill aims for excellence: in the education it imparts to students; in the research and outreach it undertakes for the greater good; and in the environment it creates for the thousands of people who work, learn, and visit here. It should do no less.

A critical element of excellence for a 21st century educational institution is a diverse and inclusive community. Over the past several months, the Chancellor’s Task Force on Diversity has examined diversity on the University campus from a broad range of perspectives and has identified much that should please all of us affiliated with the University. Faculty, students, and staff for the most part see this campus as a warm and welcoming place where a diverse group of people can live and work alongside one another amicably and where ideas can be exchanged and debated in a civil manner. This is a major accomplishment.

The Task Force also has identified opportunities to move the University closer toward excellence as a diverse and inclusive community. Central to achieving this goal are: a clear vision and commitment to diversity; a critical mass of racial, cultural, social, and economic diversity among students, faculty, and staff; a commitment to informed, civil, and critical inquiry and exchange; and a campus community that offers a good quality of life and values the unique differences among its members. The Task Force, therefore, recommends that the University:

1. Clearly define and publicize its commitment to diversity.

Faculty, staff, and students value diversity in principle and believe the University does so. In surveys and discussions, however, it was clear that they lack a common understanding of the concept and are uncertain of what the University encompasses within its definition. They also are uncertain of the day-to-day implications of the University’s commitment to diversity, including enforcement of non-discrimination policies. Just as the University must be clear and direct in its commitment to educational excellence, so must it be clear and direct in its commitment to diversity as a contributor to that excellence. Steps to advance this goal include:

- In defining diversity, the University will promote a respect for all individual differences regardless of race, gender, sexual orientation and identity, socioeconomic status, and philosophical perspectives.
- The University will adopt the five core values set forth by this Task Force as the University’s core values for diversity.
- The Chancellor will issue a statement on the University’s vision for diversity, presenting the University’s commitment clearly for all members of the University community.
- Expectations concerning the University community’s responsibilities toward diversity will be clearly set forth. Among these responsibilities are the acceptance of and respect for differences, along with a commitment to discuss differences in a civil manner, leading to better mutual understanding.
- Actions for redressing discrimination will be outlined and publicized.
- All new students, faculty, and staff will be made aware of the University’s diversity values and policies.
University units will adopt practices and policies to support the diversity goals and objectives.

2. Ensure accountability for achieving diversity objectives.

The Task Force recognizes that the best-intentioned efforts go nowhere without concrete plans for actions. It therefore recommends that the University direct the Office for Minority Affairs, in consultation with the campus community, to:

- Develop a plan for diversity that includes benchmarks and timelines for implementation.
- Issue annual reports to the University community on progress toward meeting diversity goals and objectives.
- Include in its report analysis of diversity outcomes in recruiting, admission, and retention of students and the hiring, promotion, and retention of faculty and staff.
- Identify and publicize best practices that support the University’s diversity mission.

3. Achieve the critical masses of minority populations necessary to ensure the educational benefits of diversity.

Members of the University community spoke loudly: Lack of diversity among faculty and among the graduate and professional student population 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 minority students. Effective measures for the recruitment, support, and retention of minorities are required.

To promote faculty diversity, the University must:

- Expand the Diversity Initiative of the Provost's Office and the Carolina Post-Doctoral Programs for Faculty Diversity, and provide incentives for schools and departments to hire junior faculty from these pools.
- Provide appropriate assistance to faculty search committees and department chairs on strategies to eliminate bias in advertising and filling faculty positions.
- Fund faculty exchanges with historically minority universities and other institutions to increase the diversity of schools and departments.
- Direct additional attention to units most lacking in diversity.

To promote diversity and improve its benefits among the student body, the University must:

- Provide additional policy focus and resources for the recruitment and enrollment of students who enhance the diversity of graduate and professional programs.
- Provide financial support to schools and departments to create support programs for undergraduate, graduate, and professional students from diverse backgrounds.
4. Achieve greater representation of ethnic minorities among the executive, administrative and managerial positions, and among the professional/non-faculty positions.

The remnants of historical patterns of discrimination continue to be evident in the staff and administrative hierarchy across campus. Ethnic minorities are overrepresented in the lowest paying positions on campus and underrepresented in the higher ranks. These facts send an unacceptable message about the University’s commitment to diversity and to the ideals of a just society. The University must therefore:

- Expand existing professional development opportunities to provide a larger, more diverse pool of employees to qualify for and attain management level positions.
- Clearly identify diversity as an important criterion in hiring, retention, and promotion of EPA non-faculty and all SPA staff.
- Develop strategies to assure equitable outcomes for women and minorities at all levels of EPA non-faculty and SPA employment.
- Continue to analyze and monitor hiring and promotion outcomes and communicate results more widely.

5. Make high quality diversity education, orientation, and training available to all members of the University community.

We like to think we know instinctively how to interact with others, regardless of our differences. Too often, it’s not that easy. Subtle actions and words can lead to misunderstandings. A simple lack of awareness can create awkward, even demoralizing situations. Faculty, staff, and students recognize the dangers. They also see the potential to improve interpersonal skills through meaningful education and training about diversity. The Task Force heard consistent calls for increasing and broadening the reach of existing programs. In particular, the University should:

For faculty:
- Expand current initiatives and encourage new measures to assist faculty with managing diversity in the classroom. This includes strategies for conducting robust and respectful discussions.

For staff:
- Require all supervisory staff to attain competency in dealing with diversity in the workplace through diversity education and training.
- Incorporate diversity education and training into existing new employee orientation.
- Increase the cultural competency of the workforce by expanding opportunities to deal with diversity issues in the workplace.

