

THE UNIVERSITY of
NORTH CAROLINA at
CHAPEL HILL

Diversity Plan Report 2009–10



Committed to a diverse and inclusive campus community

Contact us

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150 copies of this publication were printed at a cost of \$1,457

Acknowledgements

This document was prepared by the Office of Diversity and Multicultural Affairs (DMA) under the direction of Archie W. Ervin, PhD and Melva “Cookie” Newsom, PhD, and was designed by Mary Louise Kersgard. We would like to thank all of the unit administrators and diversity liaisons for their contributions in providing the initial reports from which this publication was derived. Special thanks to the Office of Institutional Research and to the Office of Equal Employment Opportunity/Americans with Disability Act (EEO/ADA) for providing assistance with the statistical data.

Message from the Chancellor

Dear Colleagues:

Our University's future depends on aspiring to global academic excellence and serving the needs of North Carolina's students and people. We must tackle the world's biggest problems and develop innovative ways to help our state grow and prosper. That means bringing the best minds to Carolina from every corner of the state and the world. A diverse, inclusive University community is key to our values and to our future success.

As you will see in this annual report on the state of diversity at Carolina, we have had some success. In particular we have seen significant changes in our student body, with racial and ethnic minorities making up 31 percent of the total, undergraduate and graduate.

This fact indicates a larger reality. A diverse nation is no longer in the future; it is the shape of our world today. We are educating the Millennial Generation – people born between 1981 and 1993. This generation is 40 percent nonwhite and 20 percent have a parent who is an immigrant. Census projections tell us that by 2023 there will be no racial majority among 18-years-old and younger, and that by 2042 there will be no racial majority in the country.

Campus inclusivity and diversity is a theme of our Academic Plan, which is currently being reviewed by the Provost's Office. This will be our roadmap for the next several years and we place a high value on diversity in it for a number of reasons. We want our faculty, staff and students to excel, for example, and we know that an environment of respect for different perspectives is key to their success. We also know that addressing big, complex problems requires a wide variety of perspectives and experiences at the table. This idea includes more than race and ethnicity; it means having a diversity of class, gender, age and political ideology.

A diverse student body demands a diverse faculty and research community. Here is where we have much work to do at Carolina. We have learned that good intentions and traditional processes are not enough; we must find innovative approaches that will attract and nurture the faculty that will define the Carolina experience in the decades ahead. More, as a major research university which produces the human capital critical for our society, we must ensure that what we do helps other universities succeed in their diversity goals as well.

This report reveals that we need new ideas, innovative strategies and continued attentiveness if we are to achieve our vision for a diverse and inclusive university. I thank Dr. Ervin and the entire Office of Diversity and Multicultural Affairs for leading our community in its efforts to reach these critical goals.

Sincerely,



Holden Thorp



Executive Summary

The *2009-10 Diversity Plan Report* is the third annual report since the implementation of the Carolina Diversity Plan in the fall of 2006. It builds upon the established Diversity Plan template from the previous two years that summarized the diversity goal priorities and outcomes of initiatives as submitted by academic and administrative units. We have also included select statistical data that reflect historical and current racial/ethnic and gender diversity of faculty, staff, and students. These data help illustrate the important demographic shifts within the University over the past thirty years.

An important new dimension included in the demographic data presented this year is data showing gender diversity within the leadership ranks of the University. For the current report, data on gender and racial/ethnic diversity among vice chancellors, associate vice chancellors, deans, associate deans, and associate provosts are presented along with data from the College of Arts and Sciences that reflect gender diversity in departmental chairs and other administrative roles. In future years, we intend to explore additional dimensions of gender diversity within the University along with other demographic characteristics.

Several trends emerged from this year's reports. First, there was an increase in the number of academic units that created faculty-led standing committees to address diversity and inclusion within schools. The appointment of these committees suggests more investment and ownership by academic leadership and illustrates an advanced understanding that diversity and inclusion issues are important facets of school culture and climate that must be taken seriously.

Second, increasing racial/ethnic and gender diversity continued for the third consecutive year to be the highest priority for the majority of schools and units. A number of new initiatives were launched to address recruitment of undergraduate, graduate and professional students. Many of these initiatives are highlighted in this report. Several administrative units launched



new staff diversity recruitment efforts. The Office of the Provost continued to support and encourage academic units to explore hiring opportunities to enhance faculty diversity. Still, faculty racial/ethnic diversity remains largely unchanged and continues to be among the most daunting challenges for the University. Data on hiring opportunities versus hiring outcomes reveal the continued slow pace for advancing racial/ethnic diversity among faculty over the past five years.

Last, climate remains an important priority for many units. Several schools have launched major initiatives to better understand the impact that climate has on recruitment and retention of faculty and staff, and student enrollment.

This report concludes that a major systemic effort is necessary if the University is to “move the needle” on faculty racial/ethnic diversity, especially for historically underrepresented minorities. Committed, visible leadership across all spectrums of the University will be required to advance our institutional commitment. Resources, both internal and external, will be critical to any successful effort

During the 2010-11 academic year, the Office for Diversity and Multicultural Affairs and the Office of Institutional Research and Assessment, in consultation with EEO/ADA, Human Resources, Faculty Governance, and the Division of Student Affairs will conduct a diversity climate assessment. The data from this assessment will inform us of the progress we have made with achieving our diversity goals stated in the 2006-10 Diversity Plan. It will also help to shape our future and augment the broader goals that will be defined in the Academic Plan that is currently being drafted.



History

The *2009-10 Diversity Plan Report* is the third annual report prepared as a requirement of the University's Diversity Plan¹ implemented in August 2006. This Plan resulted from a 2004-05 assessment conducted by the Chancellor's Task Force on Diversity¹. The Task Force was charged with the responsibility to conduct a diversity assessment and to use the findings of the assessment to make recommendations to the University about how to address diversity on the campus.

The Task Force's report included recommendations to advance its vision for a diverse and inclusive campus community. Chancellor Moeser shared the report widely with the leadership of the University and accepted and acted upon several of the key recommendations of the Chancellor's Task force on Diversity. There were two overarching recommendations made by the Task Force.

First, that the University adopt the five broad goals for diversity which the Chancellor endorsed and implemented in the Fall of 2006. These goals were:

Goal 1

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

Goal 2

Achieve the critical masses of underrepresented populations necessary to ensure the educational benefits of diversity in faculty, staff, students and executive, administrative and managerial positions.

Goal 3

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

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.

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.

Second, that a Diversity Plan be developed to guide the University efforts to achieve and monitor a diverse and inclusive campus community. A committee chaired by Dr. Archie Ervin, Associate Provost for Diversity and Multicultural Affairs and co-chaired Dr. M. Cookie Newsom, Director of Diversity Education and Assessment—both from the Office for Diversity and Multicultural Affairs—was formed to draft the Diversity Plan. After presentations to the Chancellor's Cabinet, Deans Council, and Faculty Council, Carolina's first ever diversity plan (see <http://www.unc.edu/diveristy/diversityplan/diversityplan.pdf>) was launched in August 2006. The first annual reports on diversity goals, objectives and outcomes required from all academic units and twenty-one administrative units were submitted to Diversity and Multicultural Affairs as part of the spring 2007 budget process.

¹Please see <http://www.unc.edu/diversity/assessment/index.html> for a copy of the Task Force Report

Introduction

Diversity at Carolina is a rich tapestry made up of myriad threads of talent, culture, intellect and inquiry. The term “diversity” itself invokes different images and perceptions depending on the experiences, outlook, and demographic characteristics of the person hearing or reading the word. As we learned from the Diversity Assessment of 2005, when you ask people to define diversity you get a wide range of responses. For those asked in 2005 to define diversity, some said diversity meant social justice, to others it meant inclusion or equity, and to some it simply meant the presence of others who were different in some way.

Diversity at Carolina is all of that and more. Broadly considered, an examination of diversity at Carolina can be divided into three categories:

Diversity of Presence

Presence is used to refer to the individual characteristics of members of the campus community such as, race, gender, sexual orientation/identity, religion, political philosophy, age, disability status, and socioeconomic status among others. While all characteristics are important, information is only collected on certain of them. We do not keep records of how many of the campus community are Protestants or Democrats, for example, and most data is confined to broader categories of race/ethnicity and gender.

Climate

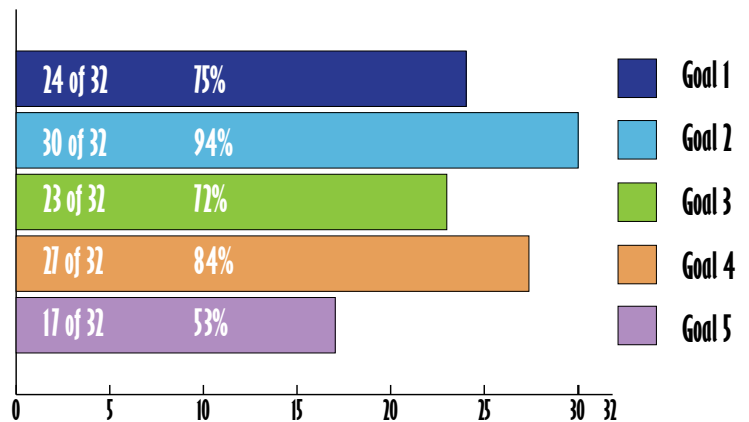
The manner in which the campus community acknowledges, encourages and supports all members of the campus community—faculty, staff and students, regardless of their individual characteristics.

Research

Research refers to units that are self-reporting on their hiring trends, efforts to sustain a respectful climate, and/or educational sessions, and generally supports the other two goals. Research tends to focus on either staffing needs or climate.

This report summarizes some of the ways Carolina views diversity, describes the diversity priorities of academic and administrative units, and reveals how people from various units and schools are working to help make the experiences of all members of the campus community as equitable and free of artificial barriers to academic and career success as possible. This report does not attempt to highlight all of the activities, programs and initiatives on the campus that address diversity, but is, rather a compilation of some of the efforts of various campus academic and administrative units. In addition, the report provides an analysis of and commentary about what appears to be succeeding and what initiatives or programs do not appear to be accomplishing desired outcomes. In some cases, we offer commentary and insights about how less successful efforts may need to be re-evaluated or improved. Finally this report includes some suggestions for ameliorating some of the more persistent difficulties and challenges.

Diversity Priorities Identified by Goal



Most of the 32 participating academic and administrative units selected Goal 2 as a priority. The goal selected by the least amount of units was Goal 5.

(Please see previous page for an explanation of each goal.)

Section 1

Diversity of Presence

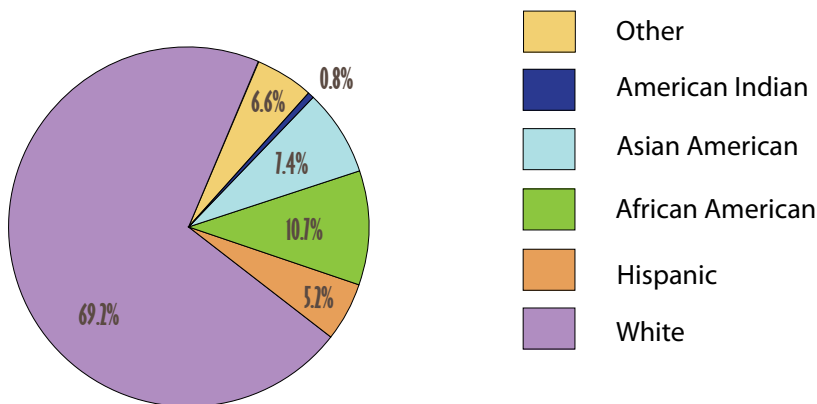
GOAL 2

Achieving greater racial/ethnic and gender diversity remains a clear priority at Carolina with a majority of academic and administrative units (30 of 32 or 94 percent) reporting the Diversity Plan's Goal 2 (recruitment and retention of a diverse faculty, staff and student body) as a priority. Since the inception of the Diversity Plan, Goal 2 has been the goal most often chosen as a priority for both academic and administrative units. Section 1 includes data provided by the Office of Institutional Research and the EEO/ADA Office that illustrate demographic diversity trends and examples of activities reported by the units to address Goal 2. The section is divided into three parts; student diversity, staff diversity and faculty diversity.

