

DIVERSITY MATTERS AT UNC



*Committed to a diverse  
campus community*



# DIVERSITY PLAN REPORT 2008-09

THE UNIVERSITY of  
NORTH CAROLINA at CHAPEL HILL





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## MESSAGE FROM THE CHANCELLOR

Many people like to call UNC the “light on the hill,” calling to mind the idea of education as an enlightening experience. Such an education occurs both inside and outside of the classroom. Carolina is a community of learners and to best serve the state and remain that light on the hill, it needs to be a diverse community.

This is the second annual report since we launched our Diversity Plan. The information it contains summarizes information provided by campus units in 2008–09 about their efforts to advance diversity – and it is understandably a mixed picture. Our vision for developing a shared understanding of diversity and its relationship to educational excellence is maturing. We have developed a great framework but it will take time to achieve everything we hope to accomplish.

We are committed to continuing the process. Our capacity to be a leader in higher education and to serve the people of North Carolina relies on our ability to attract the brightest minds from all backgrounds and experiences to join our community of faculty, staff and students. We know from our history that the light on the hill was not always a bright beacon for everyone, and that we must work hard to keep it lit.

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

Sincerely,



Holden Thorp

# MESSAGE FROM *The Chancellor*

# EXECUTIVE *Summary*

This document summarizes the goals, objectives and metrics for evaluation of outcomes reported by academic and administrative units for the 2008–2009 academic year. It also provides commentary on and analysis about the goals and initiatives identified as priorities for the 2009–2010 academic year. The University’s Diversity Plan was implemented to advance Carolina’s commitment to creating and sustaining a diverse and inclusive campus community. This is the second annual diversity report and represents a compilation and discussion of the successes and challenges reported by the units and analysis and commentary about the state of diversity at Carolina in light of information gleaned from this year’s unit diversity reports.

The reports reflect a broadly based commitment to diversity by the reporting academic and administrative units. Many of the reports reflect an increasing emphasis on incorporating diversity into the strategic plans and daily operations of the units. The establishment of diversity committees in several units is one indicator that diversity has become a more salient concern to deans and directors. Twenty-one of the thirty-two reporting units (66%) identified at least three of the five University goals as priorities for the 2008–09 academic year. The units reported various strategies and methods to further the adopted goals of the University:

## *GOAL 1* **PUBLICIZING OUR COMMITMENT TO DIVERSITY**

Units frequently reported developing public statements, most often via mission statements, that expressed their commitment to diversity and highlighted their diversity efforts through various media. Several units reported that they wrote and adopted new diversity policy statements for use on their web sites and in print media.

## *GOAL 2* **ACHIEVING CRITICAL MASSES OF UNDERREPRESENTED POPULATIONS**

As in previous years, Goal 2 was the most frequently identified diversity goal reported by units for 2008–2009. Eighty-one percent, or 26 out of 32 reporting units identified recruiting and retaining a diverse faculty, staff and student body as a unit priority. The trend continued the previous year’s emphasis placed on recruiting and retaining students, followed by faculty recruitment efforts, with staff recruitment continuing to be a distant third. The attention given to presence continues to be a strong element of many of the units’ plans.

## GOAL 3 OFFERING QUALITY DIVERSITY TRAINING & EDUCATION

Emphasis on diversity education and training has increased significantly over the past year. Approximately one-half of all academic and administrative units reported participating in one or more programs to provide diversity education and training for faculty and staff. Several units are developing plans to ensure that every staff member receives diversity education opportunities. Slightly less than one-half of academic units reported evaluating and/or revising traditional academic curricula to be certain they are congruent with the diversity goals of the university.

## GOAL 4 ADDRESSING CLIMATE

Most of the academic and administrative units continue to recognize the importance of a supportive climate for diversity. It appears however, that many of them struggle to find appropriate means to encourage meaningful interaction and cross-group learning. Some of the strategies employed that have been successful include: visiting lecture exchanges with historically black universities, orientation to graduate programs for historically underrepresented populations and conversations regarding climate in the classroom and community at Faculty Senate.

## GOAL 5 CONDUCTING RESEARCH ON DIVERSITY

Interest in diversity research increased from last year for both academic and administrative units. Areas studied included: climate, evaluation of recruitment efforts and programs that address various diversity issues. Moreover, a number of units indicated they have recently conducted some variety of self-study on a diversity issue, most commonly climate. A number of units are planning to conduct research on diversity issues next year.

The reports reflect a broadly based commitment to diversity by the academic and administrative units submitting reports. Many of the reports reflect an increasing emphasis on incorporating diversity in the strategic plans and daily operations of the unit.

# EXECUTIVE Summary

# SUMMARY RECOMMENDATIONS

A review of demographic data and diversity reports from the past three years reveals uneven to modest success in the area of achieving greater racial/ethnic diversity among faculty and staff. This remains true in spite of the high level of importance attached to this goal reflected in the submitted annual diversity reports. In many cases, applicant pools for faculty and staff still contain little racial/ethnic diversity. Academic units are especially encouraged to assess and evaluate faculty recruitment methods and outcomes and to develop recruiting strategies that are more likely to yield desired results.

In order to improve the utility of the reports for next year, the following issues will be addressed in consultation with Diversity Liaisons from all units:

1. The quality and overall organization of the reports continues to vary widely with some units seriously engaged in documenting their diversity activities and outcomes while other units appear to place less emphasis on the preparation of their reports.
2. Greater emphasis must be placed on the responsibility of all members of the Carolina community to understand and support the University's adopted diversity goals in practice as well as in philosophy.
3. The link between a welcoming climate, and recruitment and retention of a diverse body of faculty, staff, and students remains clear. Climate issues, whether campus-wide or unit-focused, play a crucial role for members of the community to interact effectively with each other and to want to remain community members. The establishment of more recognition awards for faculty, staff and students who make significant contributions to diversity may be one way to encourage additional attention to the role of climate.
4. More opportunities should be provided at the unit level for participation in diversity programs, initiatives and classes that are offered on campus. Emphasizing the connection between unit-level participation and the Diversity Plan could provide additional motivation for the development of and encouragement in participation in such diversity opportunities.
5. Many opportunities for self-study that could advance diversity at Carolina go unrealized. While research focused on the campus itself and its practices has increased, the University could benefit from even greater emphasis on broader research into best practices for the Carolina community. Institutional emphasis on more research on diversity topics and issues including climate studies could contribute to Carolina's national diversity leadership visibility and help the campus community eliminate artificial barriers to individual success and achievement.

DIVERSITY MATTERS. It matters in a global context, and it matters at UNC. And, at Carolina as in the rest of the world, it matters in increasingly different contexts. As the demographic profiles of our students, faculty and staff change so do the diversity issues in need of our attention. Over the years, the ways in which we have managed diversity have changed. From a time when it was presumed that diversity was a minor concern—something to be considered only when all the important things had been taken care of—to the present where diversity is viewed as an important and integral part of the academic and administrative mission of the University, there is little doubt that the perception of the importance of diversity has grown.

It is now broadly acknowledged that in order to produce the leaders needed for America and the global community in the future and give them the skills they will need to lead we must be certain all of our faculty, staff and students understand diversity in all of its complexity and the challenges and rewards it offers.

We have ever increasing evidence to support the position that diversity *does* matter. The theme of this report is “Diversity Matters” because that is the position that Carolina has taken. In August, 2006, The University of North Carolina at Chapel Hill adopted the 2006–2010 Diversity Plan. It is designed to give guidance to campus leaders as they address the campus commitment to diversity and provide a framework for evaluating outcomes and sharing successful strategies. We have now completed two reporting cycles. Schools and administrative units have supplied information on their goals and objectives, action plans, metrics for evaluation, outcomes for the previous academic year and their plans for the coming academic year. This publication provides a synthesis of reports received for the 2008–09 academic year, an examination of trends and themes for both the 2008–09 and 2009–10 academic years and an analysis of the state of diversity at UNC.

## OUR FRAMEWORK FOR UNDERSTANDING DIVERSITY

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

The diversity plan uses as its framework the diversity goals established by the Chancellor’s Task Force on Diversity in its *2005 Assessment Report*. The goals are identified on pages IV and V.

## THE DIVERSITY PLAN PROCESS

Carolina’s Diversity Plan requires that the schools and units develop specific unit goals and/or objectives based upon the University’s diversity goals, identify action steps to accomplish these objectives and conduct evaluations of the unit’s accomplish-

### Questions for Diversity Plan Report

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

ments all of which is then compiled in annual reports. The unit goals and strategies, action plan and evaluation methods should support, reflect and further the University's adopted diversity goals, but should also reflect each unit's own unique context and priorities.

The annual reports, submitted by units as part of the University budget and planning process, document the units' diversity priorities, actions and evaluation methods. In the spring of 2007, selected academic and administrative units were asked for the first time to identify which unit-level diversity goal(s) they would address over the next year. In February 2008, they were asked to review, analyze, and summarize their 2007-08 diversity achievements with respect to the goals and objectives identified a year earlier and to identify diversity goals and objectives for 2008-09. This publication provides reports on the progress made by units with respect to their diversity goals for 2008-09 academic year and their diversity goals and objectives for 2009-10. Annual reports provide an opportunity for comparison of data and information provided by the units each year and make it easier to identify trends and themes.

## THE 2008-09 ACADEMIC YEAR REPORTS

Reports were received from 32 academic and administrative units<sup>1</sup>. Each school or unit has identified a person to serve as its diversity liaison—the primary contact person for the reporting process<sup>2</sup>. The

reports responded to the five open-ended questions in the box on the preceding page in regards to their activities for 2008-09 and their projected activities for 2009-10. The first section of the unit reports detailed the goals and objectives chosen by each unit, the action steps used to work towards their goals, the metrics used to evaluate their progress and their ultimate outcomes. The second section of the report states their planned goals for the next academic year, the action steps they will use to accomplish their goals, and the evaluation methods they will use to evaluate their progress. The next annual report will be due in late February 2010.

Report submissions for the 08-09 academic year ranged in length from two pages to a dozen or more pages with supporting attachments. This publication summarizes and provides an analysis of the unit reports and highlights some of the units' accomplishments and successes, as well as some of the remaining challenges. The report also shares examples of some successful strategies and initiatives that may provide useful models for other campus units.

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<sup>1</sup> One unit failed to submit a report. (See Appendix I on page 15 for a list of units submitting reports.)

<sup>2</sup> For a list of the unit liaisons please see Appendix II on page 15.

## Emergent Themes for 2008-09

### Campus Collaborations

The reporting units are engaged in wide-ranging collaborations to improve diversity. These include collaborations with other units, schools, universities, and local and state agencies. One example is the collaboration between the Gillings School of Global Public Health, Counseling and Wellness Services, the School of Social Work, the Frank Porter Graham Institute and Diversity and Multicultural Affairs to present the Annual Summer Public Health Research Institute and Video Conference on Health Disparities. The Schools of Government, Medicine, Law and Education, are a few of the professional schools that provide outreach resources to help various segments of the State population. The collaboration between the Eshelman School of Pharmacy and Elizabeth City State, a Historically Black University, is one example of outreach and collaboration.

### Response to demographic change

The increase in the Latino population in North Carolina represents one of the most significant demographic changes in the State population in recent history. This is reflected in the campus community in several ways. The development of more Spanish-language materials, the use of translation software for faculty and staff and the offering of a program in Latino/Latina studies are just some of the ways in which Carolina has responded to the new demographic reality.



## DEMOGRAPHIC DIVERSITY TRENDS, 2000-08

This section provides a statistical overview of the University's racial/ethnic and gender diversity from 2000–2008. It is meant to serve as a snapshot of the trends in gender and racial/ethnic minority presence in four categories for the eight-year period and to give the reader a framework and additional data to inform the reading of the body of the report. The four categories addressed are faculty,<sup>3</sup> staff, undergraduate students and graduate/professional students.