For students:
- Increase emphasis on the diversity component of orientation programs for all students — undergraduate, graduate, and professional.
- Provide students with information on dealing with experiences or observations of discrimination or disrespect.
• Encourage opportunities beyond orientation for undergraduates to acquire competencies in dealing with racial, cultural, and language differences. This may include the use of interactive learning experiences and involve diverse speakers and alumni.
• Provide more opportunity for student leaders to develop skills in diversity issues.

6. Create and sustain a campus climate in which respectful discussions of diversity are encouraged.

The University can be pleased that hate speech and other disrespectful language are uncommon utterances on the Carolina campus. Diversity programming and education, encouraged in recommendations already outlined, will further improve communication and cooperation among the University’s disparate groups. Task Force research indicates that additional measures are needed to create a climate in which the values of diversity will take root and flourish. Currently, some members of the community are hesitant to discuss differences or feel unrecognized or unappreciated. Of particular concern are negative feelings by maintenance and service workers. Specific attention is required for:

Faculty:
• Encourage faculty to discuss the value of diversity in the curriculum and diversity goals in the hiring of faculty.
• Provide incentives for faculty to incorporate diversity into existing coursework and to develop new courses as needed.
• Provide support to faculty to develop strategies that enhance school- and department-level climates for minority staff, students, and faculty.

Staff:
• Encourage supervisory and management staff to address diversity and to create climates in the workplace that are conducive to open and civil exchanges.
• Give more attention to providing a safe environment for all employees to express their ideas about diversity, especially for maintenance and service workers, who currently are less comfortable doing so.

Students:
• Encourage increased residential hall diversity programming.
• Implement a new award in the Chancellor’s Awards to recognize student leadership in diversity initiatives.

7. Take leadership in creating opportunities for interaction and cross-group learning.

Despite the diversity that exists on campus, only limited interaction takes place across the boundaries of identified groups. To borrow from the lyrics of West Side Story, we stick to our own kind. This is not the way to increase our understanding and appreciation of one another. Education about diversity cannot be left to chance. The University must take ownership of this issue and demonstrate its commitment through actions and resources. Specifically, the University must:
• Sponsor campus-wide programs on diversity issues and encourage participation by faculty, staff, and students. Programs may include lectures, discussion, symposia, and panels, but also should incorporate creative alternatives for addressing diversity topics.
• Establish a diversity enhancement fund. The fund will provide grants for diversity programs, activities, and research sponsored by individuals and organizations.

8. Support further research to advance the University’s commitment to diversity.

The Task Force’s assessment has brought to light numerous issues that call for additional information or deeper analysis. The Task Force recommends that the Office for Minority Affairs be charged with and provided adequate resources to advance systemic and continuous research and assessment on these issues. These issues include, but are not limited to:
• Research on the educational benefits of diversity.
• Research on the concept of critical mass as it affects minority and low-income students, faculty, and staff, and development of strategies to counter the negative effects from the lack of a critical mass.
• Assessment of how diversity grievances are handled on campus.
• Refinements of the research instruments used in this assessment to allow deeper analysis of survey results. Of particular interest are questions on which responses varied significantly across groups and where high proportions of answers were "don't know" and "neutral."
• Research to understand the issues of women, people of color, and long-term employees who feel less valued by the University than do white employees as a whole.
Appendix A: Chancellor’s Task Force on Diversity Membership

Chair
Archie Ervin, Assistant to the Chancellor and Director, Office for Minority Affairs

Members
Note: Steering Committee members are indicated by an asterisk.

Erika Barrera (Student)
Katie Bartholomew, Housing and Residential Education (Staff)
Prerak Bathia (Student)
Chimi Boyd, Carolina Women’s Center (Staff)
John Brodeur, Student Affairs (Staff)
Brenda Coleman, Frank Porter Graham Child Development Institute (Staff)
Leon Coleman (Student)
Marcus Collins, Office for Student Academic Counseling (Staff) *
Jackie Copeland, Scholarships and Student Aid (Staff)
Erin Davis (Student)*
Charles Daye, Law (Faculty) *
Christina Delane (Student)
Archie Ervin, Office for Minority Affairs (Staff) *
Arturo Escobar, Anthropology (Faculty)
Sue Estroff, Medicine (Faculty)
Melissa Exum, Student Affairs (Staff)
Sandra Hoeflich, Graduate School (Staff) *
Dorothy Holland, Anthropology (Faculty)
David Jones, Student Affairs (Staff)
Joseph Jordan, Sonya Haynes Stone Black Cultural Center and African American Studies (Faculty)
Larry Keith, School of Medicine (Staff)
Michael Lambert, African American Studies (Faculty)
Jerry Lucido, Enrollment Management and Admissions (Staff)
Vonnie Mcloyd, Psychology (Faculty)
Jose Martinez (Student)
Tom Mroz, Economics (Faculty)
M. Cookie Newsom, Office for Minority Affairs (Staff) *
Sheena Oxendine (Student)
Lou Ann Phillips, Human Resources (Staff)
Celia Pratt, Academic Affairs Libraries (Staff)
Ennio Rao, Romance Languages (Faculty)
Victor Schoenbach, Epidemiology (Faculty)
Mary Sechriest, Office of University Counsel (Staff)
Fernando Soto (Student)
Robert Toma, Facilities Services (Staff)
Caroll-Anne Trotman, Orthodontics (Faculty) *
Adam Versenyi, Dramatic Art (Faculty)
Lynn Williford, Institutional Research (Staff)
Cecil Wooten, Classics (Faculty)