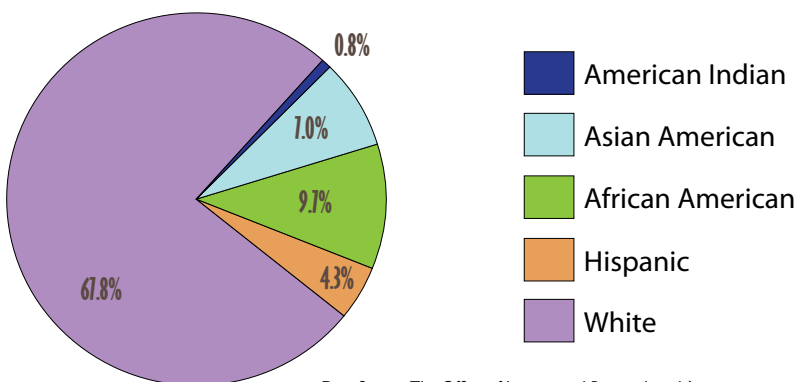
Student Diversity

Carolina has achieved significant racial/ethnic diversity in the student body. Among undergraduates, White students account for 69.2 percent of the student body, African American students represent 10.7 percent, 5.2 percent are Hispanic, 7.4 percent are Asian American, .8 percent are American Indian and those identifying as "other" make up 6.6 percent of the student body.

Undergraduate Student Diversity



Graduate and Professional Student Diversity



Data Source: The Office of Institutional Research and Assessment

Graduate and professional student figures are similar to undergraduate numbers with White students being the dominant majority, followed by African American students. The numbers for American Indians and Hispanic students continue to be the lowest. Numbers of Hispanic students, however, are showing a fairly steady increase over a nine year period. In the graduate and professional student category, Hispanic students have grown from 2.6 percent in 2000 to 4.3 percent in 2009, a 1.7 percent increase. American Indian student numbers in the graduate/professional ranks have remained fairly static with 0.6 percent in 2000 and 0.8 percent in 2009, or an increase of only 0.2 percent. Although there is great racial/ethnic diversity in the student body overall, there are challenges associated with race and ethnicity that impact the climate for the student body.

In the area of gender diversity, Carolina has similar ratios when compared with most institutions of higher learning in America. In the fall of 2009, 41 percent of the undergraduate student body was male, 59 percent female. Among graduate and professional students, females made up 59.1 percent of the student population and males 40.9 percent². This reflects a national trend³.

Various units continue to target Goal 2, recruiting and retaining a diverse student body, as one of their goals. More than 90 percent of academic units reporting identified Goal

²All statistics in this paragraph are from The Office for Institutional Research and Assessment

³Chronicle of Higher Education; 4/30/2004, Vol. 50 Issue 34, pA18

2 as one of their priorities for 2009-10. A refreshing trend is that many units have expanded their understanding of Goal 2 to include more categories of diversity than just gender and/or race/ethnicity.

Actions Reported to Achieve Student Diversity

School of Social Work (SSW)

This unit actively pursued Goal 2 by solidifying their current campus recruitment plan. Sharon Holmes Thomas, the Director of Recruitment, Admissions and Financial Aid, conducted additional campus and agency visits and collaborated with centers and offices affiliated with UNC's Office of Academic Affairs. In October, the School of Social Work hosted a Diversity Open House designed to target Historically Black College and University (HBCU) students as well as Native American and other minority students from high schools across North Carolina.

University Counsel

University Counsel provided legal advice to administrative and academic units across campus on scholarship and fellowship programs and admissions criteria that could be designed to foster a diverse student body.

University Development

Funding was secured for several programs dedicated to the achievement of a diverse student body:

College Advising Corps Grants secured by University Development are supporting the third full year of UNC Chapel Hill's leadership role as the national headquarters for the College Advising Corps. The Corps hires and trains recent college graduates who work in under-resourced high schools across the country to help primarily low income and minority students achieve their goal of attending college. During the 2009-10 school year the Corps employed 150 advisers to serve over 37,000 high school students.

University Development has been instrumental in raising over \$10 million to date from corporations, foundations and individuals to support Carolina Covenant, the University's landmark initiative that enables eligible students from historically low-income families to attend the University and graduate debt-free. After only six years, there are now over 2,300 Carolina Covenant Scholars who have benefited from the program by attending Carolina. This year, 535 new Covenant Scholars were admitted (including first year students and transfers). Covenant scholars made up over 11 percent of our first year class in 2009-10. Of that total, 62 percent are students of color, and 57 percent are first-generation college students.

Research Rocks! is another program being promoted by the Corporate and Foundation Relations office to potential supporters. The program's purpose is to introduce targeted public high school students in Orange, Chatham, and Durham to college level work and college opportunities, as well as encouraging high school completion and college attendance.

Kenan-Flagler Business School

The Business School increased the number of African American applicants to the PhD program from zero in 2008 to 18 in 2009. Of the 11 (total) enrolled in 2009, four were female, including one African American.



New initiatives in student recruitment include: The Diversity Open House at the School of Social Work, the Gillings School of Global Public Health Open House for prospective graduate students, the Carolina Firsts initiative by Undergraduate Admissions and the LEAD program at the Eshelman School of Pharmacy.



At Carolina we have achieved a significant diversity of presence in the student body.

School of Dentistry (SOD)

In an effort to reduce challenges that many students of color face, the School of Dentistry increased the amount of money specifically designated for scholarships for incoming dental students who are from underrepresented minority backgrounds. The SOD again supported, both with funding and staffing, the pipeline program, Medical Education Development Program (MED). This program is designed to increase the number of minority students and disadvantaged students who enter science and health related fields. The School admitted two students from the MED program into the DDS program. The successful admission of these students was due, in part, to the students' success in the MED program. The School of Dentistry also hosted the Dean's Luncheon for Under-represented Minorities.

Center for Global Initiatives (CGI)

The Scholars' Latino Initiative (SLI) is a mentoring program for selected Latino high school students who demonstrate promise, determination, discipline, and need. Each year, SLI selects about a dozen UNC sophomores to be mentors to a group of Latino high school sophomores at Jordan-Matthews High School in Siler City, NC. SLI is now expanding to other schools.

In January 2010, together with the Office of Disability Services, CGI submitted a \$400,000 grant request to the US Department of Education aimed at increasing access to international educational opportunities for students with disabilities.

Gillings School of Global Public Health (SPH)

Staff and student assistants, along with student, faculty and alumni volunteers, attended 20 events specifically for prospective minority students, compared with 22 for the previous year. They engaged with more than 471 minority students, compared with more than 699 for the previous year. In October 2009, SPH sponsored the School's first School-wide open house for prospective graduate students. The Office of Student Affairs provided funding and administrative support for the Minority Student Caucus' Minority Student Mixer. Current and prospective minority students met after the Open House events to discuss the minority student experience in the School and departments.

School of Government

The 2009-10 entering MPA class included 12 minority students (35 percent) among the 34 enrolling students. The previous year's class included four minority students (17 percent) among 29 students. In the year before that, there were three minority students (13 percent) among 24 students. Minority representation is on a gradual increase: 65 percent of the most recent class are women; 52 percent of the previous class were women, two of the students in the 2009-10 class are from the LGBTQ community. During the 2009-10 admissions cycle, the School tracked outreach and recruitment efforts for increased contact with underrepresented audiences. Within North Carolina, the School participated in career fairs at two HBCUs and one Native American university with a minority majority enrollment; the MPA Program continues to build and award scholarship support from its Diversity in Public Service Scholarship Fund. MPA staff also work with the Graduate School to access travel awards for minority applicants needing financial assistance to attend admissions interviews whenever possible.

Graduate School

The Graduate School continued participation in national recruitment and participation in off-site campus visits to various undergraduate colleges and universities. They also hosted on-campus student visits aimed to provide prospective graduate students an understanding of the UNC-Chapel Hill campus culture and infrastructure as well as to provide the opportunity to interact directly with faculty and students in departments and Schools of their interest. The

Graduate School held annual orientation and welcome receptions for students from distinct cultural backgrounds and hosted a Native American recruitment event at an annual recruiting weekend on April 6, 2009, at the Graduate Student Center. Fourteen different departments and Schools utilized travel awards from the Graduate School during 2007-08 to bring 47 underrepresented applicants to campus.

Diversity and Multicultural Affairs (DMA)

Under the leadership of Ms. Terri Houston, the office conducted outreach and recruitment programs for underserved student populations: Project Uplift, H.S. Honor Days, UNC Scholar Days, Native American Recruitment, Hispanic/Latino Recruitment, NC Renaissance and Pre-Orientation. More than a thousand potential students attended Project Uplift, one of the primary minority student pipeline projects on campus. In addition, DMA collaborates with schools and units to provide assistance in recruitment and retention efforts, including consultation, committee service and programming. Under the leadership of Dr. Cookie Newsom, DMA also began a new high school outreach program, Research Rocks!, which partners high school sophomores from selected populations with graduate/professional student mentors to complete a research project over an academic year. The goal of the project, which targets low-income, first generation and minority students, is to encourage high school completion, college attendance and graduation, and graduate/professional school attendance and completion. Josmell Perez provided administrative support for and programming of the Carolina Latina/o Collaborative, designed to be a multi-faceted resource for potential and current undergraduate and graduate/professional Latina/o students.

School of Journalism and Mass Communication

Diversity Initiatives Coordinator, Dr. Queenie Byars and Dr. Trevy McDonald attended and participated in recruiting fairs and open houses. The school also reported demographic statistics for its graduate student applicants.

Undergraduate Admissions

Undergraduate Admissions sought and received grant funding to hold a special recruitment program, Carolina Firsts, that focused on first generation and low-income student. The program was a collaboration among many campus units, including the College of Arts and Sciences, the Office of Diversity and Multicultural Affairs, and the Division of Student Affairs.

School of Law

Recruitment efforts at the Law School proved quite successful. The first-year class entering UNC Law in the fall of 2009 was comprised of 54 percent women and 31 percent students of color. The School has been quite successful with Native American students and Latinos, but it continues to focus efforts on improving the number of African American students who accept its offers to join its entering classes.

Eshelman School of Pharmacy

The School received national recognition from the American Association of Colleges of Pharmacy for its minority recruitment video (pharmacy.unc.edu/pharmd), which is the fourth most viewed item on the UNC-CH YouTube page with more than 17,500 views. Eighty percent of the recruitment plan was executed. The Office of Recruitment Diversity Initiatives received more than 50 recruitment requests from various programs and partners. More than 200 students attended the LEAD programs led by Carla White-Harris. The school received a \$10,000 gift from Walgreens to increase program diversity, part of which will be used for a \$2,000 scholarship to be awarded to a student who has contributed to diversity efforts.

Office of Scholarships and Student Aid

The Office is working with the Maximizing Student Aid Awards Subcommittee. The Office recognizes that private scholarships are an important part of helping students afford the cost of a college education. The subcommittee's mission is to increase the awareness about the need to collaborate on this issue, develop "good practices" and policies for scholarship providers, and ultimately influence federal higher education policy. Objectives are: 1) assist students in maximizing their financial aid awards, 2) minimize student loan indebtedness, 3) improve communication among the many diverse scholarship providers assisting students, 4) reconcile private scholarship funds with institutional grant and scholarship awards, and 5) increase college access, persistence and graduation rates.

School of Education

The School of Education reported that in 2008, 177 minority students were enrolled. The 2008 minority student enrollment was 23 percent of its total student enrollment; in 2009, 228 minority students were enrolled which was 27 percent of the total school enrollment, representing a 4 percent increase.