**TABLE 1: Faculty By Gender and Race/Ethnicity 2000-2008**

	White				African American				American Indian				Asian American				Hispanic				Other				Total
	Male		Female		Male		Female		Male		Female		Male		Female		Male		Female		Male		Female		
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	
<b>2000</b>	1,605	57.7	857	30.8	51	1.8	67	2.4	3	0.1	0	0	107	3.8	41	1.5	30	1.1	21	0.8	0	0.0	0	0.0	2,782
<b>2005</b>	1,634	50.9	1,079	33.6	59	1.8	81	2.5	4	0.1	3	0.1	169	5.3	93	2.9	47	1.5	39	1.2	0	0.0	0	0.0	3,208
<b>2006</b>	1,617	50.0	1,106	34.2	60	1.9	81	2.5	7	0.2	2	0.1	173	5.4	99	3.1	50	1.5	37	1.1	1	0.0	0	0.0	3,233
<b>2007</b>	1,593	48.0	1,172	35.3	56	1.7	88	2.6	7	0.2	2	0.1	185	5.6	110	3.3	63	1.9	45	1.4	0	0.0	0	0.0	3,321
<b>2008</b>	1,618	46.9	1,225	35.5	64	1.9	99	2.9	7	0.2	2	0.1	202	5.9	122	3.5	62	1.8	46	1.3	2	0.1	1	0.0	3,450

As indicated in the table above, increases in faculty racial and ethnic diversity were much lower when compared to the rate of change for undergraduate, graduate and professional students. (See Tables 3 and 4 on page 4.) A look at the table indicates a miniscule rise in most minority populations if there is any change at all. Almost all significant growth in racial diversity is concentrated in one category, Asian Americans, which increased by more than 4% between 2000 and 2008. The category of Hispanic faculty holds second place with an increase of less than 2%. African American and American Indian faculty each increased by less than 1% each. Gender diversity illustrated the greatest change for the time shown with females increasing from 35.4% of the faculty to 43.3%. Most of this increase in gender diversity was accounted for by white females which increased from 30.8% to 35.5% of the faculty.

<sup>3</sup>The table includes only full-time faculty members

**TABLE 2: Staff By Gender and Race/Ethnicity 2000-2008**

	White				African American				American Indian				Asian American				Hispanic				Other				Total
	Male		Female		Male		Female		Male		Female		Male		Female		Male		Female		Male		Female		
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	
<b>2000</b>	2,012	29.0	3,222	46.4	454	6.5	906	13.0	12	0.2	10	0.1	88	1.3	168	2.4	30	0.4	41	0.6	0.0	0.0	0.0	0.0	6,943
<b>2005</b>	2,349	30.0	3,552	45.4	447	5.7	944	12.1	9	0.1	13	0.2	152	1.9	243	3.1	51	0.7	60	0.8	3	0.0	5	0.1	7,828
<b>2006</b>	2,427	30.0	3,615	44.8	456	5.6	957	11.8	12	0.1	13	0.2	177	2.2	277	3.4	58	0.7	67	0.8	9	0.1	10	0.1	8,078
<b>2007</b>	2,489	30.1	3,623	43.8	476	5.8	978	11.8	14	0.2	14	0.2	206	2.5	310	3.7	63	0.8	81	1.0	10	0.1	11	0.1	8,275
<b>2008</b>	2,633	30.5	3,756	43.5	474	5.5	993	11.5	14	0.2	19	0.2	240	2.8	320	3.7	69	0.8	88	1.0	10	0.1	16	0.2	8,632

Table 2, which indicates staff racial and ethnic trends, also shows a decrease in African American employees and basically stagnant growth in the area of American Indians. Again, Asian Americans accounted for the largest proportion of the racial/ethnic minority increase. The percentage of African Americans actually decreased by more than 2% from 2000–08 while the Asian American staff rose from 3.7% to 6.5%. Hispanics grew by less than 1% as did American Indians continuing the trend in racial and ethnic minority demographic category growth.

**TABLE 3: Undergraduate Students By Gender And Race/Ethnicity 2000-2008**

	White				African American				American Indian				Asian American				Hispanic				Other				Total
	Male		Female		Male		Female		Male		Female		Male		Female		Male		Female		Male		Female		
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	
2000	5,055	32.4	7,491	48.0	555	3.6	1,204	7.7	49	0.3	65	0.4	356	2.3	502	3.2	95	0.6	141	0.9	51	0.3	53	0.3	15,617
2005	5,359	31.8	7,126	42.3	587	3.5	1,240	7.4	59	0.4	98	0.6	521	3.1	663	3.9	236	1.4	342	2.0	255	1.5	358	2.1	16,844
2006	5,348	31.1	7,197	41.9	611	3.6	1,262	7.3	45	0.3	95	0.6	569	3.3	707	4.1	281	1.6	421	2.5	266	1.5	377	2.2	17,180
2007	5,365	30.4	7,333	41.6	663	3.8	1,277	7.2	46	0.3	98	0.6	584	3.3	754	4.3	322	1.8	477	2.7	301	1.7	408	2.3	17,628
2008	5,385	30.1	7,292	40.7	688	3.8	1,276	7.1	35	0.2	102	0.6	619	3.5	795	4.4	366	2.0	533	3.0	327	1.8	477	2.7	17,895

In the undergraduate population as shown on Table 3 we see a familiar trend with declining populations of both White and African American students and increasing populations of Asian American and Hispanic students. American Indians in this category follow the general trend of stagnant or tiny growth. Between the populations of Asian Americans and Hispanics there is a combined growth of almost 6%. Here we also see a significant increase in the number of students who identify as Other. This category increased from .7% in 2000 to 4.5% in 2008. The reasons for the increase are unknown and call for further investigation and research.

**TABLE 4: Graduate and Professional Students by Gender and Race/Ethnicity 2000-2008**

	White				African American				American Indian				Asian American				Hispanic				Other				Total
	Male		Female		Male		Female		Male		Female		Male		Female		Male		Female		Male		Female		
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	
2000	3,123	33.1	4,244	45.0	227	2.4	470	5.0	17	0.2	40	0.4	475	5.0	535	5.7	113	1.2	136	1.4	32	0.3	24	0.3	9,437
2005	3,218	30.1	4,487	42.0	257	2.4	659	6.2	32	0.3	50	0.5	571	5.3	595	5.6	122	1.1	154	1.4	313	2.9	229	2.1	10,688
2006	3,193	30.1	4,372	41.3	257	2.4	678	6.4	29	0.3	52	0.5	522	4.9	594	5.6	124	1.2	166	1.6	343	3.2	261	2.5	10,593
2007	3,070	29.2	4,344	41.3	262	2.5	661	6.3	24	0.2	48	0.5	501	4.8	583	5.5	107	1.0	176	1.7	393	3.7	339	3.2	10,508
2008	3,025	28.3	4,346	40.7	243	2.3	656	6.1	29	0.3	54	0.5	530	5.0	620	5.8	143	1.3	200	1.9	435	4.1	391	3.7	10,672

In the ranks of graduate and professional students as shown on Table 4, White student populations declined approximately 9% while African American populations grew by 1%. The Asian American, Hispanic and American Indian populations remained fairly constant, with each increasing by less than 1% in this category as well. As seen in the undergraduate student population the primary growth occurred in people identifying as Other. In this category we see a growth of 7.2%. Again, the reasons for this growth are unclear and call for further study.



# GOAL-BY-GOAL ANALYSIS FOR 2008-09

The goals units chose to identify as priorities this year were not appreciably different from those chosen last year. Twenty-four of the thirty-two reporting units, or 75%, chose the same goal or goals to address as last year. Four, or 12%, of the reporting units decreased the number of goals they identified as priorities—units varied from dropping one goal to dropping four. Four units, or 12% added at least one goal from last year, but no unit added more than two goals. There was a discernible pattern concerning which goals were dropped or added. All four of the units dropping goals dropped goal 4, none of the units that added goals added Goal 4. This is most likely due to the difficulties entailed in assessing and addressing climate issues.

## Goal 1

### Clearly define and publicize the University's commitment to diversity

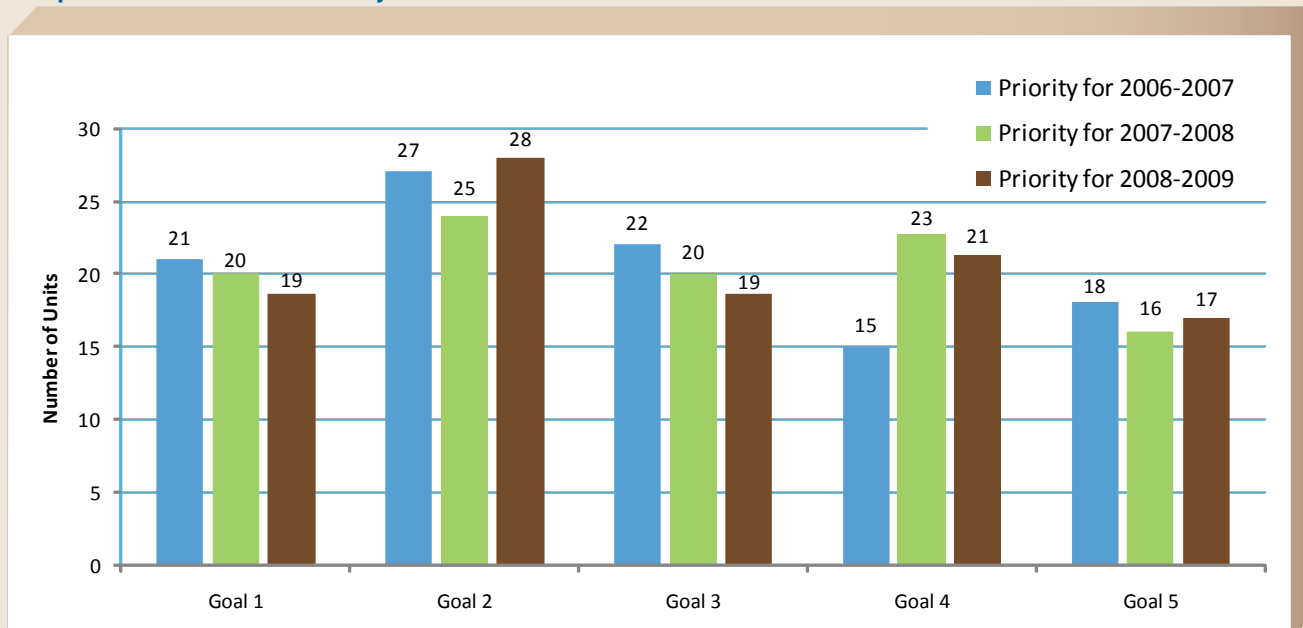
Of the 32 reporting units, 20 or 63% adopted Goal 1 as a priority for the 2008-09 year. This represented an increase over last year when only 16 or 48% of the units identified Goal 1 as a priority but a slight decline from 2006, when 21 of 33 units or 64% identified it as a priority. It is not clear why this increase between 2008 and 2009 occurred but there does seem to be some correlation between the

establishment of unit level diversity committees and new emphasis on Goal 1. For example, the Law Library report indicated that they were prioritizing Goal 1 and that their unit goal was to publicize the Law Library's commitment to diversity. As one of the outcomes reported they cited the development of a diversity committee and the fact that the diversity committee had crafted a diversity statement which was then adopted by the Law Library Management Team. Other successful practices reported by units to support Goal 1 include:

**63% of units adopted Goal 1 as a priority for 2008-09**  
20 out of 32 units

- ☞ The School of Social Work's newly appointed Diversity Committee has drafted a Diversity Commitment Statement which emphasizes safety and inclusion and is a companion piece for a document created to suggest ways to create respectful classroom space.
- ☞ Finance and Administration chose to publicize their commitment to diversity by distributing a monthly calendar of diversity events on and around campus to all division employees, and by crafting a new mission statement which speaks to their commitment to inclusiveness. The mission statement is posted throughout the office and on the division web site.
- ☞ The Office of Multicultural Affairs in the School of Nursing created a new brochure which lists multicultural efforts for specifically targeted groups and academic needs. It is included in all orientation and recruitment materials.

**Graph 1. Goals Selected By Units 2006-09**



Source: Institutional Research and Assessment

☞ Student Affairs has begun an overhaul of all of its departmental web sites to include pictures that represent the diversity on campus as well as their stated commitment to diversity. One department has created a Tar Heel Diversity site on Facebook.