Subcommittee Membership

Student Subcommittee
John Brodeur, John Brodeur, Jerry Lucido, Sandra Hoeflich, Tom Mroz, Brenda Coleman, Dorothy Holland, Ennio Rao, Sue Estroff, Marcus Collins, Sheena Oxendine, Christina Delane

Faculty Subcommittee
Arturo Escobar, Leon Coleman, Cecil Wooten, Adam Versenyi, Joseph Jordan, Prerak Bathia, Vonnie McCloyd, Melissa Exum, Jackie Copeland, Erin Davis, Fernando Soto, Charles Daye

Staff Subcommittee
Caroll-Ann Trotman, David Jones, Celia Pratt, Erika Barrera, Chimi Boyd, Jose Martinez, Larry Keith, Victor Shoenbach, Robert Toma, Mary Sechriest
Appendix B: Schools/Units Diversity Assessment Report

Prepared by the Task Force on Diversity Support Staff
for Presentation to the Chancellor’s Task Force on Diversity

March 2005

Executive Summary

The Graduate School, 12 Professional schools, 39 departments in the College of Arts and Sciences, and 9 selected administrative units were asked to complete a seven question report template to provide insight on a range of issues related to diversity. These reports were compiled and responses to each question were coded and grouped by theme. More than 92% of the academic units and 100% of the administrative support units submitted reports for this report to the Chancellor’s Task Force on Diversity.

Key findings that emerged from the reports include:

• A majority of the responding units indicated one or more activities that demonstrated a commitment to diversity.

• Most departments reported having adopted and/or published a mission or vision statement concerning diversity.

• More than half of all responding units reported sponsoring one or more activities designed to address the recruitment/retention/support of faculty, staff and/or students. Most of the staff recruitment/retention/support reported was performed by Human Resources.

• Most departments reported sponsoring one or more activities to foster learning and encourage critical thinking, open exchanges and informed dialog about diversity issues.

• Most departments reported one or more activities designed to assure a welcoming, supportive and inclusive climate.

Background

In October and November 2004, members of the Executive Committee of the Chancellor’s Task Force on Diversity met with representatives of Deans of the Graduate and Professional Schools, the Chairs of departments in the College of Arts and Sciences, and representatives of eleven administrative support units to enlist their support and contribution to the university wide diversity assessment initiative commissioned by the Chancellor in September 2004.
During these meetings, the goals and objectives of the Task Force were reviewed and discussed. Representatives of the Deans, Departments and Administrative units were asked to provide written responses to a seven question report template that was designed to illustrate 1. Unit level vision and commitment to diversity; 2. Unit level commitment to diversity in their faculty, staff, and student cohorts (recruitment, retention and support activities); 3. Unit level activities that are designed to promote responsible interactions to derive educational benefits of a diverse community; and 4. Unit level support for an inclusive campus climate. Reports that were submitted by March 4, 2005 are included in the data analysis for this report.

The following units submitted a completed report template to the Task Force:

College of Arts and Sciences: 30 of 39 departments (77%)
1. American Studies
2. Anthropology
3. Art
4. Asian Studies
5. Biology
6. Carolina Asia Center
7. Chemistry
8. Classics
9. Communication Studies
10. Comparative Literature
11. Dramatic Art
12. Ecology
13. English
14. Exercise and Sport Science
15. Germanic Languages
16. Geological Sciences
17. History
18. Program in Humanities and Human Values
19. Curriculum in International Area Studies
20. Linguistics
21. Mathematics
22. Music
23. Philosophy
24. Physics and Astronomy
25. Political Science
26. Psychology
27. Public Policy
28. Slavic Languages
29. Sociology
30. Women’s Studies

The Graduate School and Professional Schools: 12 of 13 schools (92%)
Methodology

- Seven open-ended questions were given to units to provide written responses. The method, scope and organization for the answers were determined by the unit or school.
- Written responses to the seven assessment questions were received from:
  - 11 of 12 (92%) Professional Schools
  - The Graduate School
  - 30 of 39 (77%) College of Arts and Sciences departments and curricula
  - 9 of 9 (100%) of administrative support units
- Reports ranged from one page to more than forty pages with supporting documents and materials.
- Graduate and Professional school reports were analyzed independently for discrete responses to each question and the responses were aggregated by themes for each question. Aggregate responses are provided for each question and are presented as Graduate and Professional Schools data.
• The College of Arts and Sciences department reports were analyzed independently for discrete responses to each question and the responses were aggregated by themes for each question. Aggregate responses are provided for each question and are presented as Arts and Sciences data.

• Administrative Support unit reports were analyzed independently for discrete responses to each question and the responses were aggregated by themes for each question. Aggregate responses are provided for each question and are presented as Admin Support Units.

Reports from the Graduate and Professional Schools were submitted by:

- Deans (1)
- Associate Deans (5)
- Assistant Deans (1)
- Distinguished Professor (1)
- Assistant Professors (1)
- Admin Officers (3)

Reports from the College and Arts and Sciences units were submitted by:

- Professor/Chair (15)
- Professor (6)
- Associate Professor (1)
- Administrative/Professional Staff (8)

Reports from administrative support units were submitted by:

- Unit Directors (5)
- Unit Associate/Assistant Directors (3)
- Other Professional Staff (1)

Diversity Assessment Report Template Questions

1. How does your school/department/unit publicly embrace, celebrate and express its commitment to diversity?

2. Has your school/department/unit adopted and/or published any statements (e.g. mission statement, vision statement, diversity plan, etc.) concerning diversity? If so, please list and provide an attachment or hard copy of each statement.