Table 1: 2010 EPA Non-faculty and SPA by Racial/Ethnic Data

	EPA Non-faculty		SPA	
African American	167	(9%)	1,235	(19%)
White	1,411	(80%)	4,655	(72%)
Latina/o	34	(2%)	120	(2%)
Asian American	150	(8%)	424	(6%)
American Indian	7	(0.4%)	26	(0.4%)
Total	1,770		6,484	

Data Source: Office of Institutional Research and Assessment

Staff Diversity

Carolina has a very racially/ethnically diverse staff. Of the 8,254 staff members, EPA non-faculty and SPA, Whites make up 73 percent, African Americans 17 percent, American Indians less than 1 percent, Asian Americans 7 percent and Latinas/os 2 percent. (Please see inset for definitions of EPA and SPA.) There is considerable racial/ethnic difference in the racial/ethnic ratios between the two categories, EPA non-faculty and SPA with far more employees of color being concentrated in the SPA category. Minorities make up only 20 percent of EPA non-faculty employees while they make up 28 percent of SPA employees. This trend is particularly demonstrated in the African American population where blacks make up less than 10 percent of EPA employees but 19 percent of SPA employees. (See Table 1.)

EPA—Designation of employees who are "Exempt from the Personnel Act." This includes faculty and EPA non-faculty positions.

SPA—Subject to the State Personnel Act. Refers to staff positions.

Table 2: EPA Non-faculty—Applicants versus Hires by Race/Ethnicity 2005–09

Year	Applicants/Hires	White	African American	Hispanic	American Indian	Asian	Unknown	Other Minority	Total
2005-06	Applicants	1,128	164	36	1	110	3,435	-	4,874
	Hires	134 (82%)	14 (9%)	8 (5%)	-	7 (4%)	-	-	163
2006-07	Applicants	1,714	776	61	437	247	4,340	-	6,830
	Hires	228 (83%)	24 (9%)	4 (1%)	2 (1%)	18 (6%)	-	-	276
2007-08	Applicants	2,666	834	161	23	320	4,755	28	8,787
	Hires	236 (76%)	42 (14%)	8 (3%)	1 (<1%)	22 (7%)	-	-	309
2008-09	Applicants	5,819	1,978	217	40	789	1,101	179	10,123
	Hires	188 (76%)	30 (12%)	3 (1%)	-	24 (10%)	1 (<1%)	-	246

Data Source: EEO/ADA Office. This table does not include people hired as a result of special searches.

In the area of gender diversity the University has more female staff employees than male. EPA non-faculty has a 732 (41 percent) to 1,038 (59 percent) male to female split. The SPA category represents the largest number of employees at Carolina, or 78.5 percent of non-faculty employees. In the SPA category there are 2,664 (41 percent) males to 3,820 (59 percent) females, or the same ratio as EPA non-faculty.

Table 2 reflects a pattern of some change in hiring in the category of EPA non-faculty hires. In 2005 Whites accounted for 82 percent of the hires. In 2009 Whites accounted for 76 percent. This change is reflected in an increased hiring of African Americans and Asian Americans. African American hires rose from 9 percent in 2000 to 12 percent in 2009. Asian American hires in the category rose from 7 percent in 2000

to 10 percent in 2009. American Indian hires remained virtually the same, near or less than 1 percent, in the time period, while the percentage of Hispanic hires in the category actually decreased in the same time period—from 5 percent to 1 percent. A few units reported that they were making concerted efforts to achieve or improve racial/ethnic or gender diversity in their staff ranks.

Actions Reported to Achieve Staff Diversity

Department of Athletics

The Athletics Department continued to make concerted efforts to attract a more diverse pool of candidates by advertising in publications and web sites and with organizations that reach a wide population of persons in college athletics, including racial/ethnic minorities. They advertised position openings for coaching hires and other EPA hires in the *NCAA News*, which reaches a wide population of persons employed in college athletics, including those employed at HBCUs. They also advertised in minority sport publications and web sites and with minority organizations, including the Black Coaches Association. In addition, the Director of Athletics requested that senior staff members have a sincere, focused effort on diversity within their unit(s), especially in areas where there are no minority staff members or a very small number. He encouraged senior administrators to work on creating pools where minority applicants can compete for job openings in the department.

Frank Porter Graham Child Development Institute

This unit hired an African American Investigator to work on a new infant-toddler project.

Student Affairs

Student Affairs saw a number of hires from historically underrepresented groups join the Division of Student Affairs. A senior level position (Salvadore Mena) is now focusing on diversity efforts. One of their goals is to design a process to pay close attention to the cultivation of a diverse applicant pool for key positions, provide each candidate that interviews for a position the opportunity to learn about the University's and Division's commitment to diversity (e.g., distribution of a special diversity packet of information, meeting with the Assistant to the Vice Chancellor, Diversity Working Group members, or some other appropriate group/person), and ensure appropriate follow-up with candidates. In addition, gathering information from candidates about their interview experience with the Division of Student Affairs will be central to continuously improving the process for future candidates. The information below about recruitment provides an overview of 2007-08 hiring outcomes.

	Total Hires	White	African American	Asian	Hispanic	Female	Male
2007 SPA	25	16 (64%)	8 (32%)	1 (4%)	0	23 (92%)	2 (8%)
2008 SPA	13	7 (54%)	4 (31%)	0	2 (15%)	8 (62%)	5 (38%)
2007 EPA	20	16 (80%)	2 (10%)	2 (10%)	0	12 (60%)	10 (40%)
2008 EPA	20	16 (80%)	3 (15%)	0	1 (5%)	10 (50%)	10 (50%)

Data Source: Department of Student Affairs



Faculty Diversity

Carolina's faculty is not as racially/ethnically nor as gender diverse as its staff and student body, particularly in the category of full professor. As shown in Table 3, there is some evidence of improved gender parity in the associate and assistant professor ranks and White women, African American women and American Indian women actually outnumber men in the fixed term category. While White males make up 47 percent of all faculty, they account for sixty-nine percent of the full professorships. White males and females make up 91 percent of the full professorate category and 81 percent of all faculty members. Women represent 42 percent of the entire faculty. Historically Underrepresented Minorities (HURMs)⁴ make up less than one percent of the full professor category.

A review of faculty hiring data from 2005-09 as shown in Table 4 reveals that faculty diversity remains largely unchanged for the past five years and trend data suggest uneven progress for at least the past decade. There have been issues of gender and racial/ethnic equity apparent in tenure/tenure track position data from this time period as well.

In 2005-06 there were 4405 applicants in all schools for tenure/tenure track faculty positions. Of that number 105 were hired. The racial/ethnic breakdown of the hires, which was 83 White, 2 African American, 3 Hispanic, 1 American Indian and 16 Asian American, is shown in Table 4. As the table indicates there is a significant difference in the percentages of racial/ethnic minorities versus Whites hired in this category—tenure/tenure track faculty, when compared to both the SPA and EPA non-faculty categories, this pattern is also reflected in gender disparities in faculty hires when compared with male/female ratios in SPA and EPA non-faculty hires.

Of the 105 hires in 2005, 73 (70 percent) were male and 32 (30 percent) were female. In 2006-07, 3,997 people applied for tenure/tenure track faculty positions and 89 were hired. Of those, 58 (65 percent) were male and 31 (35 percent) were female. In the ethnic and racial breakdown not much changed. The tenure/tenure/tracks hires were 59

Table 3: 2009 UNC Faculty by Rank, Gender, & Race/Ethnicity

Race and gender	Professor	Associate Professor	Assistant Professor	Fixed Term	Total
White					
Male	654	253	164	442	1,513
Female	209	160	131	600	1,100
African American					
Male	13	14	13	25	65
Female	10	21	18	43	92
American Indian					
Male	1	2	4	1	8
Female	0	1	2	2	5
Asian American					
Male	39	41	42	84	206
Female	7	18	21	69	115
Hispanic					
Male	8	7	17	26	58
Female	7	5	10	32	54
Other					
Male	0	0	1	4	5
Female	0	0	2	0	2
Total Faculty					3,223

Data source: Office of Institutional Research and Assessment

Table 4: Tenure/Tenure Track Faculty Hires vs. Applicants, 2005-09

Year	Applicants/Hires	Male	Female	Unknown Gender	White	Minority	Unknown Race	African American	Hispanic	Asian	American Indian	Other Minority	Total
2005-06	Applicants	2604	1362	439	1197	639	2569	55	65	499	20	-	4405
	Hires	73 (70%)	32 (30%)	-	83 (79%)	22 (21%)	-	2 (2%)	3 (3%)	16 (15%)	1 (1%)	-	105
2006-07	Applicants	2334	1315	348	1236	662	2099	77	142	431	9	-	3997
	Hires	58 (65%)	31 (35%)	-	59 (66%)	30 (34%)	-	7 (8%)	3 (3%)	20 (23%)	-	-	89
2007-08	Applicants	4339	2088	874	2508	1263	3530	194	186	865	17	1	7301
	Hires	88 (60%)	58 (40%)	-	118 (81%)	28 (19%)	-	7 (5%)	4 (3%)	16 (11%)	-	1 (<1%)	146
2008-09	Applicants	2564	1350	533	1908	989	1550	165	131	634	11	48	4447
	Hires	70 (65%)	37 (35%)	107	84 (79%)	23 (21%)	-	4 (4%)	3 (3%)	15 (14%)	1 (<1%)	-	107

Data Source: EEO/ADA Office. This table does not include people hired as a result of special search,

⁴ Historically Underrepresented Minorities: African Americans, Hispanics, American Indians

(66 percent) White, 7 (8 percent) African American, 3 (3 percent) Hispanic and 20 (23 percent) Asian.

There were 7,301 applicants for tenure/tenure track positions in 2007-08, with 146 hires. Women made up 58 (40 percent) of those hires with men accounting for 88 (60 percent) of the hires. In the area of ethnic/racial diversity 118 (81 percent) of the hires were White, 7 (5 percent) were African American, 4 (3 percent) Hispanic, 16 (6 percent) Asian and none were American Indian.

In 2008-09 there were 4,447 applicants, 107 hires. In this period we see males accounting for 70 (65 percent) of the hires and female constituting 37 (35 percent) of the total, indicating continued gender disparity. In the area of ethnic/racial diversity there was no significant change.

In the category of historically underrepresented minorities the hiring patterns from 2006-09 show an essentially flat line in faculty hiring with less than a four percent variation except for the 06-07 statistics when only 89 tenure/tenure track faculty were hired. This year also accounts for the only time in the period where the number of HURMs hired reached more than 10 percent of the total hires.

The challenges of faculty diversity, particularly racial/ethnic diversity as demonstrated by the above charts, has been one of the most difficult issues impacting Goal 2, followed closely by challenges in gender equity. Not surprisingly several academic units have identified diversifying their faculties as a goal and have reported varying outcomes as a result of their efforts to achieve faculty diversity.

Actions Reported to Achieve Faculty Diversity

School of Social Work

SSW voted to create a new committee to identify and address strategies for recruiting and retaining faculty of diverse backgrounds. The dean agreed to make this a standing committee to help fulfill the service requirement of faculty members. At their monthly faculty meeting, small groups were formed to brainstorm ideas for identifying and recruiting applicants for ongoing and future searches for both clinical and tenure-track faculty positions. Three endowed professors each committed \$2,000 from their discretionary funds to support the committee's activities.

University Counsel

University Counsel reviewed and advised on the proposed online Search Committee training offered through the EEO/ADA Office.