## Goal 2

### Recruit and retain a critical mass of diverse faculty, staff and student body

Of the 32 reporting units 26 or 81% of the reporting units identified the recruitment and retention of diverse faculty, staff or students or a combination of the three as a priority. This compares with 73% (24 of 33) units having set it as a priority in last year's reports and 27 or 82% in the 2007 reports. One of the reasons there is so much emphasis on this goal is that it encompasses all categories of the campus community: faculty, staff, undergraduate and graduate/professional students. As a result those units that have developed strategies to

**81% of units adopted Goal 2 as a priority for 2008–09**

26 out of 32 units

reach their diversity goals in one segment of the population may still find themselves falling short

in one of the other categories. This means they may be emphasizing student recruitment this year and staff recruitment next year with the result that they continue to report viewing this goal as a priority for the unit. Some of the activities and initiatives put in place or continued because of their previous success include:

- ☞ Scholarships and Student Aid continued the work of the Carolina Covenant to enhance the University's success in recruiting and retaining a diverse student body with both its financial aid and mentoring components.
- ☞ Admissions has focused additional efforts on improving their recruitment of low-income students and students who are first-generation college students.
- ☞ The Office of EEO/ADA implemented an on-line recruitment/applicant system. The number of all minority faculty applicants increased from just over 900 in 2006–07 to over 2,100 in 2007–08 and for underrepresented minority applicants the increase went from just over 300 in 2006–07 to over 600 in 2007–08. During the same time period there was an increase in women faculty applicants from 1,900 to 3,500.
- ☞ The School of Law hosted the summer CLEO (Council on Legal Education Opportunity) program which seeks to diver-

sify Law School students, as well as the annual Minority Law Day Event and has a faculty which is 42% women and 15% non-whites.

- ☞ The School of Dentistry has provided substantial financial support to both the SEP and MED programs, both of which are charged with increasing minority student populations in the medical fields. They have also appointed, in conjunction with the School of Medicine, an Associate Director of Disadvantaged Student Programs, who is charged with locating and recruiting students of color from within the state of North Carolina and from out of state.
- ☞ The Kenan-Flagler Business School reported an increase in Asian American students in undergraduate and graduate programs from 9.5% in 2007 to 12% in 2009. They also reported a slight increase in African American students in the same programs from 4.5% to 5% and an increase in Hispanic students from 4.4% to 6%. Of the 1,653 newly enrolled students in 2009, 12% identified as belonging to an underrepresented group.
- ☞ The School of Medicine reported a net increase of 4 faculty members from underrepresented populations over last year and their EPA Non-faculty from underrepresented populations increased by 27. Women now account for 43.7% of the faculty, 54.1% of EPA-non faculty and 74.2% of SPA employees.
- ☞ The Office of University Development provided critical support in securing ongoing grants from the Mellon Foundation to support the Moore Undergraduate Research Program (MURAP) which promotes the participation of students from underrepresented racial and ethnic groups in graduate programs and supports their advancement to faculty positions in the fine arts, humanities and social sciences.
- ☞ The School of Social Work reported that for academic year 2008–09 they admitted a class comprised of 32% of students of color, an increase of 21% from the previous year. The school also hired three new assistant professors, two of whom were women of color.
- ☞ Research and Development engaged several postdoctoral fellows in the Carolina Postdoctoral Program for Faculty Diversity. Two of the scholars have accepted faculty or fellowship positions at UNC. Currently 24 program participants hold Carolina faculty positions. There was an increase in the number of women and minorities hired in tenure and tenure track faculty positions this past year.

- ☞ The Eshelman School of Pharmacy mentored three Covenant Scholars and one was admitted to the school. The percentage of student applicants who were African American increased from 9% to 11% and the percentage of African American students admitted increased from 4% to 7%. The school also applied for and was granted a \$10,000 gift from Walgreens to increase diversity in the program.
- ☞ The Gillings School of Global Public Health established the Donald and Jennifer Holzworth Merit Scholarship for minority students. In Fall 2008, 12% of the school's student body were students from underrepresented minority groups.
- ☞ Academic Initiatives established a goal to increase diversity of advisory boards, program participants, staff and faculty affiliates. The number of faculty affiliates from underrepresented groups increased and diversity of staff and advisory boards increased in some centers.
- ☞ Athletics hired an African American to be a defensive coordinator on the football coaching staff and had two African American males added to the coaching staff of the Fencing Team. All of these coaching hires placed an underrepresented minority in a position that has traditionally not been held by minorities in large numbers, if at all. An American Indian male was hired into a permanent position in the UNC Athletic Business Office.
- ☞ Finance and Administration reported that 97% of all existing Finance employees have completed required diversity instruction. Auxiliary Services was able to schedule just over 60% of supervisory employees for diversity classes through Human Resources Energy Services.
- ☞ The School of Government instituted a diversity awareness and training program for first year MPA students. So far the students have had a presentation and moderated discussion by a DMA staff member on working with diverse communities; explored how mental models of human diversity shape behavior; learned about laws, policies and practices through which organizations encourage fair and equitable workplaces.
- ☞ The School of Education has developed a new course on working with socio-culturally diverse families that is now required for all undergraduates. New requirements for students to observe and teach English-language learners were added to two courses. Instruction on culturally relevant and responsive pedagogy was added to four courses.
- ☞ Diversity and Multicultural Affairs staff taught two classes for Human Resources, "Diversity in the Workplace for Employees" and "Diversity in the Workplace for Supervisors." The Diversity Education Team (DET) under the leadership of DMA staff also began offering "Diversity 101" an interactive two-hour class to the campus community. The DET also sponsors a Fall and Spring film series that screens diversity-focused documentaries and provides a discussion opportunity following the films. One of the films in the Spring series, "Walls that Bleed," drew an audience of faculty, staff, students and community members of over 250 people.

### Goal 3

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

Nineteen or 59% of the reporting units identified Goal 3 as a priority for 2008-09. This compares to 61% of units setting the same priority for the 2007-08 report and 67% choosing it as a priority in 2006. The relative stability of an interest in this goal seems to be related to the realization of units and schools that some instruction

**59% of units adopted Goal 3 as a priority for 2008-09**  
19 out of 32 units

and information sharing on diversity issues is necessary for the unit to plan diversity activities effectively.

- ☞ The School of Journalism and Mass Communications made Spanish speaking courses available to faculty.

### Goal 4

Create and sustain a climate in which respectful discussions of diversity are encouraged and take leadership in creating opportunities for interaction and cross-group learning

In 2008-09, 20 or 63% of the units identified some aspect of dealing with climate as one of their priorities. This was a slightly smaller percentage than the 61% reported in 2007-08. It was significantly higher, however, than the 45% of units that reported it as a priority in the 2006-07 reporting cycle. This seems to demonstrate an increasing awareness of the need to address climate at the unit level.

- ☞ Engagement and Public Service established the goal of creating opportunities for learning and discussion of diversity with

## 63% of units adopted Goal 4 as a priority for 2008-09

20 out of 32 units

other groups and units across the campus. In order to accomplish this they have

insured diversity of presence in their participant cohort and in planning community work with attention to diversity issues.

- ✎ The Registrar's Office staff participated in workshops and committees on diversity and found that participation in the sessions enabled staff members to engage in healthy discussions about diversity.
- ✎ The School of Nursing held nine "Courageous Dialogue" sessions and 94% of faculty and staff attended them.
- ✎ The Libraries built collections that reflect the diversity of UNC academic programs and communities. Exhibits and public programming in the Library serve to publicize their commitment to diversity and help to create a climate in which all will feel welcome.
- ✎ Health Sciences Library established a new web page to allow persons with disabilities to find it easier to learn about access to HSL resources and services.
- ✎ The Office of the Executive Director for the Arts continued their Carolina Creative Campus initiative. This year the concentration was on gender and identity and how it impacts the campus community and our daily lives. Numerous performances, talks and dialogues were conducted on the subject.

## Goal 5

Support further research to advance the University's commitment to diversity and to assess the ways in which diversity advances the University's mission

The 2008-09 reporting units saw an increase in the number of

units identifying Goal 5 as a priority. The increase was from 48% or 16 of 33 units in 2007-08 to 50% or 16 units of 32 in 2008-09. In 2006-07, 55% of the units reported identifying this goal as a priority. The decrease from 55% in 2006-07 to 50% in 2008-09 can be partially accounted for by the units' increased understanding of what constitutes diversity research. In the first reporting cycle some units reported doing diversity research whenever some of the respondents in the project were diverse even if the subject matter was not related to diversity in any other way. The research projects reported this year generally were of two types: those that had to do with assessment

of diversity at the school or unit level and those that had a broader emphasis on some aspect of diversity.

## 50% of units adopted Goal 5 as a priority for 2008-09

16 out of 32 units

- ✎ Arts and Sciences compiled detailed information on the numbers of faculty members by rank and by ethnic background in each of the academic departments. They plan to update these statistics annually for comparison purposes and will use the data to help to identify departments that are making progress as well as departments that may need to concentrate their efforts. They also conducted a comprehensive web-based survey of 61 academic departments that asked each unit to report on its 2008 activities to meet the University's diversity goals.
- ✎ Global Initiatives has begun the development of an online database that will track applications for funding opportunities according to ethnicity, race and gender.
- ✎ Scholarships and Student Aid conducted a needs survey with their staff to determine climate and diversity education needs. In response to their all-staff survey, they held a diversity workshop with a speaker from the EEO/ADA Office.

## Indicators of progress

### Arts and Sciences

Arts and Sciences compiled detailed information on the numbers of faculty members by rank and by ethnic background in each of the academic departments. They plan to update these statistics annual for comparison purposed and will use the data to help to identify departments that are making progress as well as departments that may need to concentrate their efforts. They also conducted a comprehensive web-based survey of 61 academic departments that asked each unit to report on its 2008 activities to meet the university's diversity goals.

### Development

The Office of Development provided critical support in securing ongoing grants from the Mellon Foundation to support the Moore Undergraduate Research Program (MURAP) which promotes the participation of students from underrepresented racial and ethnic groups in graduate programs and supports their advancement to faculty positions in the fine arts, humanities and social sciences compared with 47 by the same time last year.

- ☞ Kenan-Flagler Business School assessed underrepresented minority presence in their faculty, staff, undergraduate and graduate students.
- ☞ The Eshelman School of Pharmacy did a study to compare their minority student enrollment this year with their student enrollment last year in several different categories.

- ☞ The Gillings School of Global Public Health collected data to compare enrollment of students in various programs by gender and race/ethnicity.
- ☞ Diversity and Multicultural Affairs collected data on gender and race/ethnicity in four categories: faculty, staff, undergraduate and graduate students. They also collected data on the diversity of applicants, interview pools and hires.

## CONCLUSIONS

### COMMITMENT

The reports submitted by the academic and administrative units show an increasing interest in and understanding of diversity and diversity issues. Increases in the number of unit-level diversity committees established in many units is one example. The increased participation in diversity education sessions and activities and the steady requests for collaboration, consultation and speakers from Diversity and Multicultural Affairs are examples of this trend.

### STRUCTURAL DIVERSITY

Emphasis on presence of racial/ethnic diversity continues to be the major thrust of both academic units and those administrative units that are responsible for the recruitment of students and staff. Clearly, the results for undergraduate, graduate and professional student recruitment have yielded positive outcomes with racial and ethnic diversity steadily increasing over the past eight years (see Tables 3 and 4 on page 4.) Among staff we see similar patterns of increases in certain categories of racial and ethnic diversity for the same period of time (see Table 2 on page 3.)

While changes in faculty diversity are incremental at best, data on tenure track faculty applicants/hires reveal increases in the diversity of applicant pools. This, however, has not translated into increases in the hiring pools among tenure track faculty (see Table 7, page 13). Peer comparison data (Appendix III, page 16) reveal that as Carolina increases in faculty diversity, diversity at most institutions over the past five years is accounted for primarily by Asian American and Hispanic faculty while African American faculty presence has remained essentially stagnant. Emphasis in the academic and administrative units remains on Goal 2—presence—with faculty and student efforts far outstripping staff efforts.