3. Does your school/department/unit publish, produce or utilize any materials that include a diversity component? If so, please list and provide an attachment or hard copy of each publication.
4. What initiatives, programs or other regularly scheduled activities does your school/department/unit sponsor to address [diversity in ] the recruitment, retention and support of faculty, staff and/or students?

5. What does your school/department/unit do to foster learning and encourage critical thinking, open exchanges and informed dialogue among members of a diverse educational community?

6. Has your unit conducted any research on the state of diversity in your unit in the last three years? If so, please describe and provide an attachment or hard copy of any final report or publication.

7. How does your school/department/unit assure that the school/department/unit climate is welcoming, inclusive and supportive for all faculty, staff and students?

**Summary of Findings**

**Question 1: How does your department publicly embrace, celebrate and express its commitment to diversity?**

A wide range of evidence was reported in response to this question. Responses were grouped in themes, with a minimum of two responses for each identified theme. The range of responses suggests substantial variance in units understanding of diversity as a concept and in what constitutes compelling evidence of commitment to diversity.

The following themes were referenced in reports:

- **Curriculum Addresses Diversity Topics**
  
  The range of responses regarding diversity in the curriculum included: required courses for the major/minor/curriculum and special course content (on race/ethnicity, gender, age, access, disability, sexual identity, and religion)
  - 21/30 (70%) Arts and Sciences Departments
  - 10/12 (83%) grad/professional schools
  - 0/9 other units

- **Policies and procedures related to diversity (Equal Opportunity, Sexual and Racial Harassment)**
  - 0/30 Arts and Sciences Departments
  - 3/12 (25%) grad/professional schools
  - 0/9 other units
• The composition/diversity of the faculty
  • 3/30 (10%) Arts and Sciences Departments
  • 0/12 grad/professional schools
  • 0/9 other units (N/A)

• Support of student organizations, employee training related to diversity
  • 0/30 Arts and Sciences Departments
  • 6/12 (50%) grad/professional schools
  • 6/9 (66%) other units

• National leadership in diversity (e.g. Conferences)
  • 1/30 (.1%) Arts and Sciences Departments
  • 8/12 (66%) grad/professional schools
  • 3/9 (33%) other units

• Offers language and translation support/courses
  • 0/30 Arts and Sciences Departments
  • 3/12 (25%) grad/professional schools
  • 1/9 (11%) other units

Question 2: Has your department adopted and/or published any statements (e.g. mission statement, vision statement, diversity plan, etc.) concerning diversity?

The majority of the published statements were mission/vision statements with a smaller number of units reporting that their units had developed diversity plans. Illustration of diversity in the faculty, staff and student populations through publications/web sites was also mentioned.

The following units answered “Yes” to this question:
  • 16/30 (53%) Arts and Sciences Departments
  • 9/12 (75%) grad/professional schools
  • 7/9 (77%) other units

Question 3: Does your department publish, produce or utilize any materials that include a diversity component?

The majority of the units reported utilizing brochures/other publications for recruitment or programmatic purposes.
The following units answered “Yes” to this question:

- 13/30 (43%) in Arts and Sciences Departments
- 9/12 (75%) grad/professional schools
- 7/9 (77%) other units

**Question 4:** What initiatives, programs or other regularly scheduled activities does your department sponsor to address the recruitment, retention and support of faculty, staff and/or students?

The following units reported faculty recruitment/retention/support efforts of any kind:

- 20/30 (66%) Arts and Sciences Departments
- 9/12 (75%) grad/professional schools
- 0/9 other units (not applicable)

Examples of faculty recruitment/retention/support activities included:

- Hosting/participating with Post Doctoral/Graduate Student Fellows
- Targeted recruitment of females/racial/ethnic minorities
- Recruiting at professional meetings
- Participation with the Office of the Provost targeted hiring initiative
- Unit level diversity in hiring discussions
- New faculty mentoring
- Instructional Assistance to faculty on course design/content

The following units reported student recruitment/retention/support efforts of any kind:

- Arts and Sciences Departments
  - 10/30 (33%) Targeting Undergraduate Students
  - 12/30 (40%) Targeting Graduate/Professional Students
- Grad/professional schools
  - 5/12 (42%) Targeting Undergraduate Students
  - 11/12 (92%) Targeting Graduate/Professional Students
- Other units
  - 6/9 (66%) Targeting Undergraduate Students
  - 2/9 (22%) Targeting Graduate/Professional Students

Examples of student recruitment/retention/support activities included:

- Campus and community recruitment and outreach programs
- Partnerships with public schools/colleges/universities
- Cultural/social/identity support programs
- Academic/personal support services
Financial support (travel assistance, tuition remission, TA stipend, commitment to meet financial need)
Pipeline programs to enhance racial/ethnic/gender/socio-economic diversity in graduate and professional programs
Mentoring support programs

The following units reported staff recruitment/retention/support efforts of any kind:
- 0/30 Arts and Sciences Departments
- 0/12 grad/professional schools
- 2/9 (22%) other units

The majority of staff recruitment/retention/support activities were reported by the Human Resources unit. Examples of activities reported included:
- Training and development programs about diversity (cultural/racial/gender)
- Participation with job fairs that promoted diversity in the workforce
- Management training opportunities for women and racial/ethnic minorities

Question 5: What does your department do to foster learning and encourage critical thinking, open exchange and informed dialogue among members of a diverse educational community?