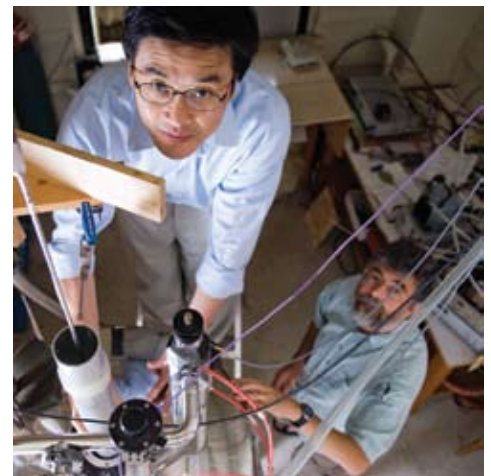
Associate Provost for Academic Initiatives

Centers with diverse staff, students, and faculty affiliates have maintained or increased their diversity, e.g., the faculty in the Center for Developmental Science has achieved what it considers to be a critical mass of diverse faculty affiliates, including those who are Executive Team members, which facilitates the further recruitment of minority faculty and students.

Kenan-Flagler Business School

The School compared the total number of tenure/tenure-track faculty recruited and hired from identified underrepresented populations (e.g., international, people of color, female) comparing 2008 to 2009. The number of faculty hired was significantly lower in 2009 (3 com-

In Table 4, it should be noted that there are limitations that need to be clearly stated. These are data for tenure/tenure track hires only and do not include fixed-term hires. Also, applicants are not required to report their race/ethnicity or gender. This results in large numbers of applicants in the "Unknown Gender" and "Unknown Race" columns. Large numbers of unknown race and gender pose a problem in clearly defining the applicant pool and severely limits inferences about hiring outcomes. Knowing more about the applicant pool would help provide insights to search committees and would help clarify outcomes.



pared to 11 the previous year). The number of female faculty hired in 2009 was 1 (33 percent) compared to 3 (27 percent) in 2008. The number of international faculty hired in 2009 was 1 (25 percent), also 1 female, compared to 3 (27 percent) in 2008 (two of whom were female). For 2008-09, there were 263 tenure/tenure-track faculty applicants; 191 males, 62 females, 10 unknown; 126 White, 7 African American, 6 Hispanic, 76 Asian, 1 American Indian, 28 unknown. The school hired 42 males, 2 females; 1 was international, no people of color.

College of Arts and Sciences

“We decided we wanted to increase the ethnic and racial diversity of both faculty and graduate students,” said Professor Vonnie McLloyd. “We focused on faculty diversity first because it is not easy to attract minority students if you don’t have faculty diversity.”

Gillings School of Global Public Health

Several SPH hires and promotions of minorities were reported. The Department of Environmental Sciences and Engineering (ESE) hired a Hispanic faculty member. The Department, which has a long history of underrepresentation of women faculty, hired a woman as visiting assistant professor in May 2009, and she became tenure-track assistant professor January 1, 2010. They were pleased to receive support from the Provost’s Office to recruit a very strong African American faculty member to Epidemiology whose diversity includes not only race, but background and interests. Epidemiology promoted a Latina faculty member to Associate Chair.

EEO/ADA

The office implemented a revised faculty recruitment system. Significant changes were made in their web site redesign. The new format makes the site more visually attractive, thereby increasing user friendliness and making it easier to navigate. The application functions were enhanced to make it easier for applicants to find and apply for open faculty positions (e.g. “Friendly” Web link/URL, “Quick Apply” feature and Departmental Contact Information). In addition an “Online training module for Search Committees” was developed. The program was implemented on February 29, 2010. The module provides valuable information, helpful advice, and proven techniques to enable search committees to run more efficiently. The focus of the training is on attracting, hiring and retaining diverse faculty and staff. Over the summer along with the vice chancellor for human resources meetings were held with all deans and vice chancellors; provided availability analysis, workforce composition and applicant/hiring data for their unit; discussed areas of concern and opportunities for improvements.

Journalism and Mass Communication (JOMC)

JOMC reported being cognizant of the need to continually plan, assess, and take action on diversity hiring opportunities when they arise. An African American male was hired in 2008 with a delayed appointment to teach visual communication courses starting in fall 2010. An African American female and alumna of the School was recruited as an adjunct professor in 2008 and later hired full-time, under the Targeted Hiring Program. She began teaching mass communication and diversity courses in the tenure track in January 2010. In December 2009 the School hired a Pacific Islander and doctoral candidate, to teach in the research tenure track beginning in July 2010.

School of Law

The School hired seven new faculty members for the 2009-10 academic year, including an openly gay Asian American male, another openly gay White male, and three White women. They hired as staff an Asian American woman, three African American women, one openly gay White woman, and another White woman.

School of Nursing

The School achieved another historical milestone with the successful promotion of the director of the Office of Multicultural Affairs to the rank of Clinical Professor in the School of Nursing. This is the first faculty member of color at this rank across all three missions of the school.

Office of the Vice Chancellor for Research and Economic Development (OVCRED) and the Carolina Postdoctoral Program for Faculty Diversity (CPPFD)

These units reported that the CPPFD secured two additional postdoctoral scholar positions for a period of two years. The positions will be funded by OVCRED and the Provost's Office. OVCRED continues to receive positive comments about the CPPFD from current and past postdoctoral scholars. Most importantly CPPFD scholars are joining the Carolina faculty. As of this report, 27 of these scholars have transitioned to the Carolina faculty.

CPPFD Historical Data

139 Scholars participated the program since inception

116 Scholars teaching at a university

27 are currently faculty at UNC

College of Arts and Sciences

The College continues to focus on increasing diversity in faculty hiring, with an emphasis on the tenured and tenure-track faculty. The percentage of women in tenure/tenure-track faculty positions effective July 2009 was 31.5 percent, continuing a steady increasing trend from July 2006, when it was 28.9 percent. This reflects a 2.6 percent increase over three years, and a 0.9 percent increase over last year. For minority faculty members the percentage effective July 2009 was 19.9 percent, also reflecting a continuing upward trend from July 2006, when it was 16.7 percent. This reflects a 3.2 percent increase over three years, and a 1.1 percent increase over last year. The College hired 36 new tenure/tenure-track faculty for 2009-10. This number is lower than in 2008-09 due to the economic situation; of the 36 hired, 16 (44.4 percent) come from underrepresented populations. Of these, three are African American (8.3 percent), five are Hispanic (13.9 percent), three are American Indian or American Indian/Alaskan Native (8.3 percent), and five are Asian/Pacific Islanders (13.9 percent). New faculty members include 13 women (36.1 percent), of which seven (19.4 percent) also represent underrepresented minorities. The dean's office worked successfully last year with four departments (Anthropology, Geography, History, and Psychology) on the Provost's Target of Opportunity Diversity Initiative on faculty hiring, leading to six successful hires (16.7 percent of all hires last year), with two each in Anthropology and Psychology, and one each in the other departments. This year (2009-10) six offers have been made to prospective candidates through this initiative. Two candidates have accepted positions (in English and in History) and one offer was declined. The others are pending. The College strongly supports continuation of the Target of Opportunity program. The College also hired ten faculty members from underrepresented populations last year through the regular search process, representing 27.8 percent of all hires. These hires were made in the following departments: Anthropology, Art, City & Regional Planning, Exercise & Sports Science, History, Political Science, Romance Languages, Sociology (two), and Statistics. The WOWS Scholars (Working on Women in Science) worked with several departments in the sciences with the goal of increasing the number of women who apply for and are interviewed for faculty positions.



Gender and Racial Diversity within Carolina's Leadership

Beginning with this report, we are providing data and commentary on the gender and racial/ethnic diversity of the University's leadership ranks. This includes: vice chancellors, associate vice chancellors, associate provosts, deans, and associate deans. (For data, see Table 6 to the right.) In Table 5 below we have also provided data on gender and racial/ethnic diversity of the leadership ranks (deans' office senior leadership team, chairs, and other department heads) within the College of Arts and Sciences.

From 2005 to 2010 the number of vice chancellors increased from 6 to 8. In 2005, women accounted for 50 percent of the vice chancellor cohort. In 2010, of the eight vice chancellors three (37.5%) are women, and one (12.5 percent) is a racial/ethnic minority. One male vice chancellor is also a racial/ethnic minority. In 2005, there was no racial/ethnic diversity within the vice chancellor cohort.

Among deans, women have constituted slightly more than one-third of the deans from 2005-09, with the exception of 2008 when women constituted fifty percent of the deanships. At the associate vice chancellor, associate provost and associate dean levels, White women have consistently fared better as a percentage of the leadership groups. Among associate vice chancellors, White women have essentially achieved parity, and among associate provosts, women have held a majority of the positions since 2005. Among associate deans, women have moved from 38.8 percent of the cohort in 2005 to 51.7 percent of the cohort in 2010.

Racial/ethnic diversity progress has been uneven from 2005 through 2010. Among vice chancellors, the racial/ethnic diversity increased with two appointments over the last two years.

The greatest level of racial/ethnic diversity among these groups is within the ranks of associate provosts. At the associate deans level, there has been a decline in the percentage of African American associate deans from 11 percent in 2005 to 6.8 percent in 2009. Asian Americans have grown from 1.4 percent to 3.4 percent of the total associate deans in the same time period, although no Asian American women have been appointed associate dean. Between 2005 and 2009, there have not been any deans appointed who represented racial/ethnic diversity.

The College of Arts and Sciences

In the College of Arts and Sciences (see Table 5), women constitute nearly fifty percent of the senior leadership of the College. Among department chairs, the percentage of women has remained virtually unchanged for the past five years. The percentage of women serving as department heads in the College has increased from 27.3 percent in 2005 to 35 percent in 2010. The percentage of minority department chairs has remained virtually unchanged from 2005 (6.7 percent) to 2009 (6.8 percent). Among other department heads in the College, the percentage of minority department heads has decreased significantly from 18.2 percent in 2005 to 10 percent in 2009.

Table 5: Gender and Racial Diversity of Chairs, Department Heads and Senior Leadership—College of Arts and Sciences

		Female		Minority	
		N	%	N	%
Chairs	2007-08	8	17.8	3	6.7
	2008-09	7	15.9	4	9.1
	2009-10	9	20.5	3	6.8
	Current	8	18.2	3	6.8
Other Department Heads	2007-08	6	27.3	4	18.2
	2008-09	6	27.3	4	18.2
	2009-10	7	35.0	3	15.0
	Current	7	35.0	2	10.0
Dean's Office Senior Leadership Team	2007-08	4	44.4	-	-
	2008-09	4	50.0	-	-
	2009-10	4	50.0	-	-
	Current	4	50.0	-	-
Total of categories	2007-08	18	23.7	7	9.2
	2008-09	17	23.0	8	10.8
	2009-10	20	27.8	6	8.3
	Current	19	26.4	5	6.9

Table 6: University Leadership by Gender & Race/Ethnicity

		White				African-American				American Indian				Asian				Hispanic				Other			
		Male		Female		Male		Female		Male		Female		Male		Female		Male		Female		Male		Female	
		N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%		
Vice Chancellors	2005	3	50.0	3	50.0	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
	2006	3	60.0	2	40.0	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
	2007	4	66.7	2	33.3	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
	2008	5	71.4	2	28.6	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
	2009	4	57.1	2	28.6	-	-	1	14.3	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
	2010	4	50.0	2	25.0	1	12.5	1	12.5	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Associate Vice Chancellors	2005	9	47.4	9	47.4	-	-	1	5.3	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
	2006	9	47.4	9	47.4	-	-	1	5.3	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
	2007	9	47.4	8	42.1	-	-	2	10.5	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
	2008	10	52.6	7	36.8	-	-	2	10.5	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
	2009	7	46.7	7	46.7	-	-	1	6.7	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
	2010	7	46.7	7	46.7	-	-	1	6.7	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Associate Provosts	2005	2	28.6	3	42.9	1	14.3	1	14.3	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
	2006	2	28.6	3	42.9	1	14.3	1	14.3	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
	2007	2	33.3	2	33.3	1	16.7	1	16.7	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
	2008	1	20.0	2	40.0	1	20.0	1	20.0	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
	2009	2	33.3	2	33.3	1	16.7	1	16.7	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
	2010	2	33.3	2	33.3	1	16.7	1	16.7	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Deans	2005	7	63.6	4	36.4	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
	2006	7	63.6	4	36.4	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
	2007	7	58.3	5	41.7	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
	2008	5	50.0	5	50.0	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
	2009	8	61.5	5	38.5	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
	2010	8	61.5	5	38.5	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Associate Deans	2005	35	47.9	28	38.4	2	2.7	6	8.2	-	-	-	-	1	1.4	-	-	-	1	1.4	-	-	-	-	
	2006	27	46.6	23	39.7	1	1.7	5	8.6	-	-	-	-	1	1.7	-	-	-	1	1.7	-	-	-	-	
	2007	24	51.1	20	42.6	1	2.1	1	2.1	-	-	-	-	1	2.1	-	-	-	-	-	-	-	-	-	
	2008	12	42.9	12	42.9	2	7.1	1	3.6	-	-	-	-	1	3.6	-	-	-	-	-	-	-	-	-	
	2009	11	37.9	15	51.7	1	3.4	1	3.4	-	-	-	-	1	3.4	-	-	-	-	-	-	-	-	-	
	2010	11	37.9	15	51.7	1	3.4	1	3.4	-	-	-	-	1	3.4	-	-	-	-	-	-	-	-	-	



Recruiting the Next Generation of Pharmacy Leaders

In order to demonstrate their strong commitment to an inclusive educational environment, the UNC Eshelman School of Pharmacy created the School's Office of Recruitment and Diversity Initiatives. In April of 2007 Carla White-Harris became the Office's director among her many responsibilities were the design, development, implementation and monitoring of the School's recruitment programs. Her strong campus-wide presence through membership in the Black Faculty and Staff Caucus and the Diversity Education Team—in addition to serving on the North Carolina Health Careers Evaluation Committee and the North Carolina Conference for Health Professions Diversity Planning Committee—helped her create the network she would need to succeed in her position.