### CLIMATE

Understanding the impact of climate on our community remains a challenge. There seems to be some ambiguity as to what is meant by climate and some uncertainty in how to assess it. Although some

units conducted climate surveys, some units relied on less interactive methods, such as posting information on bulletin boards as evidence of their efforts to address climate. Without some type of assessment of both the climate as it exists and any changes as the result of attempts to improve climate, it is not possible to be sure what is effective at the unit level. To better address assessing climate, schools and units could request help identifying issues, perhaps in collaboration with EEO and Diversity and Multicultural Affairs, particularly when issues arise regarding intolerant behavior and/or hostile climate.

### ASSESSMENT

The quality of the diversity reports submitted by units varied greatly across the University. Senior-level leadership (deans and vice chancellors) and involvement with the preparation of unit diversity reports) varied by unit as well. Across the University, senior-level leadership is critical to the overall success of Carolina's efforts for diversity and inclusion. Upon reviewing the reports submitted for Spring 2009, there appears to be a correlation between the senior-level leadership involvement in the preparation of the report and the overall quality of the report submitted.

There has been an overall increase in the number of units and schools that are either conducting some version of diversity research—either internal assessments or broader explorations of diversity issues—this reporting period. Assessing the state of diversity in an academic and/or administrative unit is important to understanding the impact of the culture and environment in the unit. It is encouraging to see more emphasis on understanding and dealing with the environmental dynamics of culture and climate.

Other forms of assessment on diversity issues varies widely, with some units taking the time to design and implement effective measurements while other units rely on more episodic or casual metrics.

# ADDRESSING CRITICAL MASS ACROSS CAMPUS

The **Office of Scholarships and Student Aid** continued its outreach and recruiting efforts to neighborhoods, schools, churches, and communities. Presentations were given about the availability of need-based aid, the Carolina Covenant, the Carolina Student Transfer Excellence Program (C-Step), and the Carolina College Advising Corps (C-CAC)

The **Carolina Covenant** program continues to enhance the University's success in recruiting and retaining a diverse student body. This aid program has allowed students to enroll at UNC without incurring debt and the mentorship program has helped these students succeed academically. The Carolina Covenant mentoring program also helps students by creating a supportive climate for diversity and encourages meaningful interaction and cross-group learning. In revising the Carolina Covenant brochure students from diverse backgrounds were included to represent the aid program and accurately reflect the pool of Carolina Covenant scholars

In the **College of Arts and Sciences** the percentage of women in tenured or tenure-track faculty positions effective July 2008 was 30.6%, up from 28.9% in 2006 reflecting a 1.7% increase from two years ago. For minority faculty members, the percentage effective July 2008 was 18.8%, up from 16.7% in 2006 reflecting a 2.1% increase from two years ago.

The College hired 58 new tenured or tenure-track faculty for 2008-2009. Of these, 16 (27.6%) were underrepresented minorities hired through the regular search process or the Target of Opportunity initiative, including 6 African Americans (10.3%), 6 Hispanics (10.3%) and 4 Asian Americans/Pacific Islanders (6.9%). New faculty members include 20 women (34%).

The **Eshelman School of Pharmacy** sought to recruit and retain students from diverse backgrounds, especially those from under-represented groups. Ten students were recruited for the Science Enrichment Preparatory Program at UNC and three were admitted. Three Covenant scholars were mentored and one was admitted during the fall 2008 admissions cycle. Underrepresented students who attended the PCAT review held at UNC were admitted into the program. The number of overall applications increased from 805 to 852. Nine of the 11 African American students admitted to into the PharmD

program received mentoring through the office of recruitment and diversity initiatives. The percentage of applicants who were African American increased from 9 percent to 11 percent, and the percentage of those admitted who were African American increased from 4 percent to 7 percent. The percentage of applicants who were Hispanic increased from 3 percent to 5 percent, and the percentage of those admitted who were Hispanic remained at 2 percent. The School received a \$10,0000 gift from Walgreens to increase the diversity in the program. Part of the grant will be used to supply a \$2,000 scholarship to a student that has contributed to diversity efforts.

According to information provided by the **EEO/ADA Office** the number of applicants increased significantly after the implementation of EPA Recruitment Web from just over 5,300 in 2006-07 to over 12,000 in 2007-08 for faculty positions; and from over 6,300 in 2006-07 to over 9,400 in 2007-08 for EPA Non-Faculty.

The number of minority and underrepresented populations had similar increases; the number for all minority applicants for faculty increased from just over 900 in 2006-07 to over 2,100 in 2007-08; and for underrepresented applicants the increase went from just over 300 in 2006-07 to over 600 in 2007-08.

The number of women applicants for faculty position increased from over 1,900 in 2006-07 to over 3,500 in 2007-08. EPA Non-Faculty positions also had an increased number of applicants from over 6,800 in 2006-07 to over 9,400 in 2007-08; the number of women applicants increased from over 3,100 to over 5,100; the number of minority applicants increased from 776 to over 1,600; and the number of underrepresented minority applicants went from over 500 to over 1,200.

For academic year 2008-09 **The School of Social Work** admitted a class comprised of 32% people of color, up from 21% the previous year. For academic year 2009-10, applications for admission included 26% applicants of color, which is the same as for academic year 08-09.

Faculty at the School worked with the Dean to identify and recruit potential minority faculty to the School. In academic year 2008-09 the School hired three new assistant professors, two of whom were women of color.



# ASSESSING THE STATE OF DIVERSITY OBSERVATIONS, COMMENTS AND RECOMMENDATIONS

As we complete the second full year of the implementation of Carolina's Diversity Plan, we see evidence that our framework for understanding and achieving our vision and aspirations for a diverse and inclusive community is being embraced by the leadership of the University and our community of students, faculty and staff. We have achieved an extremely high level of involvement and support from the senior leadership with our Diversity Plan.

As we examined the reports, it is clear that many units are making diversity a part of their strategic and long-range planning efforts. Even when there is evidence that the unit does not have a good grasp of some of the methodology or diversity issues there is frequently a demonstrated interest in both learning and in doing better in the management of diversity in the unit. This interest and commitment need to be supported, encouraged and facilitated by not only higher level administration but the various offices on campus charged with leading diversity efforts. Where there is a demonstrated lack of interest in diversity, some exploration is needed of why that is true and what can be done to ameliorate it.

Among the things that we continue to do well are our recruitment outcomes for undergraduate, graduate, and professional students. Much credit is due to all major academic units which continue to make recruitment and enrollment of diverse populations a very high priority. While there are some schools that appear to struggle with maintaining and/or increasing graduate and professional student diversity (see Appendix 3, page 17), there are many examples of "best practices" employed by the successful units that can be offered to help those units which are not attaining the diversity outcomes desired. The University is also very well positioned overall with respect to our peers in diversity among our faculty, staff and students.

We continue to do an excellent job making our commitment to diversity well known through our many publications, electronic media, and high level commitments by our Chancellor and Provost. Our diversity education and assessment efforts illustrate that the campus community "gets" the importance of diversity to our vision for educational excellence.

There are, however, some areas where we as a university community still face some important challenges with respect to our aspirations for a diverse and inclusive community. Among the most daunting of these challenges are increasing racial and ethnic diversity among our faculty and senior management and leadership. We recognize there are many structural challenges to increasing the racial and ethnic diversity in these areas. Within our own community, however, we have innovative initiatives that have resulted in enhanced diversity among faculty and staff. Some schools have honed their diversity hiring priorities and are using procedures and resources that have helped them to achieve greater diversity.

In some cases there are units that have not increased their racial and ethnic diversity appreciably since 2000. In other instances, increases in faculty diversity are almost totally accounted for by international/global diversity and not among historically underrepresented populations including African Americans, American Indian, and Latina/o. In fact, without disaggregating demographic data, the lack of progress with enhancing U.S. domestic diversity is often hidden or masked under the general rubric of "minority" without category specification.

Overall, changes in the diversity of tenure-track faculty has been slow and uneven. Even though a majority of the academic units continue to list faculty recruitment and hiring as one of their top priorities for the past three years, little progress has been made. It is perhaps time to reexamine search processes and methods and to develop strategies relevant to producing changes in the hiring outcome patterns that yield small or no increases in faculty diversity. In other words, we should really discard practices and approaches that do not work and experiment with new approaches that may yield results. A fresh approach to reviewing what works and what does not work may include realizing the three-fold nature of the search process: the applicant process, the interview process and the hiring process.

**Applicant pools:** the strength and diversity of the applicant pools lie at the heart of search processes that may succeed in enhancing faculty diversity. When demographic data suggest that there are sufficient numbers of diverse potential faculty members available and yet applicant pools yield few or no diverse candidates a critical assessment of methods and practices may be required. Some exploration is called for in determining factors that may be contributing to the lack of diverse applicants in these candidate pools. Candidate availability data and other assistance from the EEO/ADA Office can help search committees develop plans that are more likely to yield diverse pools of candidates. Identifying a more diverse candidate pool may help to increase the number of diverse candidates selected for an on-campus interview.

**Interviews:** The lack of racial/ethnic diversity in final interview pools may suggest a screening process that systematically eliminates certain candidates. Where this pattern is observed to exist/continue a careful scrutiny of the search criteria to ensure that unfair bias is eliminated is required. Consultation with Diversity and Multicultural Affairs, EEO/ADA and other campus resources concerning some of the nuances of diversity may help result in a more diverse pool of candidates being offered the opportunity to interview.

**Hiring :** The percent of minorities hired compared to the pool—with attention to the make-up of the pool—may be instructive to the efficacy of the process. Table 7 on the follow-

ing page indicates some of the difficulty in making substantive change in the racial and ethnic diversity in the faculty. Although some units, Arts and Sciences and Dentistry to name two, have had some demonstrated success, the lack of applicants in the pools of some searches underscores one area of challenge. It should also be noted that in some cases offers were made to minority candidates but were declined. This, however, may suggest that other barriers to diversifying the faculty exist which require additional research and investigation.

**Table 5. Non-Faculty Minority Applicants v. Hires by Academic Units, September 2007-August 2008**

Department	% of Minority Applicants	% of Minority Hires	Total Hires, All Ethnic Groups
Social Work	0%	0%	1
Gillings Sch. of Public Health	17%	14%	22
Eshelman Sch. of Pharmacy	24%	50%	6
Nursing	16%	33%	3
Medicine	18%	32%	53
Law	11%	20%	10
Kenan-Flagler	22%	23%	13
Journalism	2%	0%	7
INLS	17%	100%	1
Government	11%	17%	6
Education	49%	83%	6
Dentistry	32%	33%	6
Arts & Sciences	14%	8.70%	29

Source: EEO/ADA Office

**Table 6. Non-Faculty Minority Applicants v. Hires by Administrative Units, September 2007-August 2008**

Department	% of Minority Applicants	% of Minority Hires	Total Hires, All Ethnic Groups
VC Public Svc./Engagement	10%	0%	1
Student Affairs	12%	22%	23
Research & Econ. Dev.	25%	30%	44
ITS	14%	17%	7
INLS	17%	100%	1
Finance & Administration	18%	0%	2
Executive VC/Provost	13%	13%	63
Chancellor's Office	26%	33%	3
Advancement	20%	38%	8

Source: EEO/ADA Office

## Minority Applicants v. Hires by Unit September 2007–August 2008

The challenge for Carolina and higher education in the U.S. remains the unfinished agenda of inclusion of historically underrepresented faculty and senior leadership within the fabric of the University. Reliance upon the old excuse of “there just aren’t any qualified minorities out there” is no longer sufficient. And if we are to ever achieve our vision as a world class university, we must become more of a national leader in attaining this long-standing goal.

Looking at the data on non-faculty hires (Tables 5 and 6 on the preceding page) we see similar patterns with minorities representing small percentages of categories for some departments and schools. It should be noted that even in the instances where a large percentage of minority hires is indicated this may represent the hiring of the only minority applicant to apply. Ethnic and racial diversity in faculty and staff remains a challenge, one to be acknowledged and to be addressed by all segments of the campus community with sustained attention, skilled practice and continued determination.