The following units reported efforts to foster learning, encourage critical thinking and informed dialogue:
- 24/30 (80%) Arts and Sciences Departments
- 11/12 (92%) grad/professional schools
- 5/9 (55%) other units

Examples of activities reported to foster learning, encourage critical thinking and informed dialogue included:
- Workshops/discussion groups that focused on diversity issues
- Lectures/Speakers/Films/Conferences/Symposia
- Service Learning Opportunities
- Course Content/Offerings

Question 6: Has your department conducted any research on the state of diversity in your department within the last three years?

The following units/schools replied “Yes” to this question:
- 7/30 (23%) Arts and Sciences Departments
- 6/12 (50%) grad/professional schools
• 4/9 (44%) other units

Examples reported as research conducted included:
  o Self-studies on diversity issues
  o Comprehensive diversity assessments

**Question 7:** How does your department assure that the departmental climate is welcoming, inclusive and supportive for all faculty, staff and students?

The following units reported efforts to assure that the departmental climate is welcoming, inclusive and supportive:
  • 13/30 (43%) Arts and Sciences Departments
  • 8/12 (66%) grad/professional schools
  • 7/9 (77%) other units

Examples of reported ways in which the department sought to assure a welcoming, inclusive and supportive climate included:
  o Illustration of diversity in publications/web materials
  o Focusing on diversity as a unit
  o Responding to specific climate issues
  o Managers/Supervisors training on diversity
  o Orientation for employees about diversity
  o Orientation for students about diversity
  o Presence of a diverse faculty
  o Displaying of Safe Zone signs
Appendix C: Diversity Survey Instruments

The University of North Carolina at Chapel Hill

Survey of Student Perceptions About Diversity At Carolina

The following questions were designed to help the Chancellor’s Task Force on Diversity learn more about the perceptions of students concerning a wide variety of diversity-related issues.

For the purpose of this survey, diversity is defined as: people with differing social backgrounds, economic circumstances, personal characteristics, philosophical outlooks, life experiences, perspectives, beliefs, expectations, and aspirations.

If you have questions, or need any help in completing or interpreting the survey, please contact the Office of Institutional Research and Assessment at 962-1500.

1. Vision and Commitment: How does the University publicly embrace, celebrate, and express its commitment to diversity? Please indicate your level of agreement with each statement below.

<table>
<thead>
<tr>
<th></th>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Neutral</th>
<th>Agree</th>
<th>Strongly Agree</th>
<th>Do Not Know / Not Applicable</th>
</tr>
</thead>
<tbody>
<tr>
<td>The University publicly embraces and celebrates diversity in the student body.</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>Prior to my enrollment, I perceived that this University welcomed and encouraged diversity.</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>The University demonstrates a commitment to freedom of speech and expression on campus.</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>The University adequately addresses campus incidents that might involve racism.</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>The University adequately addresses campus incidents that might involve homophobia.</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
</tbody>
</table>

Please use this space to comment on any of your responses above or to make suggestions for how the University might strengthen its commitment to diversity. (The space will expand as you type.)
2. Diversity of Presence: What does the University do to recruit and retain a diverse student body? Please indicate your level of agreement with each statement below.

<table>
<thead>
<tr>
<th>Statement</th>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Neutral</th>
<th>Agree</th>
<th>Strongly Agree</th>
<th>Do Not Know/Not Applicable</th>
</tr>
</thead>
<tbody>
<tr>
<td>The University makes sufficient efforts to recruit a diverse student body.</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>Differential recruitment efforts targeting specific groups are necessary to ensure a diverse student body at Carolina.</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>Recruitment efforts convinced me that the University really wanted me to enroll.</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>Based on my experiences since enrolling, I perceive that the University encourages diversity in ways that are meaningful to me.</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>I have considered leaving Carolina due to feelings that I am not welcome or appreciated here.</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
</tbody>
</table>

Please use this space to comment on any of your responses above or to make suggestions for how the University might improve its recruitment and retention of a diverse student body. (The space will expand as you type.)
3. Educational Benefits of Diversity: What opportunities exist in our campus environment for civil exchanges and open communication that foster mutual learning among people with different backgrounds, experiences, and perspectives?

<table>
<thead>
<tr>
<th>Influence of a diverse setting on your:</th>
<th>No Influence at All</th>
<th>Slight Influence</th>
<th>Moderate Influence</th>
<th>Very Strong Influence</th>
<th>Do Not Know/Not Applicable</th>
</tr>
</thead>
<tbody>
<tr>
<td>Choice of major</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>Choice of elective courses</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>Plans for recreational/cultural activities</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>Choice of living arrangements</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>Political views</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>Views on the benefits of a diverse society</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>Knowledge of the history of social justice</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>Knowledge about and appreciation of different cultures</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
</tbody>
</table>

How have the following differences in people you have encountered at Carolina influenced your educational experience?

<table>
<thead>
<tr>
<th>Different in terms of:</th>
<th>No Influence at All</th>
<th>Slight Influence</th>
<th>Moderate Influence</th>
<th>Very Strong Influence</th>
<th>Do Not Know/Not Applicable</th>
</tr>
</thead>
<tbody>
<tr>
<td>Race/ethnicity</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>Religious beliefs</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>Less advantaged economic background</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>More advantaged economic background</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>Sexual orientation</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>Other (please list):</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
</tbody>
</table>
To what extent have the following been beneficial to your educational experiences at Carolina?