“When I began as the director of recruitment and diversity initiatives, I dedicated a significant part of the first year to building relationships and partnerships. Those efforts have positioned us well for recruitment requests. We have transitioned from knocking on doors to being invited to provide presentations, facilitate group discussions, and participate at career fairs at high schools and colleges across the state. We've even had requests from middle schools. In one week, I was at NC A&T, NCCU, NC State, West Charlotte High School, and UNC Pembroke.”

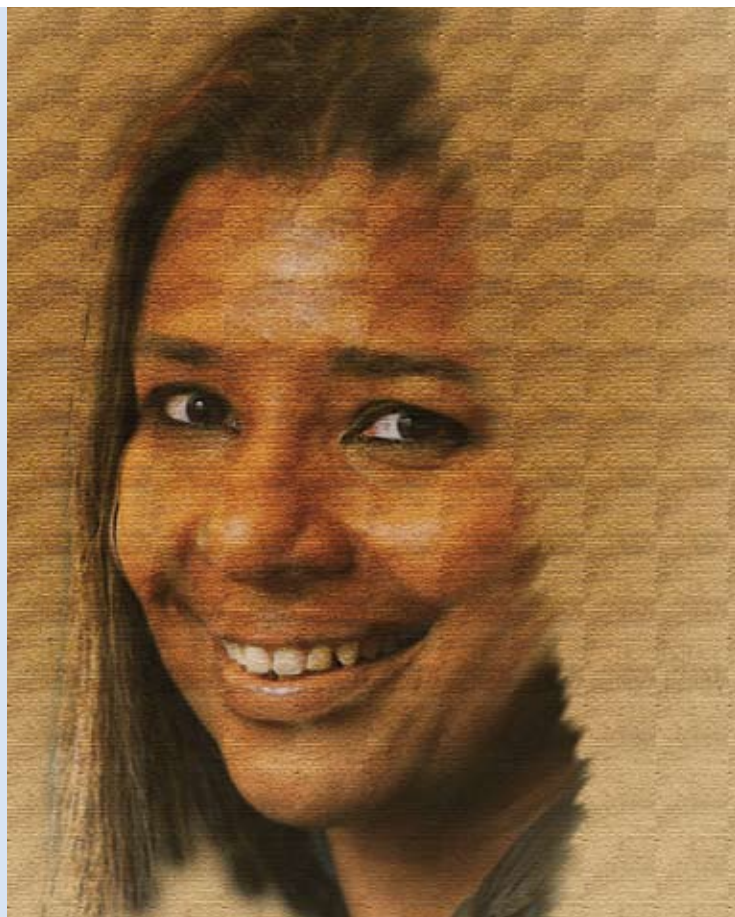
The hard work and strong commitment paid off in 2008 when the School received the North Carolina Health Careers Access Program Cecil G. Sheps Leadership Award for its efforts to increase diversity. By the end of the 2008-09 reporting year the percentage of African American applicants increased from 9 percent to 11 percent, and the percentage of African Americans admitted increased from 4 percent to 7 percent. The percentage of Hispanic applicants increased from 3 percent to 5 percent. The percentage of Hispanic students admitted remained at 2 percent.

One of the most successful recruitment tools for the School was a video that after two years on YouTube is now the fifth-most-viewed video on the UNC-Chapel Hill channel with more than 22,200 views. “The minority recruitment video was an amazing project that evolved from a grant we received in 2006,” says White-Harris. “This was one of the most innovative and fulfilling professional experiences that I've had. It was hard work; however it is absolutely fabulous to see a product evolve that would serve the School, University, and community so well over a sustained period of time.”

Taking the LEAD

In the 2009-10 reporting year Ms. White-Harris continued her innovative efforts, launching two new programs: The UNC Leadership Excellence and Development (LEAD) Programs, and College Campus Tours. The Campus Tours target minority and underserved institutions and are coordinated with annual events held campus wide.

The LEAD programs are geared toward preparing underserved and underrepresented students for a career in pharmacy and allow students to meet and build relationships with pharmacy leaders, teaches them how to improve their performance on admissions tests, and prepares them to be successful applicants. “The



LEAD programs are truly one of a kind because of all the facets to which participants are exposed. This is just year two for us,” says White-Harris, “and we will have approximately one hundred participants for each program. We have good distribution from across the state and from out of state as well.”

The Pharmacy Recruitment Ambassador Program—consisting of more than 100 members: professional and graduate students, faculty, and alumni—sustains strong partnerships that have been established with HBCUs, UNC Pembroke, high schools, the Area Health Education Centers, and other programs geared toward reaching minority and underserved students

When asked why diversity is relevant to careers in pharmacy, White-Harris responded, “Pharmacists serve people from all walks of life. A diverse educational environment prepares students for a diverse patient population. The United States Census Bureau reports that minority groups make up one third of the US population and that minorities could be the majority by 2042.”

Successes and Challenges

The School of Pharmacy has made great strides. In terms of outreach, however there are still challenges in the preparation of underserved students. “If we want real progress,” says White-Harris, “we have to close the achievement gap that exists in primary and secondary education. It is imperative that all students be provided with the same level of access to strong educational opportunities. Many students are still simply not prepared to compete.”

Commitment, Diversity Education & Climate

GOALS 1, 3, & 4

Commitment, diversity education and climate are all integrally linked. Goal 1, which deals with public acknowledgement of the University's commitment to diversity is, in essence, a climate issue. The same can be said of Goal 3, which calls for effective, engaging diversity education opportunities, and Goal 4 which is specifically about the creation of a climate where campus community members are able to learn from and interact with each other. It is impossible to separate the three completely as each is dependent in some way on the other. The same can be said, of course, for Goal 2. Without a diverse faculty, staff and student body the other goals could not be achieved, or would be much more difficult to achieve.

Twenty-four of the 32 reporting units (75 percent) indicated they had identified Goal 1 as a priority for 2009-10. For Goal 3, 23 of 32 or 72 percent of the units said they were going to work on diversity education. Goal 4 was the second most popular goal, trailing only Goal 2, with 27 of 32 units or 84 percent, identifying it as a priority. The popularity of Goal 4 is not surprising since it deals with climate. There seems to be a good understanding of the importance of climate issues in recruiting, retention and quality of experience for faculty, staff and students. Assessments of climate and initiatives to address climate issues are increasingly reflected in the diversity plan reports. It will be interesting to see if the programs and assessments have an impact on climate issues in the future and how that will be evaluated.

Actions Reported to Publicize Commitment to Diversity

Goal 1

The actions and priorities expressed for Goal 1 crossed a broad gamut, from up-dating print materials and web sites to creating new diversity mission statements.

College of Arts and Sciences

The College increased the number of departments that publish a commitment to diversity on their web sites. The College also increased the number of larger departments that have special committees dealing specifically with issues of faculty and graduate student diversity.

School of Social Work

SSW finalized its Diversity Commitment Statement and include this statement in all recruitment, orientation, and informational materials.

Associate Provost for Academic Initiatives

The Friday Center for Continuing Education has been engaged in a "stories project" to identify students, participants, and clients—a diverse group of people from all walks of life—whose lives have been changed through Friday Center programs. These stories are featured on the Center's web site, in publications and in advertisements.

Office of University Counsel

University Counsel assisted other campus units in their efforts to clearly define and implement the University's commitment to diversity.

Section 2

University Advancement Publicizes a Commitment to Diversity

“We launched the University's statewide marketing effort, one.unc.edu, with stories that include an emphasis on diversity. The concept is that one person's work at Carolina can reach and improve the lives of thousands of others across North Carolina.”

University Development

The Development Office communicated with the University's key audiences in ways that reflect the high priority that Chancellor Thorp and other senior leaders have placed on successfully implementing the plan; promoted programs and initiatives that help reinforce key messages about the University's commitment to accessibility and affordability—those included the Carolina Covenant, C-STEP, or Carolina Student Transfer Excellence Program, and the Carolina Advising Corps.

Center for Global Initiatives

CGI increased awareness of our diversity values and vision to the public; defined and communicated the significance of diversity.

School of Dentistry

The School developed and participated in diversity-related conferences, training sessions and outreach programs; employed best practices related to diversity; publicized its diversity commitment in “Carolina 2010: The School of Dentistry Academic Plan” and through its web site.

Equal Opportunity/ADA Office

The office included the University's commitment to diversity and equal opportunity in communication material generated from the office and on the web page.

Diversity and Multicultural Affairs

DMA represented Carolina at various regional and national conferences, including presentations on the Diversity Plan. The office widely disseminated the annual *University Diversity Plan Report*.

University Library

The library targeted communications to underrepresented communities; broadened connection to underrepresented communities.

Division of Finance and Administration

The division reflected diversity values in Campus Services' open position advertisements and communicated its commitment to diversity.

School of Law

The Law School continued affirmative efforts to promote diversity in principle and in practice in its hiring of faculty and staff, its recruitment of students, its programming, and its alumni and public service outreach.

Office of Human Resources

Human Resources enhanced their recruitment, employment, and orientation materials to ensure the University's commitment to diversity and equal employment opportunity is appropriately reflected. The office also better informed the University's management regarding diversity issues within their departments/divisions.

Research and Economic Development

Units reporting to the Office of the Vice Chancellor for Research and Economic Development are committed to encourage women and minority populations to apply for open positions within their departments. The units also include considerations for employee diversity when making human resource decisions. The Office of Information and Communication enhances diversity by portraying in the pages of its magazine *Endeavors* a University that promotes diversity among its faculty and students and addresses issues of diversity in its scholarship and research.



Office of Scholarships & Student Aid

The Office continued to communicate the availability of need-based aid, the Carolina Covenant, C-Step and NCAC to neighborhoods, schools, churches, and communities. They continued to recruit and retain a diverse staff and encouraged diversity training among all staff.

Actions Reported to Offer Diversity Training and Education

Goal 3

Most units and schools interpreted this goal as referring to specific on-campus diversity education or training, some units, however reported recruiting efforts, diversifying the curriculum or alliances with HBCUs or other minority focused entities. The examples, some of which are listed below, therefore, tended to be diverse.

College of Arts and Sciences

The college continued to encourage a wide array of undergraduate and graduate-level courses that address issues of diversity. They held advising activities, events and seminars related to diversity.