Climate is the other issue that requires broad campus attention. Examples of lack of civility in discourse and respect for difference continue to be a challenge. Evidence of increased insensitive behavior and speech in the work place, the classroom and on the campus in general exists. Creating a safe learning community for all kinds of difference remains an important agenda item for the campus community. Creating more opportunities for cross-group learning, exchange and civil discourse must be an important diversity priority in the coming years.

Carolina has many great people in all categories; students, staff and faculty committed to enhancing and advancing diversity. Many people labor diligently each day to make things better for all members of the campus community. These individuals include those charged with leadership in diversity, of course, but there are also scores of individuals whose jobs or roles do not require them to attend to diversity who are working diligently every day to make Carolina the best place it can be for all of its diverse members. If Carolina is going to live up to the motto of the state and *be* a local, state, national and world leader in diversity innovation, theory and practice rather than *seem* to be, those who are working to accomplish this goal need to be appreciated, lauded, encouraged, supported and empowered. If that is done then we can Hark the Sound of all Tar Heel Voices accomplishing their goals without any artificial barriers or impediments.

Diversity must be inculcated into the basic fabric of the University. Particularly in these challenging economic times we must not risk

losing the advances we have made and those that we can continue to make in the future due to budget concerns. Progress in diversity as with most issues on campus can be judged in a variety of ways. The fundamental question is, however, if we are not where we want to be in regards to diversity is it a matter of skill or will? With the amazing minds on the campus it would be hard to make a case for the continuing challenges we face being attributed to lack of skill.

**Table 7. Faculty Minority Applicants v. Hires by School, September 2007–August 2008**

School	% of Minority Applicants	% of Minority Hires	Total Hires, All Ethnic Groups
Arts & Sciences	6.50%	22%	50
Dentistry	42%	33%	6
Education	2%	0%	3
Government	4%	0%	4
INLS	34%	0%	1
Journalism	10%	0%	3
Kenan-Flagler	22%	13%	15
Law	15%	0%	3
Medicine	15%	23%	35
Nursing	19%	40%	5
Eshelman Pharm.	14%	13%	8
Gillings P.H.	23%	9%	65
Social Work	37%	50%	2

Source: EEO/ADA Office





# APPENDIX I

## REPORTING UNITS

Academic Initiatives	EEO/ADA	Law	Social Work
Athletics	Finance & Administration	Law Library	Student Affairs
Admissions	Government	Libraries	
Advancement	Graduate School	Medicine	
Office of the Executive Director for the Arts	Health Sciences Library	Nursing	
Arts and Sciences	Information & Library Science	Eshelman School of Pharmacy	
Dentistry	Information Technology	Gillings School of Global Public Health	
Diversity & Multicultural Affairs	International Affairs	Registrar	
Education	Journalism & Mass Communication	Research & Economic Development	
Engagement	Kenan-Flagler Business School	Scholarships & Student Aid	

# APPENDIX II

## DIVERSITY LIAISONS

Unit	Liaison Name
Academic Initiatives, Assoc. Provost . . . . .	Carol P. Tresolini
Advancement . . . . .	June Steel
Office of the Executive Director for the Arts . . . . .	Reed Colver
Arts and Sciences . . . . .	Karen Gil
Department of Athletics . . . . .	Martina Ballen
Diversity & Multicultural . . . . .	Cookie Newsom
Engagement and Public Service . . . . .	Laila Robbins
EEO/ADA Office . . . . .	Ann Penn
Finance and Administration . . . . .	Brenda Malone
Graduate School . . . . .	Leslie Lerea
Information Technology . . . . .	Lisa Lipscomb
Institutional Research and Assessment . . . . .	Larry Mayes
International Affairs, Assoc. Prov. . . . .	Niklaus Steiner
Kenan-Flagler Business School . . . . .	David Stevens
Registrar . . . . .	Amy Dunlap
Research and Economic Development . . . . .	Jo Ann Gustafson
Scholarships & Student Aid . . . . .	Jackie Copeland
School of Dentistry . . . . .	Matthew M. Morano
School of Education . . . . .	Ramona Cox
School of Government . . . . .	Thomas Thornburg
School of Information and Library Science . . . . .	Jeff Tibbs
School of Journalism & Mass Comm. . . . .	Dulcie Straughan
School of Law . . . . .	Meredith Weiss
School of Medicine . . . . .	Kevin Fitzgerald
School of Nursing . . . . .	Rumay Alexander
Eshelman School of Pharmacy . . . . .	Carla White-Harris
Gillings School of Global Public Health . . . . .	Jessie Satia
School of Social Work . . . . .	Anna Scheyett
Student Affairs . . . . .	Melissa Exum
Undergraduate Admissions . . . . .	Herb Davis
University Counsel . . . . .	Joanna Carey Cleveland
University Libraries . . . . .	Jan Paris
Health Sciences Library . . . . .	Margaret Moore
Law Library . . . . .	Scott Childs

# APPENDIX III PEER INSTITUTION COMPARISON TABLES

Source: IPEDS

**Table 7. Tenure/Tenure Track Faculty Peer Comparison Diversity Trends by Race/Ethnicity and Year**

		White		African American		American Indian		Asian American		Hispanic		Other		Total
		N	%	N	%	N	%	N	%	N	%	N	%	
University of North Carolina at Chapel Hill	2002	1,395	85.3	67	4.1	4	0.2	84	5.1	29	1.8	57	3.5	1,636
Peer Institutions Average		1,418	81.0	61	3.5	3	0.2	150	8.6	39	2.2	80	4.5	1,751
University of North Carolina at Chapel Hill	2005	1,343	83	68	4.2	4.0	0.2	105	6.5	36	2.2	59	3.7	1,615
Peer Institutions Average		1,350	79	56	3.3	4	0.3	166	9.68	48	2.83	85	5.0	1,709
University of North Carolina at Chapel Hill	2007	1,395	81.7	76	4.4	6	0.4	140	8.2	42	2.5	49	2.9	1,708
Peer Institutions Average		1,344	77.7	59	3.4	4	0.3	180	10.4	52	3.0	89	5.2	1,730

**Table 8. Tenure/Tenure Track Faculty Peer Comparison Diversity Trends by Gender and Year**

		Male		Female		Total
		N	%	N	%	
University of North Carolina at Chapel Hill	2002	1,165	71.2	471	28.8	1,636
Peer Institutions Average		1,349	77.0	428	24.4	1,751
University of North Carolina at Chapel Hill	2005	1,135	70.3	480	29.7	1,615
Peer Institutions Average		1,258	73.6	471	27.5	1,709
University of North Carolina at Chapel Hill	2007	1,172	68.6	536	31.4	1,708
Peer Institutions Average		1,251	72.3	508	29.4	1,730

## Peer Institutions

Duke University  
 Emory University  
 Johns Hopkins University  
 University of California at Berkeley  
 University of California at Los Angeles  
 University of Florida  
 University of Illinois-Urbana-Champaign  
 University of Michigan - Ann Arbor  
 University of North Carolina at Chapel Hill

University of Pennsylvania  
 University of Pittsburgh  
 University of Southern California  
 University of Texas at Austin  
 University of Virginia  
 University of Washington at Seattle  
 University of Wisconsin at Madison



Source: IPEDS Fall Enrollment

# APPENDIX IV CAMPUS WIDE RACIAL/ETHNIC DIVERSITY

Source: UNC Office of Institutional Research

## FACULTY

	White		African American		American Indian		Asian American		Hispanic		Other	
	N	%	N	%	N	%	N	%	N	%	N	%
2000	2,462	88.5	118	4.2	3	0.1	148	5.3	51	1.8	0	0.0
2005	2,713	84.6	140	4.4	7	0.2	262	8.2	86	2.7	0	0.0
2006	2,723	84.2	141	4.4	9	0.3	272	8.4	87	2.7	1	0.0
2007	2,765	83.3	144	4.3	9	0.3	295	8.9	108	3.3	0	0.0
2008	2,843	82.4	163	4.7	9	0.3	324	9.4	108	3.1	3	0.1

## STAFF

	White		African American		American Indian		Asian American		Hispanic		Other	
	N	%	N	%	N	%	N	%	N	%	N	%
2000	5,234	75.4	1,360	19.6	22	0.3	256	3.7	71	1.0	0	0.0
2005	5,901	75.4	1,391	17.8	22	0.3	395	5.0	111	1.4	8	0.1
2006	6,042	74.8	1,413	17.5	25	0.3	454	5.6	125	1.5	19	0.2
2007	6,112	73.9	1,454	17.6	28	0.3	516	6.2	144	1.7	21	0.3
2008	6,389	74.0	1,467	17.0	33	0.4	560	6.5	157	1.8	26	0.3

## UNDERGRADUATE

	White		African American		American Indian		Asian American		Hispanic		Other	
	N	%	N	%	N	%	N	%	N	%	N	%
2000	12,546	80.3	1,759	11.3	114	0.7	858	5.5	236	1.5	104	0.7
2005	12,485	74.1	1,827	10.8	157	0.9	1,184	7.0	578	3.4	613	3.6
2006	12,545	73.0	1,873	10.9	140	0.8	1,276	7.4	702	4.1	643	3.7
2007	12,698	72.0	1,940	11.0	144	0.8	1,338	7.6	799	4.5	709	4.0
2008	12,677	70.8	1,964	11.0	137	0.8	1,414	7.9	899	5.0	804	4.5

## GRADUATE/PROFESSIONAL

	White		African American		American Indian		Asian American		Hispanic		Other	
	N	%	N	%	N	%	N	%	N	%	N	%
2000	7,367	78.1	697	7.4	57	0.6	1,010	10.7	249	2.6	56	0.6
2005	7,705	72.1	916	8.6	82	0.8	1,166	10.9	276	2.6	542	5.1
2006	7,565	71.4	935	8.8	81	0.8	1,116	10.5	290	2.7	604	5.7
2007	7,414	70.6	923	8.8	72	0.7	1,084	10.3	283	2.7	732	7.0
2008	7,371	69.1	899	8.4	83	0.8	1,150	10.8	343	3.2	826	7.7

# RACIAL/ETHNIC DIVERSITY FOR MAJOR CAMPUS DIVISIONS

## College of Arts & Sciences

		White		African American		American Indian		Asian American		Hispanic		Other	
		N	%	N	%	N	%	N	%	N	%	N	%
Faculty	2000	701	88.3	32	4.0	1	0.1	39	4.9	21	2.6	0	0.0
	2005	724	84.0	40	4.6	4	0.5	56	6.5	38	4.4	0	0.0
	2006	728	83.0	43	4.9	5	0.6	62	7.1	39	4.4	0	0.0
	2007	730	81.6	44	4.9	5	0.6	70	7.8	46	5.1	0	0.0
	2008	752	80.5	52	5.6	5	0.5	77	8.2	48	5.1	0	0.0
Staff	2000	390	85.0	48	10.5	5	1.1	12	2.6	4	0.9	0	0.0
	2005	432	81.8	67	12.7	2	0.4	23	4.4	3	0.6	1	0.2
	2006	449	81.2	67	12.1	2	0.4	30	5.4	4	0.7	1	0.2
	2007	452	81.1	70	12.6	2	0.4	28	5.0	5	0.9	0	0.0
	2008	452	81.3	70	12.6	2	0.4	27	4.9	4	0.7	1	0.2
Undergraduate	2000	10,346	79.5	1,548	11.9	99	0.8	729	5.6	197	1.5	93	0.7
	2005	10,353	73.7	1,579	11.2	137	1.0	978	7.0	501	3.6	500	3.6
	2006	10,463	72.4	1,649	11.4	124	0.9	1,081	7.5	597	4.1	532	3.7
	2007	10,542	71.0	1,723	11.6	123	0.8	1,155	7.8	693	4.7	611	4.1
	2008	10,578	70.2	1,707	11.3	116	0.8	1,219	8.1	772	5.1	687	4.6
Graduate/ Professional	2000	1,837	80.3	121	5.3	16	0.7	226	9.9	71	3.1	17	0.7
	2005	1,683	75.3	92	4.1	11	0.5	295	13.2	63	2.8	90	4.0
	2006	1,638	75.2	86	4.0	10	0.5	268	12.3	58	2.7	117	5.4
	2007	1,613	75.1	86	4.0	10	0.5	240	11.2	69	3.2	129	6.0
	2008	1,620	73.4	92	4.2	11	0.5	256	11.6	81	3.7	146	6.6