<table>
<thead>
<tr>
<th></th>
<th>Not Beneficial at All</th>
<th>Slightly Beneficial</th>
<th>Fairly Beneficial</th>
<th>Very Beneficial</th>
<th>Do Not Know/Not Applicable</th>
</tr>
</thead>
<tbody>
<tr>
<td>Diversity among your instructors</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Diversity in the student body</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cultural diversity course requirements</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>University- and/or student organization-sponsored sessions, guest lectures, etc. outside the classroom that focus on issues of diversity</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Please use this space to comment on any of your responses above. (The space will expand as you type.)

4. Responsible Interactions: What does the University do to encourage critical thinking, responsible analysis, and informed dialogue among members of a diverse educational community? Please indicate your level of agreement with each statement below.

<table>
<thead>
<tr>
<th></th>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Neutral</th>
<th>Agree</th>
<th>Strongly Agree</th>
<th>Do Not Know/Not Applicable</th>
</tr>
</thead>
<tbody>
<tr>
<td>When expressing my views in class concerning diversity, I feel supported by my professors/instructors/TA's.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Professors/instructors encourage critical thinking about diversity issues.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Individual students are not expected to represent or speak on behalf of their race or culture.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Have you had an experience where a professor/instructor has not been open to students expressing differing points of view?

☐ Yes
☐ No

Please use this space to elaborate on that experience or any of your responses to the items above. (The space will expand as you type.)

5. Supportive Climate for Diversity: How does the University assure that the campus climate is welcoming, inclusive, and supportive for all faculty, staff and students? Please indicate your level of agreement with each statement below.

<table>
<thead>
<tr>
<th>Statement</th>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Neutral</th>
<th>Agree</th>
<th>Strongly Agree</th>
<th>Do Not Know/Not Applicable</th>
</tr>
</thead>
<tbody>
<tr>
<td>The University is generally a warm and inclusive environment for all.</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>I have experienced situations in which the environment caused me to feel disenfranchised or marginalized.</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>The University shows adequate respect for the non-dominant perspective.</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>Diversity training should be a compulsory part of orientation and the academic curriculum.</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>Faculty exhibit awareness of diversity issues among students.</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>Staff exhibit awareness of diversity issues among students.</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>Senior administrators exhibit awareness of diversity issues among students.</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
</tbody>
</table>
Have you had an experience where a professor/instructor has not been open to students expressing differing points of view?

- Yes
- No

Please use this space to elaborate on that experience or any of your responses to the items above. (The space will expand as you type.)

---

5. Supportive Climate for Diversity: How does the University assure that the campus climate is welcoming, inclusive, and supportive for all faculty, staff and students? Please indicate your level of agreement with each statement below.

<table>
<thead>
<tr>
<th>Statement</th>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Neutral</th>
<th>Agree</th>
<th>Strongly Agree</th>
<th>Do Not Know/ Not Applicable</th>
</tr>
</thead>
<tbody>
<tr>
<td>The University is generally a warm and inclusive environment for all.</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>I have experienced situations in which the environment caused me to feel disenfranchised or marginalized.</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>The University shows adequate respect for the non-dominant perspective.</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>Diversity training should be a compulsory part of orientation and the academic curriculum.</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>Faculty exhibit awareness of diversity issues among students.</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>Staff exhibit awareness of diversity issues among students.</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>Senior administrators exhibit awareness of diversity issues among students.</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
</tbody>
</table>
Please tell us anything else that you think might be helpful as we consider ways to help Carolina be a welcoming and supportive environment for students. (The space will expand as you type.)

Demographics

Note: The information below will be used only in the analysis of the results so that we can better understand differences in the responses of various groups of students.

Gender:
- Male
- Female

Ethnicity:
- African-American
- Asian
- Hispanic
- Native American
- White
- Other
- A combination of the above

Residency Status:
- NC Resident
- Resident of another state
- International Student

Level:
- Undergraduate
- Graduate
- Professional
### Class (Undergraduates only):
- Freshman
- Sophomore
- Junior
- Senior

### Before enrolling at Carolina, the student body of the last school I attended (high school or college):
- Was more diverse than Carolina
- Was about as diverse as Carolina
- Was less diverse than Carolina

### Do you have a documented disability?
- Yes
- No

### What is your best estimate of your family's income for the most recent year (note if you are an independent student, please substitute your own income):
- $25,000 or less
- $25,001-$50,000
- $50,001-$75,000
- $75,001-$100,000
- More than $100,000

---

Optional: If you wish to be entered in the drawing to win the iPod Shuffle grand prize, one of five $50.00 gift certificates or one of ten coupons for a free medium Domino's pizza, please enter the following contact information. Please note that this information will be separated from your responses as soon as your survey is returned.

**Name:**

**Email address:**

**Phone Number:**

---

Thank you very much for your time and effort in providing us with your views on this important issue.
The University of North Carolina at Chapel Hill

Faculty Survey on Campus Diversity Issues

This survey was designed to help the Chancellors Task Force on Diversity learn more about the perceptions of faculty concerning a wide variety of diversity-related issues.

For the purposes of this initiative, the concept of "diversity" includes: people with differing social backgrounds, economic circumstances, personal characteristics, philosophical outlooks, life experiences, perspectives, beliefs, expectations, and aspirations.

1. **Vision and Commitment**: How does the University publicly embrace, recognize and express its commitment to diversity? Please indicate your level of agreement with the following statements.