School of Social Work

The School made its diversity-focused training events, research findings, and course content widely available to the larger University community.

Department of Athletics

The Department provided diversity education and training.

Office of the Executive Director for the Arts

The Office collaborated with different organizations to present a series of artist lectures that sparked conversation about diversity-related matters amongst students, faculty, staff, the community, and artists.

School of Dentistry

Dentistry provided courses to students that include content directly pertaining to diversity education. They provided diversity-related training and workshops for employees, including HR staff. The School provided outreach programs for students to serve underserved populations, and increased funding for cultural events during African American History Month as well as for the Hispanic Dental Association.

Gillings School of Global Public Health

Public Health insured that students are knowledgeable about the existence of, reasons for, and approaches to eliminate health disparities.

University Library

The Library continued to offer ongoing diversity training, emphasizing that diversity training should be a priority for all library employees and offered diversity-related public programming.

Diversity and Multicultural Affairs

Dr. Newsom taught two classes for Human Resources: Diversity in the Workplace for Employees and Diversity in the Workplace for Supervisors. She coordinated the Diversity Education Team made up of faculty and staff to provide diversity education sessions for the campus

Defining Diversity at the School of Social Work

“At UNC’s School of Social Work, we recognize and value the unique characteristics that exist across individuals, communities and cultures. Furthermore, our students, faculty and staff are committed to creating a learning and teaching environment where an individual’s age, gender, race, social class, disability, nationality, ethnicity, sexual orientation, or religion are viewed as vital strengths and assets that contribute to the overall educational fabric of our campus and to society as a whole.”

community. DMA provided diversity classes/presentations for various University units and co-directed the Summer Research Video Conference on Minority Health Disparities. Dr. Newsom taught 10 sessions of Diversity in the Workplace for the Department of Public Service.

Division of Finance and Administration

The Finance Division continued to stress diversity education through diversity training. They provided diversity training for all supervisors in Campus Services and continually worked with the United Minority Contractors, State HUB Office, and the Carolina Association of General Contractors to identify and assist with the critical training areas for all minority businesses.

Health Sciences Library

This unit created and sustained a safe, respectful, open, and welcoming climate for all persons and provided opportunities to raise awareness and better understand diversity issues.

School of Information & Library Science

SILS increased faculty awareness of the importance of diversity within the department. Progress was made toward its enhancement and development of strategies for improvement; included diversity education when hosting national audiences.

School of Journalism and Mass Communication

The School informed faculty and staff of opportunities to participate in diversity training and continued to offer Spanish speaking courses to faculty and staff.

Office of Human Resources

OHR incorporated content into the EPA non-faculty classroom training curriculum which highlights equal opportunity responsibilities of departmental hiring units and which complements training on the University's equal opportunity policies and procedures offered by the EEO Office. They continued to utilize these training opportunities to highlight University diversity and EEO goals and responsibilities of employing units. The Office continued to monitor the progress of the Benefits and Employee Services staff toward completion of the OHR Diversity Certificate Track over four fiscal years and incorporated diversity into the Training and Talent Development Department's new Learning Modules. They revised the University's orientation program to ensure that diversity education is included and collaborated with the EEO Office to provide training to all Employment and Staffing Specialists to increase awareness of departmental action plans when hiring.

Eshelman School of Pharmacy

The Pharmacy School sought and created opportunities for cultural competence exposure for students, faculty, and staff.

Research and Economic Development

This department focused on the Institute on Aging (IOA) to achieve this goal. The IOA researched training of junior faculty through the National Institute on Aging K-07 Award, "Closing the Gap on Minority Aging and Health Research" and continues the Ethnicity, Culture, Race and Aging (ECRA) seminar series. Also, its unit, The Office of Information and Communication, increased training for faculty, post docs, and students seeking grant funding for diversity studies.

Office of Scholarships & Student Aid

The Office encouraged diversity training among all staff and included diversity workshops in the work plans of those working in the Client Services Unit. They also encouraged involvement in diversity-related initiatives on or off-campus.

School of Education

The School ran workshops on minority issues in the Teaching Fellows program and placed emphasis on recruitment of minority students.

School of Government

For MPA students, the School maintained and improved programs that increase understanding of diversity including a presentation by Diversity and Multicultural Affairs staff. For public official clients, they maintained and increased programs that help public officials understand diversity and provide high quality advising about diversity issues. For School faculty and staff, the School provided opportunities to improve knowledge about diversity.

Associate Provost for Academic Initiatives

Participants “paid it forward” by training additional colleagues (e.g., some participants in a teacher training workshop sponsored by the American Indian Center went on to train their colleagues in K-12 schools). Six managers and employees from the Institute for the Environment participated in diversity training sponsored by the Office of Diversity and Multicultural Affairs.

Division of Student Affairs

The Division continued to provide diversity training programs to student leaders and dedicated a staff person and a divisional diversity working group to this initiative/goal.

Office of Scholarships & Student Aid

The Office continued to recruit and retain a diverse staff and encouraged diversity training among all staff. They included diversity workshops in the work plans of those working in the Client Services Unit and encouraged involvement in diversity-related initiatives on or off-campus.

Actions Reported to Achieve an Inclusive Climate

Goal 4

The interpretation of Goal 4 varied. Some saw it as a call to have specific opportunities for cross-cultural communication, others saw it as a broader issue, one which deals with climate holistically, beyond discussion. As a result, the actions taken in addressing this goal varied widely. They included:

College of Arts and Sciences

The College continued to encourage a wide array of undergraduate and graduate-level courses that address issues of diversity. They also held advising activities, events, or seminars related to diversity.

School of Social Work

The School ensured that its faculty members have the skills, tools, and resources to create and sustain a classroom climate where respectful discussions of diversity are encouraged.

Department of Athletics

The department held open discussions and elicited feedback on issues relating to diversity.

Office of the Executive Director for the Arts

The Office facilitated the 2009-10 Carolina Creative Campus—a year-long, cross campus conversation on a major topic. Carolina Creative Campus engages a range of academic de-

Office of the Executive Director for the Arts

“We believe the arts are one of the most effective ways to both celebrate and share the differences of all members of our community.”

partments and units to be involved in these conversations in relation to the year-long, cross-group learning, research, and teaching around these important issues.

Center for Global Initiatives

CGI increased awareness of diversity processes and policies. They created opportunities for cross cultural learning.

Equal Opportunity/ADA Office

The Office provided more in-person training on harassment and discrimination prevention. The Equal Opportunity Plan and Employment Review reports were updated and placed on their web site. The policies on non-discrimination and prohibited harassment and discrimination were disseminated via a memo from the chancellor on September 14, 2009. A policy on Reasonable Accommodations in Employment was completed and disseminated to the University community on November 6, 2009. The policy reaffirms the University's commitment to equal opportunity in all aspects of employment for individuals with a disability and describes the process for requesting an accommodation under the Americans with Disability Act (ADA). An Accessibility Map committee was formed to develop a map of the accessible entrances for buildings on campus. They re-surveyed all employees to collect race and ethnicity information using the revised race and ethnicity categories adopted by the federal government.

University Library

The Library partnered with HBCU libraries to increase access to African American archival resources. They continued library administrative travel funding on a regular basis for at least one staff member to attend a major library diversity conference with the expectation that the individual will make a presentation about the conference to library staff.

Diversity and Multicultural Affairs

Through the Diversity Education Team, DMA provided film screening of documentaries on various diversity topics and led discussions of the films afterward for faculty, staff, and students. They also implemented Diversity 201, a discussion group that is conducted around a selected reading on a diversity topic.

Division of Finance and Administration

The Division continued to hold diversity programs sponsored by the Finance Diversity Committee three times per year. They also provided opportunities for diverse group interaction.

School of Information & Library Science

The School examined the cultural climate within SILS with an aim to improve it.

School of Law

The Law School hosted a minority alumni breakfast as part of its annual Law Alumni Weekend. They sponsored a table and sent representatives to the 2009 Light on the Hill Banquet, and co-sponsored the Minority Health Conference convened by the Gillings School of Global Public Health.

Office of Human Resources

OHR continued to ensure that due consideration is given to adverse impact and equal opportunity issues that may be directly relevant to personnel issues that may present. This included close coordination with the EEO Office on issues which may require intervention or which would benefit from ensuring heightened awareness of diversity/EEO issues by relevant

University Counsel

“Our office can be of great value in assisting units to better understand the legal parameters of diversity in higher education and partnering with them to achieve their diversity goals.”

departmental management. They created, sustained, and promoted a climate in OHR in which respectful and engaged discourse around diversity issues is encouraged.

School of Nursing

Three cultural coaches work with Asian, African American and male nursing students to provide nurturing, mentoring, and support. Throughout the semester, the coaches held sessions with these students to discuss issues students might face being in a majority institution. In addition, constant contact between the coaches and students was maintained via e-mail and, when necessary, tutoring sessions were held. Attendance records at all events were kept. Dr. Edward Halloran, the male cultural coach, was elected as president of the American Assembly of Men in Nursing and took four men with him to their annual meeting. Two Asian Visiting Scholars spent time with the School in 2009. All coaches made presentations nationally and internationally, conducted research, and contributed to the scholarship of diversity through writing articles and book chapters for publication.

University Registrar

The unit continued to promote open discussion on diversity topics through Office of the University Registrar (OUR) Staff Development Committee programs including a presentation by Diversity and Multicultural Affairs staff.

Research and Economic Development

The department focused on the Frank Porter Graham Child Development Institute to meet the goal. Their aim was to continue their Race, Culture, and Ethnicity Committee (R.A.C.E.) a diverse core group of people recognizing the need to focus on issues of race and ethnicity. The major goals of this committee are to elevate awareness, promote dialogue, ensure a positive and sensitive work climate, and develop culturally responsive research. In addition, the Office of Postdoctoral Affairs enhanced resources for postdoctoral scholars and faculty mentors to assist them on mentoring postdoctoral scholars across cultures.

School of Government

For Master of Public Administration students, the School maintained and improved programs that increase understanding of diversity and promote creating and sustaining a climate of respectful discussions of diversity. For public official clients, they maintained and increased programs that help public officials understand diversity and that promote creating and sustaining a climate of respectful discussions of diversity. For School faculty and staff, the School provided opportunities to improve knowledge about diversity and to learn about creating and sustaining a respectful climate on diversity.

Division of Student Affairs

The Division will identify a new initiative to provide on-going meaningful dialogue post Carolina United for students and will revitalize the Diversity Circles program. They will bring faculty and staff together to have outcome-driven conversations.

School of Medicine

The School developed new training programs specifically aimed at underrepresented minorities. They conducted discovery and action dialogue with students, faculty, and staff regarding the University's diversity report and actions that can be taken. In addition, they reported on efforts at the department's annual meeting of peer organizations, developed consensus on a diversity statement and publicizing it via annual reports and strategic plans, on web sites, in faculty meetings, and in recruitment of residents, faculty, and staff.



This goal was prioritized by 17 of the 32 reporting units, or 53 percent, the lowest percentage of all the goals. This is probably due, at least in part, to some misconceptions about what represents research in regards to diversity issues. It may also be due to the relatively common perception that diversity issues are not necessarily the stuff of good research projects or initiatives. Despite the growing body of knowledge and scholarship on a wide variety of diversity topics from micro-aggressions to unconscious biases or privilege, the concept of doing research on diversity has traditionally been viewed as one lacking academic rigor and substance. That is changing in many academic institutions. The research activities that were reported by the various units were varied.

Diversity and Multicultural Affairs

DMA implemented data collection and an analysis process for the Diversity Plan reports. They conducted an analysis of areas that reflect best practices. They also performed analysis of areas that need further attention and began data collection for an annual report to highlight the accomplishments and initiatives of the office. The Office began data collection and planning for the 2010 University Diversity Assessment.

Associate Provost for Academic Initiatives

Center for Developmental Science research initiatives lent support to the exploration of diversity issues and the involvement of underrepresented or underserved populations. These research projects have allowed for the participation of young minority investigators from such varied disciplines as anthropology, education, psychology, public health and sociology.