## School of Business

		White		African American		American Indian		Asian American		Hispanic		Other	
		N	%	N	%	N	%	N	%	N	%	N	%
Faculty	2000	88	87.1	3	3.0	0	0.0	7	6.9	3	3.0	0	0.0
	2005	91	92.9	1	1.0	0	0.0	5	5.1	1	1.0	0	0.0
	2006	95	91.3	1	1.0	1	1.0	6	5.8	1	1.0	0	0.0
	2007	92	86.0	1	0.9	1	0.9	12	11.2	1	0.9	0	0.0
	2008	101	85.6	1	0.8	1	0.8	13	11.0	2	1.7	0	0.0
Staff	2000	103	81.7	20	15.9	0	0.0	2	1.6	1	0.8	0	0.0
	2005	135	80.8	26	15.6	0	0.0	5	3.0	1	0.6	0	0.0
	2006	141	81.0	26	14.9	0	0.0	6	3.4	1	0.6	0	0.0
	2007	137	84.0	20	12.3	0	0.0	4	2.5	2	1.2	0	0.0
	2008	147	85.0	20	11.6	0	0.0	5	2.9	1	0.6	0	0.0
Undergraduate	2000	555	88.5	29	4.6	0	0.0	35	5.6	4	0.6	4	0.6
	2005	504	78.5	32	5.0	3	0.5	63	9.8	19	3.0	21	3.3
	2006	521	77.8	31	4.6	3	0.4	69	10.3	26	3.9	20	3.0
	2007	519	77.9	31	4.7	4	0.6	64	9.6	29	4.4	19	2.9
	2008	466	73.2	34	5.3	3	0.5	77	12.1	38	6.0	19	3.0
Graduate/ Professional	2000	593	68.4	54	6.2	2	0.2	140	16.1	58	6.7	20	2.3
	2005	559	57.3	45	4.6	3	0.3	129	13.2	35	3.6	205	21.0
	2006	588	59.2	46	4.6	3	0.3	111	11.2	32	3.2	214	21.5
	2007	578	58.6	43	4.4	5	0.5	93	9.4	30	3.0	237	24.0
	2008	544	55.0	45	4.6	4	0.4	121	12.2	47	4.8	228	23.1

## School of Education

		White		African American		American Indian		Asian American		Hispanic		Other	
		N	%	N	%	N	%	N	%	N	%	N	%
Faculty	2000	48	90.6	3	5.7	0	0.0	2	3.8	0	0.0	0	0.0
	2005	51	81.0	8	12.7	0	0.0	3	4.8	1	1.6	0	0.0
	2006	48	80.0	8	13.3	0	0.0	3	5.0	1	1.7	0	0.0
	2007	45	81.8	7	12.7	0	0.0	3	5.5	0	0.0	0	0.0
	2008	44	83.0	7	13.2	0	0.0	2	3.8	0	0.0	0	0.0
Staff	2000	43	70.5	17	27.9	0	0.0	0	0.0	1	1.6	0	0.0
	2005	50	72.5	19	27.5	0	0.0	0	0.0	0	0.0	0	0.0
	2006	50	66.7	23	30.7	0	0.0	0	0.0	1	1.3	1	1.3
	2007	51	68.9	22	29.7	0	0.0	0	0.0	0	0.0	1	1.4
	2008	55	70.5	20	25.6	0	0.0	0	0.0	2	2.6	1	1.3
Undergraduate	2000	153	89.5	9	5.3	0	0.0	6	3.5	3	1.8	0	0.0
	2005	179	84.0	20	9.4	0	0.0	2	0.9	8	3.8	4	1.9
	2006	180	82.9	21	9.7	0	0.0	4	1.8	7	3.2	5	2.3
	2007	195	86.7	14	6.2	2	0.9	3	1.3	6	2.7	5	2.2
	2008	197	86.8	16	7.0	2	0.9	6	2.6	5	2.2	1	0.4
Graduate/ Professional	2000	330	82.9	44	11.1	3	0.8	13	3.3	7	1.8	1	0.3
	2005	508	76.6	124	18.7	3	0.5	11	1.7	12	1.8	5	0.8
	2006	448	74.5	115	19.1	5	0.8	11	1.8	13	2.2	9	1.5
	2007	440	72.5	120	19.8	7	1.2	12	2.0	18	3.0	10	1.6
	2008	389	72.8	110	20.6	6	1.1	11	2.1	9	1.7	9	1.7

## School of Government

		White		African American		American Indian		Asian American		Hispanic		Other	
		N	%	N	%	N	%	N	%	N	%	N	%
Faculty	2000	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
	2005	45	95.7	2	4.3	0	0.0	0	0.0	0	0.0	0	0.0
	2006	44	95.7	2	4.3	0	0.0	0	0.0	0	0.0	0	0.0
	2007	45	95.7	2	4.3	0	0.0	0	0.0	0	0.0	0	0.0
	2008	51	96.2	2	3.8	0	0.0	0	0.0	0	0.0	0	0.0
Staff	2000	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
	2005	56	86.2	8	12.3	0	0.0	1	1.5	0	0.0	0	0.0
	2006	62	87.3	8	11.3	0	0.0	1	1.4	0	0.0	0	0.0
	2007	70	86.4	10	12.3	0	0.0	1	1.2	0	0.0	0	0.0
	2008	81	90.0	6	6.7	0	0.0	3	3.3	0	0.0	0	0.0
Graduate/ Professional	2000	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
	2005	46	82.1	5	8.9	1	1.8	1	1.8	1	1.8	2	3.6
	2006	47	81.0	5	8.6	1	1.7	2	3.4	1	1.7	2	3.4
	2007	39	83.0	4	8.5	0	0.0	1	2.1	0	0.0	3	6.4
	2008	43	86.0	4	8.0	0	0.0	0	0.0	0	0.0	3	6.0

## School of Information & Library Science

		White		African American		American Indian		Asian American		Hispanic		Other	
		N	%	N	%	N	%	N	%	N	%	N	%
Faculty	2000	19	90.5	1	4.8	0	0.0	1	4.8	0	0.0	0	0.0
	2005	25	96.2	1	3.8	0	0.0	0	0.0	0	0.0	0	0.0
	2006	23	92.0	2	8.0	0	0.0	0	0.0	0	0.0	0	0.0
	2007	22	88.0	2	8.0	0	0.0	1	4.0	0	0.0	0	0.0
	2008	23	88.5	1	3.8	0	0.0	2	7.7	0	0.0	0	0.0
Staff	2000	8	80.0	1	10.0	0	0.0	0	0.0	1	10.0	0	0.0
	2005	13	100.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
	2006	15	100.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
	2007	15	88.2	2	11.8	0	0.0	0	0.0	0	0.0	0	0.0
	2008	11	78.6	3	21.4	0	0.0	0	0.0	0	0.0	0	0.0
Undergraduate	2000	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
	2005	19	70.4	3	11.1	1	3.7	3	11.1	1	3.7	0	0.0
	2006	24	72.7	5	15.2	1	3.0	1	3.0	1	3.0	1	3.0
	2007	22	68.8	8	25.0	0	0.0	1	3.1	1	3.1	0	0.0
	2008	18	52.9	10	29.4	0	0.0	4	11.8	2	5.9	0	0.0
Graduate/ Professional	2000	181	79.0	12	5.2	1	0.4	32	14.0	2	0.9	1	0.4
	2005	256	83.4	21	6.8	0	0.0	19	6.2	3	1.0	8	2.6
	2006	267	81.4	20	6.1	1	0.3	24	7.3	3	0.9	13	4.0
	2007	275	82.3	15	4.5	3	0.9	24	7.2	4	1.2	13	3.9
	2008	268	80.5	18	5.4	2	0.6	28	8.4	4	1.2	13	3.9

## School of Journalism & Mass Communication

		White		African American		American Indian		Asian American		Hispanic		Other	
		N	%	N	%	N	%	N	%	N	%	N	%
Faculty	2000	29	85.3	2	5.9	0	0.0	2	5.9	1	2.9	0	0.0
	2005	39	84.8	2	4.3	0	0.0	3	6.5	2	4.3	0	0.0
	2006	39	83.0	2	4.3	0	0.0	4	8.5	2	4.3	0	0.0
	2007	40	83.3	1	2.1	0	0.0	3	6.3	4	8.3	0	0.0
	2008	39	83.0	2	4.3	0	0.0	2	4.3	4	8.5	0	0.0
Staff	2000	13	72.2	4	22.2	0	0.0	1	5.6	0	0.0	0	0.0
	2005	21	91.3	2	8.7	0	0.0	0	0.0	0	0.0	0	0.0
	2006	20	87.0	3	13.0	0	0.0	0	0.0	0	0.0	0	0.0
	2007	22	84.6	3	11.5	0	0.0	0	0.0	0	0.0	1	3.8
	2008	25	86.2	2	6.9	0	0.0	0	0.0	0	0.0	2	6.9
Undergraduate	2000	709	88.1	59	7.3	6	0.7	23	2.9	8	1.0	0	0.0
	2005	630	80.2	68	8.7	4	0.5	27	3.4	18	2.3	39	5.0
	2006	612	80.6	56	7.4	3	0.4	29	3.8	26	3.4	33	4.3
	2007	633	82.7	49	6.4	5	0.7	23	3.0	30	3.9	25	3.3
	2008	647	81.1	55	6.9	4	0.5	22	2.8	36	4.5	34	4.3
Graduate/ Professional	2000	88	81.5	5	4.6	0	0.0	11	10.2	4	3.7	0	0.0
	2005	75	70.1	4	3.7	0	0.0	14	13.1	7	6.5	7	6.5
	2006	81	71.7	5	4.4	0	0.0	11	9.7	6	5.3	10	8.8
	2007	80	67.8	7	5.9	0	0.0	12	10.2	1	0.8	18	15.3
	2008	88	67.2	8	6.1	0	0.0	16	12.2	3	2.3	16	12.2

## School of Law

		White		African American		American Indian		Asian American		Hispanic		Other	
		N	%	N	%	N	%	N	%	N	%	N	%
Faculty	2000	43	89.6	5	10.4	0	0.0	0	0.0	0	0.0	0	0.0
	2005	40	81.6	6	12.2	0	0.0	2	4.1	1	2.0	0	0.0
	2006	36	81.8	5	11.4	0	0.0	2	4.5	1	2.3	0	0.0
	2007	36	80.0	5	11.1	0	0.0	3	6.7	1	2.2	0	0.0
	2008	40	85.1	5	10.6	0	0.0	2	4.3	0	0.0	0	0.0
Staff	2000	30	63.8	15	31.9	1	2.1	0	0.0	1	2.1	0	0.0
	2005	47	73.4	14	21.9	1	1.6	0	0.0	2	3.1	0	0.0
	2006	53	77.9	12	17.6	1	1.5	0	0.0	2	2.9	0	0.0
	2007	52	71.2	16	21.9	1	1.4	2	2.7	2	2.7	0	0.0
	2008	59	71.1	19	22.9	1	1.2	2	2.4	2	2.4	0	0.0
Graduate/ Professional	2000	656	84.5	68	8.8	3	0.4	31	4.0	16	2.1	2	0.3
	2005	541	76.0	74	10.4	12	1.7	36	5.1	29	4.1	20	2.8
	2006	519	74.2	51	7.3	14	2.0	46	6.6	40	5.7	29	4.1
	2007	462	66.6	50	7.2	14	2.0	45	6.5	38	5.5	85	12.2
	2008	423	58.4	46	6.4	22	3.0	47	6.5	42	5.8	144	19.9