<table>
<thead>
<tr>
<th>The University is committed to creating an environment that welcomes many different perspectives and ideas.</th>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Neutral</th>
<th>Agree</th>
<th>Strongly Agree</th>
<th>Do Not Know</th>
<th>Not Applicable</th>
</tr>
</thead>
<tbody>
<tr>
<td>The University adequately addresses campus issues/incidents that might involve:</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Racism</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sexism</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Homophobia</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lack of accommodation for disabilities</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Religious harassment</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Intolerance for differing political views</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ageism</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Please use the space below if you wish to elaborate on any of your responses above. (The space will expand as you type.)
2. Diversity of Presence: What does the University do to recruit and retain a diverse faculty? Please indicate your level of agreement with the following statements.

<table>
<thead>
<tr>
<th>Statement</th>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Neutral</th>
<th>Agree</th>
<th>Strongly Agree</th>
<th>Do Not Know/Not Applicable</th>
</tr>
</thead>
<tbody>
<tr>
<td>Recruitment efforts in my school/department reflect a commitment to achieving a diverse faculty.</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>Tenure and promotion processes in my school/department are free from bias based on personal characteristics.</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>Professional development support in my school/department is provided in an unbiased manner.</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>Retention efforts in my school/department reflect a commitment to maintaining a diverse faculty.</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
</tbody>
</table>

Please use the space below if you wish to elaborate on any of your responses above. (The space will expand as you type.)

3. Educational Benefits of Diversity: What opportunities exist in our campus environment for civil exchanges and open communication that foster mutual learning among people with different backgrounds, experiences, and perspectives? Please indicate your level of agreement with the following statements.

<table>
<thead>
<tr>
<th>Statement</th>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Neutral</th>
<th>Agree</th>
<th>Strongly Agree</th>
<th>Do Not Know/Not Applicable</th>
</tr>
</thead>
<tbody>
<tr>
<td>The curriculum in my school/department adequately represents the academic and social contributions of a variety of groups of people.</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>The University encourages faculty to include diversity issues in their course content.</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
</tbody>
</table>
In the past year, have you participated in any activities sponsored by the University or your school/department that address diversity issues? Examples might include workshops, brown bag lunch discussions, formal presentations, or special lecture series, etc.

- Yes
- No

If yes, please briefly describe those activities and their usefulness to you. (The space will expand as you type.)

4. Responsible Interactions: What does the University do to encourage critical thinking, responsible analysis, and informed dialogue among members of a diverse educational community? Please indicate your level of agreement with the following statements.

<table>
<thead>
<tr>
<th>Statement</th>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Neutral</th>
<th>Agree</th>
<th>Strongly Agree</th>
<th>Do Not Know/Not Applicable</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students in my classes seem comfortable discussing issues of diversity</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>Faculty in my department readily engage in discussion and dialogue concerning diversity issues.</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>I feel comfortable discussing diversity issues with colleagues in my department.</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
</tbody>
</table>

Please use the space below if you wish to elaborate on any of your responses above. (The space will expand as you type.)
5. Supportive Climate for Diversity: How does the university assure that the campus climate is welcoming, inclusive and supportive for all faculty, staff and students?

<table>
<thead>
<tr>
<th>Within the past year, how often have you heard a student make an insensitive or disparaging remark about:</th>
<th>Never</th>
<th>A Few Times</th>
<th>Frequently</th>
</tr>
</thead>
<tbody>
<tr>
<td>Females</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Males</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Racial/ethnic minorities</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>White people</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Gay, lesbian, bisexual, transgender people</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>People with disabilities</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>People in specific age groups</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>People with specific religious preferences</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>People with specific political views</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Within the past year, how often have you heard a faculty member make an insensitive or disparaging remark about:</th>
<th>Never</th>
<th>A Few Times</th>
<th>Frequently</th>
</tr>
</thead>
<tbody>
<tr>
<td>Females</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Males</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Racial/ethnic minorities</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>White people</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Gay, lesbian, bisexual, transgender people</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>People with disabilities</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>People in specific age groups</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>People with specific religious preferences</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>People with specific political views</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Carolina is a comfortable and secure place for faculty members with the following characteristics:</td>
<td>Strongly Disagree</td>
<td>Disagree</td>
<td>Neutral</td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>Female</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Male</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Racial/Ethnic minorities</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>White</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Gay, lesbian, bisexual, transgender</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Disabilities</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Older/younger age group</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Differing religious preferences</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Differing political views</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>I have felt that I was treated unfairly at the University due to my:</th>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Neutral</th>
<th>Agree</th>
<th>Strongly Agree</th>
<th>Do Not Know/Not Applicable</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gender</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Race/ethnicity</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sexual Orientation</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Disabilities</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Age</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Religious preferences</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Political Views</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other (please specify):</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
If you have any other comments or suggestions for the Task Force's consideration, please use the space below. (The space will expand as you type.)

Demographics

Note: The information below will be used only in the analysis of the results so that we can better understand group differences in responses.

Gender:
- [ ] Male
- [ ] Female

Ethnicity:
- [ ] African-American
- [ ] Asian
- [ ] Hispanic
- [ ] Native American
- [ ] White
- [ ] Other
- [ ] A combination of the above

Do you have a documented disability?
- [ ] Yes
- [ ] No

Tenure Status:
- [ ] Tenured/Tenure Track
- [ ] Fixed Term
Rank:
- Full professor
- Rank below full professor (associate, assistant, instructor, lecturer)

Optional: If you wish to be entered in the drawing to win one of five $50 gift certificates to The Bull's Head Bookshop, please enter your contact information below. Please note that this information will be permanently separated from your responses when your survey is received.