College of Arts and Sciences

The College maintained updated detailed information on the number of faculty members by rank and ethnic background in each of the academic departments and conducted a comprehensive web-based survey of the academic departments and units in the College.

School of Social Work

The School encouraged and provided support to faculty and students by engaging in a diversity-focused research agenda.

Eshelman School of Pharmacy

The School collected data to evaluate overall program progress.

Kenan-Flagler Business School

The Business School conducted a biennial diversity survey before the end of the 2009-10 academic year. To understand how they perform in relation to their peers, they used The Association to Advance Collegiate Schools of Business 2008-09 Business School Questionnaire data to compare ethnicity of Kenan-Flagler faculty to the mean for *Business Week's* 2008 Top 20 business schools that responded to the BSQ. The findings are shown in the table at right.

Center for Global Initiatives

In 2009, CGI employed Google analytics and recently added

Kenan-Flagler Business School Diversity Survey Results and Ranking

	Comparison Group Mean	Focus School Reported	Focus School Rank	N of Schools
Native American/Native Alaskan	0.2	1	2	12
Asian/Pacific Islander	13.0	10	6	14
Black, Non-Hispanic	2.3	1	4	14
Hispanic	2.4	1	5	14
White, Non-Hispanic	76.8	88	4	14
Race/Ethnicity Unknown	0.1	0	2	9
Host Country Total	94.6	101	5	14
Origin other than Host Country	13.2	15	3	11
Total	105.0	116	5	14

Data Source: Kenan-Flagler Business School

their Diversity statement to their web site. They plan on using the number of web site hits in 2010 as baseline data for showing an increase in awareness of their commitment to diversity.



Gillings School of Global Public Health

The School explored reasons why minority students accepted to the SPH do not choose to enroll. They asked each department to identify their top 10 applicants, indicate race and, to the extent possible, identify the reasons why some applicants chose not to enroll. While there were many reasons, a major factor affecting recruitment of top minority applicants is the availability of competitive scholarships.

Health Sciences Library

The Library assessed diversity climate at HSL, success in attracting diverse candidates, and how diversity may affect their ability to serve diverse users.

Office of Human Resources

OHR conducted further analysis of SPA compensation practices by EEO category and conducted analysis of all SPA layoffs.

Research and Economic Development

For the Center of Health Promotion and Disease Prevention, the Office provided leadership in the areas of community-based participatory research, research translation and dissemination, and community engagement with a focus on reducing health disparities. They provided leadership in the development of a “portal of connection” between the University and diverse North Carolina communities to facilitate the development of partnerships for conducting research that is responsive to community need and culture. They partnered with local, regional, and state organizations and agencies to assess research, translation, and dissemination needs and to begin to plan projects designed to address identified needs. The Office responded to funding opportunities that support research that addresses health disparities. For the Center for Aging and Diversity, they continued the research activities that focused on various diversity issues and health disparities across different cultures. They supported further research to advance the University’s commitment to diversity and to assess the ways in which diversity advances the University. For The Office of Postdoctoral Affairs, they collaborated with the School of Medicine, the Graduate School, and Diversity and Multicultural Affairs on research-based minority initiatives.

Office of Scholarships & Student Aid

The Office continued to assess and develop their financial aid programs and services.

School of Nursing

The School exposed faculty, staff, and students to diverse research scholars and continued to encourage and be actively engaged in research grants which focus on the reduction of health disparities.

School of Government

The School continued research and publication designed to improve knowledge about diversity among traditional public official clients.

Undergraduate Admissions

The Office surveyed students before and after an event (Carolina Firsts) to assess the impact of the the program on their beliefs about Carolina. They also tracked the yield of these students—that is, whether or not they eventually enrolled at Carolina.

Commentary, Analysis and Challenges

The 2009-10 unit diversity reports reveal several important trends. First, there was an increase in the number of standing committees established to address diversity in departments and schools. In the first two reporting cycles diversity actions and initiatives tended to be more short-term and initiated by ad hoc committees or individuals. In the latest reports an increased number of units reported the establishment of standing committees charged with addressing diversity.

Goal 2 remained a high priority for the majority of units and schools and there is evidence of a growing number of innovative and exciting initiatives to support this goal, particularly in the area of recruiting a diverse student body. New initiatives in student recruitment are being implemented frequently. As examples we can cite the Diversity Open House at the School of Social Work, the Gillings School of Global Public Health Open House for prospective graduate students, the Carolina Firsts initiative by Undergraduate Admissions and the LEAD program at the Eshelman School of Pharmacy. Several schools reported gains in their minority student numbers. There is a need for schools to make distinctions between the broad term “minority” and historically underrepresented minority (HURM) populations. Care must be taken and attention paid to disaggregating the student population demographics in order to determine if one or more populations are underrepresented in the overall increased racial/ethnic diversity of the student population.

The College of Arts and Sciences recorded a number of successful programs to celebrate diversity in undergraduate education and to help at-risk students. Among these are Summer Bridge, the Bounce Back Retention Program and the Academic Probation Intervention program. The Office of Undergraduate Education reported that its retention interventions helped seventy-five percent of participating students return to good academic standing and continue on their path to degree completion. It was further reported by the College that a significant portion of the students who have benefited from these retention programs are low income, first generation and/or from HURM populations.

Carolina Firsts, an organization for first generation college students created by the College's retention coordinator, shows a positive sign that the University recognizes that recruitment is only part of what is necessary to build a supportive climate for diverse communities. The real work is in providing support for academic success, and we can measure this success clearly when students attain their goal—graduation. This is especially true for populations like American Indian students where the loss of a few is magnified by small numbers. Another important change made in the College was the reorganization of the Office for Student Academic Success and Student Counseling. The Office has achieved some success by combining academic support programs with academic enhancement programs to improve HURM retention and graduation rates in the last year. Since retention is tied closely to Goal 4—climate—it is also possible that the initiatives mentioned in that section can be counted as retention efforts. The concept that one size does *not* fit all, and that specific populations may need unique support systems and programs should be encouraged. Covenant Scholars, for example, are provided with unique support systems, including mentoring, which has no doubt contributed to the success of that program.

Section 4

For this year's report, the examination of gender and racial diversity within Carolina's leadership was implemented due to the policy and management responsibilities inherent in these positions.

Utilizing the talents and skills of all Carolina faculty and staff is critical to our aspirations for an inclusive campus community. Diversity among the leadership ranks will help build a community that uses the best we have to offer.



Two programs (Athletics and Student Affairs) reported targeting staff diversity as a goal. There were other reports of increased diversity among staff in various units but these were not reported as being the result of specific initiatives. There were no reports of initiatives to retain diverse staff. As with the student body, recruiting and hiring a diverse staff is only one part of what is necessary to achieve diversity, they must also be retained. Opportunities to advance and more acknowledgement of value seem to be called for in order to accomplish this goal.

More emphasis needs to be placed on creating and maintaining an inclusive climate for all campus community members. In addition, some attention needs to be given to retaining current faculty, staff, and students. In far too many instances it seems that units have viewed recruitment as an end unto itself rather than the first step to maintaining a diverse body of faculty, staff, and students. In the area of faculty recruitment and retention considering the relatively unchanged racial/ethnic hires in the last four years as shown in Table 7, it would seem that more concentrated and purposeful efforts are needed to achieve the stated goal of faculty diversity.

The University commitment to diversity is widely stated on most web sites, print material and other media. Diversity education is available to all who want to attend classes, forums, lectures, panels and discussions. Besides Diversity and Multicultural Affairs and the Diversity Education Team, many units have diversity education sessions for their staff and faculty led by both on-campus and off campus facilitators. Many of these were cited in the submitted Diversity Reports from the units and schools (see Section 2). Most, if not all, of the opportunities are, however, voluntary and tend to be attended and taken advantage of by those who already have a good grounding in diversity issues. The University commitment to diversity, for example, does not extend to required orientation in diversity at Carolina for most faculty, staff or students.

Initiatives and programs in the area of climate (Goal 4) seemed to concentrate primarily on either surveying the target population or holding discussions. Some units and schools reported taking steps to address climate by having specific diversity materials displayed or hosting speakers on diversity subjects. (See Section 2 for examples). What seems to be missing, however, is a coherent examination of climate. For example, there were no results reported for the impact of most of the discussions and lectures and materials displayed on climate in the unit. In addition, the results that were shared from climate studies were not for the most part linked to any action generated in response to those results. To provide opportunities and then to not evaluate how many people took advantage of the opportunities, what they gained from the opportunity and how the opportunities can be offered to more people and made more effective is to presume providing opportunities is sufficient and that no assessment of results is necessary. All actions and efforts should include an objective, measurable, evaluation method that can permit the assessment of the efficacy of the action.

The completion of the 2010 Diversity Assessment conducted by Diversity and Multicultural Affairs with the assistance of Institutional Research will, no doubt, provide important data on climate, particularly when compared with the 2005 Diversity Assessment. Units and schools can still be encouraged, however, to examine climate in their respective areas and use their surveys to drive the establishment of goals and objectives with measurable outcomes for the unit.

In regard to Goal 5, research on diversity and diversity issues, the majority of research initiatives studied either climate or presence. While these issues are very important and should be the object of examination and research, they do not represent the entire focus of the goal and why it was established. Goal 5 was adopted by the Task Force primarily in response to

complaints by graduate students that they were being discouraged from engaging in scholarship that had a diversity topic as its subject. Reports of this practice have continued, primarily in anecdotal discussions, throughout the campus. Exceptions are the Schools of Government, Nursing and Social Work as well as the Frank Porter Graham Child Development Institute who have reported their encouragement of research on diversity related subjects.

Although there are great strides being made in incorporating diversity and the management of diversity issues into the fabric of many administrative and academic units, accountability remains a problem. A majority of the programs, initiatives and actions taken do not have measurable goals and objectives. In some cases goals and objectives are listed with metrics for evaluation that are not congruent. For example: “Inform our faculty and staff about diversity education opportunities” is not followed up with a survey of the faculty and staff to see if they took advantage of the opportunities, or if having taken advantage of the opportunities, they learned anything.

Recommendations

What continues to stand out most prominently is the challenge of increasing faculty racial/ethnic and gender diversity. While there are other areas that could bear both scrutiny and action, the inability of the University to achieve greater racial/ethnic and gender diversity in its faculty remains as the primary opportunity for improvement.

Table 7 shows the lack of progress with increasing the racial/ethnic diversity of the faculty from 1976 to the present, particularly for African Americans, Latinos and American Indians. African Americans, for example accounted for 2.7 percent of faculty in 1976, thirty years later the University has only managed a less than 2 percent increase, despite there being many more African Americans holding graduate degrees.

In viewing the relatively static number of HURMs hired as faculty between 1976 and 2006, it will likely take decades to significantly increase our faculty racial/ethnic diversity goals unless more effective strategies are identified and implemented.

As shown previously in Table 4 on page 14, for example, African Americans accounted for 2 percent of tenure track faculty hires in 2005-06. In 2008-09—despite reported efforts from several schools to increase faculty racial/ethnic diversity in the past three diversity plan reports—they accounted for only 4 percent. Looking at other minorities, Asians are the only group that managed to reach double digits in hiring during the four years in Table 7. In order to address this area—faculty ethnic/racial diversity, one of the most challenging in the area of diversity—a systematic, strategic plan must be developed with measurable outcomes at each stage.

Moving the Needle on Faculty Diversity

When reviewing the hiring process it is important to examine the number of applications received from underrepresented populations for tenure/tenure track positions. If the number of applicants is low, then we need to ask questions designed to reveal causes for low applicant pools.