## School of Social Work

		White		African American		American Indian		Asian American		Hispanic		Other	
		N	%	N	%	N	%	N	%	N	%	N	%
Faculty	2000	65	83.3	13	16.7	0	0.0	0	0.0	0	0.0	0	0.0
	2005	57	78.1	12	16.4	0	0.0	2	2.7	2	2.7	0	0.0
	2006	62	82.7	11	14.7	0	0.0	2	2.7	0	0.0	0	0.0
	2007	63	82.9	9	11.8	0	0.0	2	2.6	2	2.6	0	0.0
	2008	67	80.7	12	14.5	0	0.0	3	3.6	1	1.2	0	0.0
Staff	2000	39	67.2	14	24.1	0	0.0	2	3.4	3	5.2	0	0.0
	2005	31	75.6	8	19.5	0	0.0	0	0.0	2	4.9	0	0.0
	2006	35	72.9	10	20.8	0	0.0	1	2.1	2	4.2	0	0.0
	2007	37	72.5	12	23.5	0	0.0	0	0.0	2	3.9	0	0.0
	2008	37	74.0	11	22.0	0	0.0	0	0.0	2	4.0	0	0.0
Graduate/ Professional	2000	247	84.0	29	9.9	5	1.7	8	2.7	5	1.7	0	0.0
	2005	273	77.1	50	14.1	4	1.1	13	3.7	6	1.7	8	2.3
	2006	264	75.9	55	15.8	6	1.7	9	2.6	4	1.1	10	2.9
	2007	252	74.3	54	15.9	3	0.9	12	3.5	7	2.1	11	3.2
	2008	231	70.9	59	18.1	1	0.3	13	4.0	8	2.5	14	4.3

## School of Dentistry

		White		African American		American Indian		Asian American		Hispanic		Other	
		N	%	N	%	N	%	N	%	N	%	N	%
Faculty	2000	126	88.1	8	5.6	0	0.0	4	2.8	5	3.5	0	0.0
	2005	100	80.6	8	6.5	0	0.0	9	7.3	7	5.6	0	0.0
	2006	87	76.3	8	7.0	0	0.0	12	10.5	7	6.1	0	0.0
	2007	82	74.5	6	5.5	0	0.0	12	10.9	10	9.1	0	0.0
	2008	86	73.5	6	5.1	0	0.0	14	12.0	11	9.4	0	0.0
Staff	2000	221	75.4	61	20.8	0	0.0	10	3.4	1	0.3	0	0.0
	2005	211	74.3	50	17.6	1	0.4	14	4.9	6	2.1	2	0.7
	2006	207	73.9	52	18.6	2	0.7	11	3.9	6	2.1	2	0.7
	2007	199	72.9	51	18.7	1	0.4	12	4.4	7	2.6	3	1.1
	2008	208	71.0	61	20.8	2	0.7	14	4.8	5	1.7	3	1.0
Undergraduate	2000	50	73.5	13	19.1	1	1.5	4	5.9	0	0.0	0	0.0
	2005	60	69.8	13	15.1	1	1.2	9	10.5	1	1.2	2	2.3
	2006	53	65.4	12	14.8	1	1.2	11	13.6	2	2.5	2	2.5
	2007	57	71.3	10	12.5	1	1.3	9	11.3	2	2.5	1	1.3
	2008	57	68.7	16	19.3	1	1.2	7	8.4	0	0.0	2	2.4
Graduate/ Professional	2000	304	75.6	29	7.2	1	0.2	57	14.2	10	2.5	1	0.2
	2005	257	61.2	60	14.3	7	1.7	55	13.1	18	4.3	23	5.5
	2006	261	61.8	58	13.7	5	1.2	49	11.6	18	4.3	31	7.3
	2007	272	62.7	58	13.4	5	1.2	50	11.5	16	3.7	33	7.6
	2008	275	64.6	48	11.3	6	1.4	55	12.9	14	3.3	28	6.6

## School of Medicine

		White		African American		American Indian		Asian American		Hispanic		Other	
		N	%	N	%	N	%	N	%	N	%	N	%
Faculty	2000	984	88.6	31	2.8	2	0.2	74	6.7	20	1.8	0	0.0
	2005	1,171	84.1	42	3.0	2	0.1	150	10.8	27	1.9	0	0.0
	2006	1,208	84.9	42	3.0	3	0.2	141	9.9	28	2.0	1	0.1
	2007	1,247	84.3	47	3.2	3	0.2	146	9.9	36	2.4	0	0.0
	2008	1,272	83.7	51	3.4	3	0.2	157	10.3	34	2.2	2	0.1
Staff	2000	1,330	75.5	239	13.6	7	0.4	159	9.0	27	1.5	0	0.0
	2005	1,441	74.8	258	13.4	3	0.2	193	10.0	30	1.6	1	0.1
	2006	1,481	74.8	257	13.0	4	0.2	199	10.1	34	1.7	5	0.3
	2007	1,500	74.4	265	13.1	4	0.2	208	10.3	35	1.7	5	0.2
	2008	1,568	74.4	273	13.0	7	0.3	211	10.0	41	1.9	8	0.4
Undergraduate	2000	44	73.3	7	11.7	1	1.7	5	8.3	2	3.3	1	1.7
	2005	41	62.1	10	15.2	1	1.5	10	15.2	3	4.5	1	1.5
	2006	40	62.5	3	4.7	1	1.6	10	15.6	7	10.9	3	4.7
	2007	47	72.3	3	4.6	0	0.0	5	7.7	7	10.8	3	4.6
	2008	45	68.2	9	13.6	1	1.5	5	7.6	4	6.1	2	3.0
Graduate/ Professional	2000	1,020	75.7	136	10.1	13	1.0	151	11.2	22	1.6	6	0.4
	2005	1,098	74.6	122	8.3	18	1.2	171	11.6	23	1.6	39	2.7
	2006	1,095	72.9	139	9.2	12	0.8	182	12.1	29	1.9	46	3.1
	2007	1,105	73.3	147	9.7	8	0.5	165	10.9	27	1.8	56	3.7
	2008	1,132	72.0	160	10.2	8	0.5	171	10.9	27	1.7	75	4.8

## School of Nursing

		White		African American		American Indian		Asian American		Hispanic		Other	
		N	%	N	%	N	%	N	%	N	%	N	%
Faculty	2000	88	89.8	9	9.2	0	0.0	1	1.0	0	0.0	0	0.0
	2005	97	91.5	8	7.5	0	0.0	0	0.0	1	0.9	0	0.0
	2006	87	92.6	5	5.3	0	0.0	1	1.1	1	1.1	0	0.0
	2007	103	89.6	8	7.0	0	0.0	4	3.5	0	0.0	0	0.0
	2008	103	87.3	10	8.5	0	0.0	5	4.2	0	0.0	0	0.0
Staff	2000	40	67.8	17	28.8	0	0.0	2	3.4	0	0.0	0	0.0
	2005	51	75.0	14	20.6	0	0.0	2	2.9	1	1.5	0	0.0
	2006	62	73.8	19	22.6	0	0.0	2	2.4	1	1.2	0	0.0
	2007	57	70.4	16	19.8	2	2.5	5	6.2	1	1.2	0	0.0
	2008	66	74.2	18	20.2	1	1.1	3	3.4	1	1.1	0	0.0
Undergraduate	2000	254	85.5	31	10.4	0	0.0	8	2.7	3	1.0	1	0.3
	2005	258	77.7	35	10.5	4	1.2	18	5.4	8	2.4	9	2.7
	2006	272	78.6	32	9.2	4	1.2	13	3.8	12	3.5	13	3.8
	2007	278	77.7	31	8.7	6	1.7	21	5.9	14	3.9	8	2.2
	2008	291	75.2	31	8.0	9	2.3	23	5.9	16	4.1	17	4.4
Graduate/ Professional	2000	163	84.5	12	6.2	0	0.0	17	8.8	1	0.5	0	0.0
	2005	175	77.1	27	11.9	0	0.0	21	9.3	1	0.4	3	1.3
	2006	155	73.1	28	13.2	1	0.5	25	11.8	0	0.0	3	1.4
	2007	164	74.2	26	11.8	2	0.9	25	11.3	0	0.0	4	1.8
	2008	166	73.8	28	12.4	2	0.9	23	10.2	1	0.4	5	2.2

## Eshelman School of Pharmacy

		White		African American		American Indian		Asian American		Hispanic		Other	
		N	%	N	%	N	%	N	%	N	%	N	%
Faculty	2000	50	86.2	2	3.4	0	0.0	6	10.3	0	0.0	0	0.0
	2005	52	78.8	1	1.5	0	0.0	12	18.2	1	1.5	0	0.0
	2006	56	75.7	1	1.4	0	0.0	16	21.6	1	1.4	0	0.0
	2007	58	76.3	1	1.3	0	0.0	16	21.1	1	1.3	0	0.0
	2008	69	72.6	1	1.1	0	0.0	24	25.3	1	1.1	0	0.0
Staff	2000	28	70.0	7	17.5	0	0.0	3	7.5	2	5.0	0	0.0
	2005	35	77.8	5	11.1	0	0.0	4	8.9	1	2.2	0	0.0
	2006	45	68.2	7	10.6	1	1.5	11	16.7	1	1.5	1	1.5
	2007	49	66.2	8	10.8	2	2.7	12	16.2	2	2.7	1	1.4
	2008	57	69.5	10	12.2	1	1.2	10	12.2	3	3.7	1	1.2
Graduate/ Professional	2000	457	76.8	39	6.6	5	0.8	89	15.0	3	0.5	2	0.3
	2005	476	75.2	44	7.0	4	0.6	89	14.1	11	1.7	9	1.4
	2006	474	74.3	40	6.3	4	0.6	93	14.6	10	1.6	17	2.7
	2007	468	69.6	42	6.3	3	0.4	124	18.5	11	1.6	24	3.6
	2008	452	65.1	49	7.1	4	0.6	126	18.2	33	4.8	30	4.3

## Gillings School of Global Public Health

		White		African American		American Indian		Asian American		Hispanic		Other	
		N	%	N	%	N	%	N	%	N	%	N	%
<b>Faculty</b>	2000	173	89.6	7	3.6	0	0.0	12	6.2	1	0.5	0	0.0
	2005	207	87.3	9	3.8	1	0.4	17	7.2	3	1.3	0	0.0
	2006	195	84.4	11	4.8	0	0.0	21	9.1	4	1.7	0	0.0
	2007	188	83.6	11	4.9	0	0.0	21	9.3	5	2.2	0	0.0
	2008	184	82.1	13	5.8	0	0.0	21	9.4	5	2.2	1	0.4
<b>Staff</b>	2000	244	77.7	44	14.0	3	1.0	20	6.4	3	1.0	0	0.0
	2005	292	77.9	44	11.7	3	0.8	31	8.3	5	1.3	0	0.0
	2006	308	80.4	40	10.4	3	0.8	27	7.0	5	1.3	0	0.0
	2007	305	79.4	40	10.4	3	0.8	29	7.6	6	1.6	1	0.3
	2008	324	80.0	40	9.9	2	0.5	29	7.2	7	1.7	3	0.7
<b>Undergraduate</b>	2000	80	66.7	12	10.0	2	1.7	21	17.5	3	2.5	2	1.7
	2005	65	59.1	9	8.2	0	0.0	29	26.4	3	2.7	4	3.6
	2006	68	59.6	10	8.8	0	0.0	28	24.6	4	3.5	4	3.5
	2007	81	61.8	17	13.0	0	0.0	21	16.0	5	3.8	7	5.3
	2008	87	61.7	20	14.2	0	0.0	21	14.9	5	3.5	8	5.7
<b>Graduate/ Professional</b>	2000	824	73.5	77	6.9	3	0.3	180	16.1	33	2.9	4	0.4
	2005	1,038	67.7	157	10.2	17	1.1	215	14.0	39	2.5	68	4.4
	2006	1,062	67.0	187	11.8	15	0.9	211	13.3	49	3.1	62	3.9
	2007	1,045	67.3	179	11.5	9	0.6	210	13.5	38	2.4	71	4.6
	2008	1,085	67.5	165	10.3	10	0.6	218	13.6	48	3.0	81	5.0