<table>
<thead>
<tr>
<th>Name:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Email address:</td>
</tr>
<tr>
<td>Phone Number:</td>
</tr>
</tbody>
</table>

Thank you very much for your time and effort in providing us with your views on this important issue.

Submit
The University of North Carolina at Chapel Hill

Survey of SPA and EPA Employees

The following questions were designed to help the Chancellor's Task Force on Diversity learn more about the perceptions of employees concerning a wide variety of diversity-related issues.

For the purpose of this survey, diversity is defined as: people with differing social backgrounds, economic circumstances, personal characteristics, philosophical outlooks, life experiences, perspectives, beliefs, expectations, and aspirations.

If you have questions, or need any help in completing or interpreting the survey, please contact the Office of Institutional Research and Assessment at 962-1600.

Vision and Commitment to Diversity: The following statements are concerned with how well you believe that Carolina publicly embraces, recognizes and expresses its commitment to fostering diversity. Please indicate your level of agreement with each statement.

<table>
<thead>
<tr>
<th>Statement</th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Neutral</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
<th>Don't Know/Does Not Apply</th>
</tr>
</thead>
<tbody>
<tr>
<td>You are valued by the University.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The University's public relations and marketing messages reflect Carolina's diversity values.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The University should reward programs and practices that support diversity.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The University appreciates having employees similar to you.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Please list any University events celebrating diversity that you have attended. (The space will expand as you type.)
### Diversity of Presence

The following statements are concerned with how effectively Carolina recruits and retains a diverse staff. Please indicate your level of agreement with each statement.

<table>
<thead>
<tr>
<th>Statement</th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Neutral</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
<th>Don't Know/Does Not Apply</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hiring and promotion practices are consistent with the University's public commitment to diversity.</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>People similar to you are recruited to work at the University.</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>The University effectively recruits and retains employees with a variety of backgrounds.</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>Your department values diversity more than the University as a whole.</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>Evaluations of your work are fair and appropriate.</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>The University recognizes people similar to you for the quality of their work.</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>Actual day-to-day workplace practices are in line with the public view of the University's commitment to diversity.</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>You have not considered leaving the University because of diversity concerns.</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
</tbody>
</table>

### Educational Benefits of Diversity

The following statements are concerned with opportunities that exist on campus for civil exchanges and open communication that foster mutual learning among people with different backgrounds, experiences, and perspectives. Please indicate your level of agreement with each statement.

<table>
<thead>
<tr>
<th>Statement</th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Neutral</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
<th>Don't Know/Does Not Apply</th>
</tr>
</thead>
<tbody>
<tr>
<td>You are comfortable discussing diversity in the workplace.</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>You feel comfortable expressing your opinions in workplace discussions.</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>People in your workplace express disagreement with the opinions of others in a respectful manner.</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>Insensitive or hate speech about specific groups does not take place in your workplace.</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>You have learned about cultural differences from colleagues or co-workers.</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
</tbody>
</table>
### Responsible Interactions

The following statements are concerned with the level of critical thinking, responsible analysis, and informed dialogue among members of a diverse educational community. Please indicate your level of agreement with each statement.

<table>
<thead>
<tr>
<th>Statement</th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Neutral</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
<th>Don't Know/Does Not Apply</th>
</tr>
</thead>
<tbody>
<tr>
<td>You have opportunities for receiving training on how to work with people from a variety of different backgrounds.</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>The University should provide more opportunities for diversity training.</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>Discussions about diversity are encouraged in your workplace.</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>Your peers are open-minded and objective when discussing differences among types of people.</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>Your supervisor is open-minded and objective when discussing differences among types of people.</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
</tbody>
</table>

### Supportive Climate for Diversity

The following statements are concerned with how well the University assures that the campus climate is welcoming, inclusive, and supportive for all faculty, staff, and students. Please indicate your level of agreement with each statement.

<table>
<thead>
<tr>
<th>Statement</th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Neutral</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
<th>Don't Know/Does Not Apply</th>
</tr>
</thead>
<tbody>
<tr>
<td>You are treated with respect on campus.</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>You are not made to feel uncomfortable about your gender, race, or ethnicity when visiting other locations on campus.</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>Your workplace encourages all employees to share their opinions.</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>You feel comfortable expressing an opinion that is different from others in your workplace.</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>Your supervisor is sensitive to cultural differences when dealing with employees.</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>Adequate processes are in place to address diversity-based grievances.</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>Comments that are disrespectful to individuals because they are part of a particular group are discouraged in the workplace.</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
</tbody>
</table>
What actions could the University take in order to better fulfill its commitment to diversity? (The space will expand as you type.)

Please provide examples of existing good practice in improving the environment for diversity as well as any diversity issues that need attention. (The space will expand as you type.)

What other comments do you have about Carolina's commitment to diversity in the workplace? (The space will expand as you type.)

Demographics
Note: The information below will be used only in the analysis of the results so that we can better understand differences in the responses of various groups of employees.

Employee Type
  - EPA Non-Faculty
  - SPA
Do you supervise other permanent employees?

- Yes
- No

Job Category: Please select the category below that most closely represents the type of work you do:

- Executive, Administrative, and Professional
- Technical and Paraprofessional
- Clerical and Secretarial
- Service/Maintenance
- Other (please specify):

Ethnicity:

- White
- Black or African American
- Asian
- Native American or American Indian
- Hispanic or Latino
- Other (please specify):

Gender:

- Female
- Male

Years of Service at the University:

- 0-10 years
- 11-20 years
- 21-30 years
- 30+ years