## Friday Center for Continuing Education

		White		African American		American Indian		Asian American		Hispanic		Other	
		N	%	N	%	N	%	N	%	N	%	N	%
Faculty	2000	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
	2005	1	100.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
	2006	1	100.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
	2007	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
	2008	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
Staff	2000	34	70.8	14	29.2	0	0.0	0	0.0	0	0.0	0	0.0
	2005	40	71.4	16	28.6	0	0.0	0	0.0	0	0.0	0	0.0
	2006	43	71.7	16	26.7	0	0.0	1	1.7	0	0.0	0	0.0
	2007	43	71.7	16	26.7	0	0.0	1	1.7	0	0.0	0	0.0
	2008	45	72.6	16	25.8	0	0.0	1	1.6	0	0.0	0	0.0
Undergraduate	2000	352	78.6	49	10.9	5	1.1	25	5.6	14	3.1	3	0.7
	2005	334	73.7	47	10.4	5	1.1	28	6.2	13	2.9	26	5.7
	2006	273	71.8	47	12.4	2	0.5	23	6.1	16	4.2	19	5.0
	2007	285	73.6	46	11.9	2	0.5	27	7.0	11	2.8	16	4.1
	2008	235	67.9	58	16.8	1	0.3	19	5.5	18	5.2	15	4.3
Graduate/ Professional	2000	544	81.9	59	8.9	4	0.6	39	5.9	16	2.4	2	0.3
	2005	596	72.9	83	10.2	1	0.1	72	8.8	21	2.6	44	5.4
	2006	558	74.7	82	11.0	3	0.4	51	6.8	24	3.2	29	3.9
	2007	520	75.7	79	11.5	3	0.4	45	6.6	15	2.2	25	3.6
	2008	569	79.2	56	7.8	7	1.0	42	5.8	23	3.2	21	2.9

## Visiting Inter-Institutional Students

		White		African American		American Indian		Asian American		Hispanic		Other	
		N	%	N	%	N	%	N	%	N	%	N	%
Undergraduate	2000	3	33.3	2	22.2	0	0.0	2	22.2	2	22.2	0	0.0
	2005	42	51.9	11	13.6	1	1.2	17	21.0	3	3.7	7	8.6
	2006	39	56.5	7	10.1	1	1.4	7	10.1	4	5.8	11	15.9
	2007	39	54.2	8	11.1	1	1.4	9	12.5	1	1.4	14	19.4
	2008	56	57.7	8	8.2	0	0.0	11	11.3	3	3.1	19	19.6
Graduate/ Professional	2000	123	80.4	12	7.8	1	0.7	16	10.5	1	0.7	0	0.0
	2005	124	70.5	8	4.5	1	0.6	25	14.2	7	4.0	11	6.3
	2006	108	65.5	18	10.9	1	0.6	23	13.9	3	1.8	12	7.3
	2007	101	62.3	13	8.0	0	0.0	26	16.0	9	5.6	13	8.0
	2008	86	63.2	11	8.1	0	0.0	23	16.9	3	2.2	13	9.6

## Athletics

		White		African American		American Indian		Asian American		Hispanic		Other	
		N	%	N	%	N	%	N	%	N	%	N	%
Staff	2000	152	86.9	23	13.1	0	0.0	0	0.0	0	0.0	0	0.0
	2005	184	88.0	23	11.0	0	0.0	1	0.5	1	0.5	0	0.0
	2006	181	86.2	26	12.4	1	0.5	1	0.5	1	0.5	0	0.0
	2007	197	85.7	29	12.6	2	0.9	1	0.4	1	0.4	0	0.0
	2008	207	85.2	32	13.2	2	0.8	1	0.4	1	0.4	0	0.0

## Centers and Institutes

		White		African American		American Indian		Asian American		Hispanic		Other	
		N	%	N	%	N	%	N	%	N	%	N	%
Faculty	2000	42	95.5	2	4.5	0	0.0	0	0.0	0	0.0	0	0.0
	2005	6	60.0	0	0.0	0	0.0	3	30.0	1	10.0	0	0.0
	2006	6	66.7	0	0.0	0	0.0	2	22.2	1	11.1	0	0.0
	2007	6	66.7	0	0.0	0	0.0	2	22.2	1	11.1	0	0.0
	2008	4	57.1	0	0.0	0	0.0	2	28.6	1	14.3	0	0.0
Staff	2000	147	85.0	22	12.7	0	0.0	4	2.3	0	0.0	0	0.0
	2005	151	84.8	17	9.6	0	0.0	6	3.4	2	1.1	2	1.1
	2006	131	81.9	20	12.5	0	0.0	8	5.0	0	0.0	1	0.6
	2007	132	82.5	19	11.9	0	0.0	8	5.0	1	0.6	0	0.0
	2008	140	80.9	24	13.9	2	1.2	6	3.5	1	0.6	0	0.0

## Graduate School

		White		African American		American Indian		Asian American		Hispanic		Other	
		N	%	N	%	N	%	N	%	N	%	N	%
Staff	2000	16	94.1	1	5.9	0	0.0	0	0.0	0	0.0	0	0.0
	2005	18	85.7	3	14.3	0	0.0	0	0.0	0	0.0	0	0.0
	2006	19	95.0	1	5.0	0	0.0	0	0.0	0	0.0	0	0.0
	2007	18	85.7	3	14.3	0	0.0	0	0.0	0	0.0	0	0.0
	2008	19	90.5	2	9.5	0	0.0	0	0.0	0	0.0	0	0.0

## General Counsel

		White		African American		American Indian		Asian American		Hispanic		Other	
		N	%	N	%	N	%	N	%	N	%	N	%
Staff	2000	7	100.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
	2005	14	87.5	1	6.3	0	0.0	0	0.0	1	6.3	0	0.0
	2006	13	81.3	2	12.5	0	0.0	0	0.0	1	6.3	0	0.0
	2007	14	87.5	1	6.3	0	0.0	0	0.0	1	6.3	0	0.0
	2008	17	89.5	1	5.3	0	0.0	0	0.0	1	5.3	0	0.0

## Office of the Chancellor

		White		African American		American Indian		Asian American		Hispanic		Other	
		N	%	N	%	N	%	N	%	N	%	N	%
Staff	2000	30	90.9	3	9.1	0	0.0	0	0.0	0	0.0	0	0.0
	2005	26	86.7	4	13.3	0	0.0	0	0.0	0	0.0	0	0.0
	2006	26	86.7	4	13.3	0	0.0	0	0.0	0	0.0	0	0.0
	2007	29	85.3	5	14.7	0	0.0	0	0.0	0	0.0	0	0.0
	2008	29	87.9	4	12.1	0	0.0	0	0.0	0	0.0	0	0.0

## Office of the Provost

		White		African American		American Indian		Asian American		Hispanic		Other	
		N	%	N	%	N	%	N	%	N	%	N	%
Faculty	2000	1	100.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
	2005	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
	2006	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
	2007	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
	2008	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
Staff	2000	103	70.1	42	28.6	0	0.0	2	1.4	0	0.0	0	0.0
	2005	120	70.2	44	25.7	1	0.6	4	2.3	2	1.2	0	0.0
	2006	123	70.3	44	25.1	1	0.6	4	2.3	2	1.1	1	0.6
	2007	117	65.0	49	27.2	2	1.1	6	3.3	5	2.8	1	0.6
	2008	133	64.3	60	29.0	1	0.5	7	3.4	6	2.9	0	0.0

## Finance & Administration

		White		African American		American Indian		Asian American		Hispanic		Other	
		N	%	N	%	N	%	N	%	N	%	N	%
Staff	2000	956	63.0	540	35.6	2	0.1	7	0.5	12	0.8	0	0.0
	2005	1,039	63.3	523	31.9	2	0.1	54	3.3	22	1.3	1	0.1
	2006	1,050	62.6	511	30.5	4	0.2	83	4.9	26	1.6	3	0.2
	2007	1,065	60.7	525	29.9	4	0.2	123	7.0	36	2.1	2	0.1
	2008	1,091	61.1	493	27.6	4	0.2	155	8.7	40	2.2	3	0.2

## Information Technology Services

		White		African American		American Indian		Asian American		Hispanic		Other	
		N	%	N	%	N	%	N	%	N	%	N	%
Staff	2000	317	85.9	41	11.1	0	0.0	9	2.4	2	0.5	0	0.0
	2005	338	86.0	33	8.4	1	0.3	18	4.6	3	0.8	0	0.0
	2006	341	85.0	33	8.2	1	0.2	21	5.2	4	1.0	1	0.2
	2007	318	84.4	35	9.3	0	0.0	20	5.3	4	1.1	0	0.0
	2008	355	82.9	40	9.3	1	0.2	28	6.5	4	0.9	0	0.0

## Vice Chancellor for Research & Economic Development

		White		African American		American Indian		Asian American		Hispanic		Other	
		N	%	N	%	N	%	N	%	N	%	N	%
Faculty	2000	5	100.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
	2005	7	87.5	0	0.0	0	0.0	0	0.0	1	12.5	0	0.0
	2006	7	87.5	0	0.0	0	0.0	0	0.0	1	12.5	0	0.0
	2007	8	88.9	0	0.0	0	0.0	0	0.0	1	11.1	0	0.0
	2008	8	88.9	0	0.0	0	0.0	0	0.0	1	11.1	0	0.0
Staff	2000	458	78.0	104	17.7	4	0.7	15	2.6	6	1.0	0	0.0
	2005	589	77.2	132	17.3	5	0.7	25	3.3	11	1.4	1	0.1
	2006	608	75.3	146	18.1	4	0.5	33	4.1	14	1.7	2	0.2
	2007	620	74.2	154	18.4	4	0.5	40	4.8	14	1.7	4	0.5
	2008	637	74.4	153	17.9	6	0.7	38	4.4	20	2.3	2	0.2

## Student Affairs

		White		African American		American Indian		Asian American		Hispanic		Other	
		N	%	N	%	N	%	N	%	N	%	N	%
Staff	2000	176	74.9	51	21.7	0	0.0	3	1.3	5	2.1	0	0.0
	2005	175	72.0	49	20.2	3	1.2	5	2.1	11	4.5	0	0.0
	2006	178	71.8	49	19.8	0	0.0	8	3.2	13	5.2	0	0.0
	2007	189	71.9	51	19.4	0	0.0	10	3.8	13	4.9	0	0.0
	2008	198	71.7	58	21.0	0	0.0	10	3.6	10	3.6	0	0.0

## University Advancement

		White		African American		American Indian		Asian American		Hispanic		Other	
		N	%	N	%	N	%	N	%	N	%	N	%
Staff	2000	101	91.8	8	7.3	0	0.0	1	0.9	0	0.0	0	0.0
	2005	119	88.8	12	9.0	0	0.0	2	1.5	1	0.7	0	0.0
	2006	127	87.6	15	10.3	0	0.0	1	0.7	2	1.4	0	0.0
	2007	139	90.3	11	7.1	0	0.0	1	0.6	3	1.9	0	0.0
	2008	138	89.0	12	7.7	0	0.0	3	1.9	2	1.3	0	0.0

## University Engagement

		White		African American		American Indian		Asian American		Hispanic		Other	
		N	%	N	%	N	%	N	%	N	%	N	%
Staff	2000	1	100.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
	2005	5	100.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
	2006	5	100.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
	2007	5	100.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
	2008	5	100.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0

## Libraries

		White		African American		American Indian		Asian American		Hispanic		Other	
		N	%	N	%	N	%	N	%	N	%	N	%
<b>Faculty</b>	2000	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
	2005	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
	2006	1	100.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
	2007	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
	2008	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
<b>Staff</b>	2000	247	89.2	24	8.7	0	0.0	4	1.4	2	0.7	0	0.0
	2005	268	89.3	19	6.3	0	0.0	7	2.3	6	2.0	0	0.0
	2006	269	88.5	22	7.2	1	0.3	6	2.0	5	1.6	1	0.3
	2007	280	89.5	21	6.7	1	0.3	5	1.6	4	1.3	2	0.6
	2008	285	89.6	19	6.0	1	0.3	7	2.2	4	1.3	2	0.6





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