Clearly, something significant and systemic will be required to increase the diversity of Carolina’s faculty. Research on best practices and theoretical research indicates several things: First,

Table 7: Faculty by Race 1976, 1986, 1996, 2006

Year	White	African American	American Indian	Hispanic	Asian
1976	1, 650 (95.3%)	46 (2.7%)	Not available	Not available	Not available
1986	1,978 (94.0%)	64 (3.0%)	—	23 (1.0%)	45 (2.0%)
1996	2,253 (90.0%)	96 (4.0%)	5 (0.2%)	41 (2.0%)	117 (4.0%)
2006	2,723 (84.0%)	141 (4.0%)	9 (0.3%)	87 (3.0%)	272 (8.0%)

committed and visible leadership from the chancellor, provost, deans, department chairs and individual faculty will be required. This demonstrates that faculty diversity is an institutional commitment. Second, allocation of resources for hiring and retaining faculty that enhance our diversity is critical. Third, we need a systemic evaluation of all parts of the recruitment and hiring practices and procedures. We do not have good information on where we are failing to achieve our goals—in advertising, in interviewing, in hiring, in retention, or in a combination of these variables. Even in financially challenging times, maintaining a focus on diversity hiring must remain a priority.

Fourth, accountability is critical. It is recommended that deans and department chairs be asked to submit plans annually to the Office of the Provost for faculty hiring opportunities and use the planning mechanism to demonstrate how they will address diversity in their faculty. Annual evaluations of the leadership performance of deans and department chairs should include performance criteria for faculty diversity. Deans should share their plans with each other and with the Provost annually. The sharing of information will provide opportunities for cross fertilization of successes and best practices.

As a corollary to accountability, it is recommended that the Office of the Provost provide the resources and support to Diversity and Multicultural Affairs to assist deans and department chairs with detailed planning to address faculty diversity annually. This could be accomplished within the context of the current diversity plan report processes with some minor modifications.

Finally, we recommend a Provost supported initiative to “map” the campus to identify existing diversity pipeline programs and initiatives that enhance our ability to “grow our own” faculty. We miss many opportunities on this campus that would encourage our own students to enroll in faculty pipeline programs due to lack of coordination, lack of information sharing and collaboration. Additionally, funding should be provided for post doctoral programs with commitments to hire in tenure track appointments. This method of faculty development offers one proven method to enhance diversity. A Provost level task force should be appointed to study what programs exist, what are the possible duplications of effort and what it would cost to coordinate pipeline programs for faculty advancement.

Wishing for the achievement of our diversity goals, in the area of faculty diversity and otherwise, is not sufficient. We must develop strategies, programs and above all, the will, to make our desired outcomes feasible and attainable. We must keep our commitment to live up to the state motto and *Be rather than Seem* if we are to be a leader among Research I public universities.

Appendix 1

Reporting Units

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

Appendix 2

Diversity Liaisons

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



Appendix 3

Campus Wide Racial/Ethnic and Gender Diversity

Source: UNC Office of Institutional Research

Faculty

	White				African American				American Indian				Asian				Hispanic				Other			
	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	1,151	65.4	412	23.4	40	2.3	36	2.0	2	0.1	-	-	70	4.0	18	1.0	17	1.0	13	0.7	-	-	-	-
2005	1,088	60.4	455	25.2	39	2.2	45	2.5	4	0.2	1	0.1	91	5.0	33	1.8	30	1.7	16	0.9	-	-	-	-
2006	1,068	59.4	465	25.8	37	2.1	47	2.6	6	0.3	1	0.1	97	5.4	35	1.9	28	1.6	15	0.8	-	-	-	-
2007	1,050	57.9	470	25.9	37	2.0	48	2.6	6	0.3	1	0.1	111	6.1	43	2.4	32	1.8	16	0.9	-	-	-	-
2008	1,063	57.1	492	26.4	39	2.1	51	2.7	6	0.3	1	0.1	117	6.3	45	2.4	31	1.7	17	0.9	-	-	1	0.1
2009	1,070	56.5	501	26.4	40	2.1	49	2.6	7	0.4	3	0.2	122	6.4	46	2.4	32	1.7	22	1.2	1	0.1	2	0.1

Staff

	White				African American				American Indian				Asian				Hispanic				Other			
	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	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	-	-	-	-
2005	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	-	5	0.1
2006	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
2007	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
2008	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
2009	2,672	30.7	3,786	43.5	458	5.3	975	11.2	15	0.2	19	0.2	252	2.9	333	3.8	64	0.7	97	1.1	9	0.1	17	0.2

Undergraduate

	White				African American				American Indian				Asian				Hispanic				Other			
	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
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
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
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
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
2009	5,244	29.2	7,169	39.9	686	3.8	1,248	6.9	42	0.2	104	0.6	637	3.5	873	4.9	389	2.2	569	3.2	378	2.1	642	3.6

Graduate/Professional

	White				African American				American Indian				Asian				Hispanic				Other			
	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
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
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
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
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
2009	2,973	27.2	4,366	39.9	251	2.3	660	6.0	28	0.3	46	0.4	542	5.0	648	5.9	156	1.4	231	2.1	498	4.6	536	4.9

Racial/Ethnic and Gender Diversity for Reporting Campus Units

College of Arts and Sciences

		White				African-American				American Indian				Asian				Hispanic				Other			
		Male		Female		Male		Female		Male		Female		Male		Female		Male		Female		Male		Female	
		N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Faculty	2000	429	67.8	129	20.4	16	2.5	11	1.7	1	0.2	-	-	25	3.9	6	0.9	10	1.6	6	0.9	-	-	-	-
	2005	415	61.8	149	22.2	18	2.7	17	2.5	3	0.4	1	0.1	31	4.6	14	2.1	17	2.5	6	0.9	-	-	-	-
	2006	413	60.7	151	22.2	19	2.8	21	3.1	4	0.6	1	0.1	33	4.9	17	2.5	15	2.2	6	0.9	-	-	-	-
	2007	408	59.0	161	23.3	18	2.6	21	3.0	4	0.6	1	0.1	33	4.8	20	2.9	18	2.6	8	1.2	-	-	-	-
	2008	420	58.3	168	23.3	20	2.8	23	3.2	4	0.6	1	0.1	37	5.1	19	2.6	19	2.6	10	1.4	-	-	-	-
	2009	424	56.8	172	23.0	21	2.8	25	3.3	5	0.7	3	0.4	40	5.4	20	2.7	22	2.9	14	1.9	1	0.1	-	-
Staff	2000	136	29.6	254	55.3	9	2.0	39	8.5	3	0.7	2	0.4	7	1.5	5	1.1	1	0.2	3	0.7	-	-	-	-
	2005	163	30.9	269	50.9	20	3.8	47	8.9	2	0.4	-	-	11	2.1	12	2.3	1	0.2	2	0.4	1	0.2	-	-
	2006	183	33.1	266	48.1	18	3.3	49	8.9	2	0.4	-	-	14	2.5	16	2.9	1	0.2	3	0.5	1	0.2	-	-
	2007	183	32.9	269	48.3	19	3.4	51	9.2	2	0.4	-	-	13	2.3	15	2.7	2	0.4	3	0.5	-	-	-	-
	2008	189	34.0	263	47.3	19	3.4	51	9.2	2	0.4	-	-	12	2.2	15	2.7	1	0.2	3	0.5	-	-	1	0.2
	2009	184	33.6	256	46.8	18	3.3	54	9.9	2	0.4	-	-	11	2.0	15	2.7	1	0.2	4	0.7	-	-	2	0.4
Under-graduate	2000	4,309	33.1	6,037	46.4	507	3.9	1,041	8.0	42	0.3	57	0.4	324	2.5	405	3.1	78	0.6	119	0.9	47	0.4	46	0.4
	2005	4,609	32.8	5,744	40.9	533	3.8	1,046	7.4	53	0.4	84	0.6	450	3.2	528	3.8	209	1.5	292	2.1	214	1.5	286	2.0
	2006	4,623	32.0	5,840	40.4	560	3.9	1,089	7.5	41	0.3	83	0.6	499	3.5	582	4.0	246	1.7	351	2.4	218	1.5	314	2.2
	2007	4,681	31.5	5,861	39.5	607	4.1	1,116	7.5	42	0.3	81	0.5	519	3.5	636	4.3	284	1.9	409	2.8	256	1.7	355	2.4
	2008	4,706	31.2	5,879	39.0	609	4.0	1,099	7.3	33	0.2	84	0.6	536	3.6	681	4.5	320	2.1	452	3.0	278	1.8	402	2.7
	2009	4,604	30.4	5,738	37.9	617	4.1	1,078	7.1	39	0.3	87	0.6	551	3.6	745	4.9	338	2.2	487	3.2	319	2.1	542	3.6
Graduate/ Profes- sional	2000	887	38.8	950	41.5	48	2.1	73	3.2	6	0.3	10	0.4	140	6.1	86	3.8	32	1.4	39	1.7	8	0.3	9	0.4
	2005	887	39.7	796	35.6	38	1.7	54	2.4	5	0.2	6	0.3	172	7.7	123	5.5	25	1.1	38	1.7	45	2.0	45	2.0
	2006	850	39.0	788	36.2	32	1.5	54	2.5	5	0.2	5	0.2	149	6.8	119	5.5	28	1.3	30	1.4	62	2.8	55	2.5
	2007	822	38.3	791	36.8	36	1.7	50	2.3	4	0.2	6	0.3	133	6.2	107	5.0	30	1.4	39	1.8	62	2.9	67	3.1
	2008	801	36.3	817	37.0	39	1.8	53	2.4	5	0.2	6	0.3	144	6.5	113	5.1	38	1.7	44	2.0	78	3.5	68	3.1
	2009	784	36.4	785	36.4	36	1.7	45	2.1	5	0.2	7	0.3	151	7.0	114	5.3	31	1.4	45	2.1	90	4.2	63	2.9

Department of Athletics

		White				African-American				American Indian				Asian				Hispanic				Other			
		Male		Female		Male		Female		Male		Female		Male		Female		Male		Female		Male		Female	
		N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Staff	2000	103	58.9	49	28.0	14	8.0	9	5.1	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	2005	121	57.9	63	30.1	13	6.2	10	4.8	-	-	-	-	1	0.5	-	-	1	0.5	-	-	-	-	-	-
	2006	120	57.1	61	29.0	16	7.6	10	4.8	-	-	1	0.5	1	0.5	-	-	1	0.5	-	-	-	-	-	-
	2007	130	56.5	67	29.1	17	7.4	12	5.2	1	0.4	1	0.4	1	0.4	-	-	1	0.4	-	-	-	-	-	-
	2008	136	56.0	71	29.2	19	7.8	13	5.3	1	0.4	1	0.4	1	0.4	-	-	1	0.4	-	-	-	-	-	-
	2009	131	57.0	67	29.1	16	7.0	11	4.8	2	0.9	1	0.4	1	0.4	-	-	1	0.4	-	-	-	-	-	-

Kenan-Flagler School of Business

		White				African-American				American Indian				Asian				Hispanic				Other			
		Male		Female		Male		Female		Male		Female		Male		Female		Male		Female		Male		Female	
		N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Faculty	2000	49	68.1	14	19.4	2	2.8	1	1.4	-	-	-	-	5	6.9	-	-	1	1.4	-	-	-	-	-	-
	2005	51	78.5	9	13.8	1	1.5	-	-	-	-	-	-	4	6.2	-	-	-	-	-	-	-	-	-	-
	2006	52	74.3	10	14.3	1	1.4	-	-	1	1.4	-	-	6	8.6	-	-	-	-	-	-	-	-	-	-
	2007	51	68.9	9	12.2	1	1.4	-	-	1	1.4	-	-	10	13.5	2	2.7	-	-	-	-	-	-	-	-
	2008	52	68.4	11	14.5	1	1.3	-	-	1	1.3	-	-	9	11.8	2	2.6	-	-	-	-	-	-	-	-
	2009	47	63.5	13	17.6	1	1.4	-	-	1	1.4	-	-	10	13.5	2	2.7	-	-	-	-	-	-	-	-
Staff	2000	25	19.8	78	61.9	4	3.2	16	12.7	-	-	-	-	1	0.8	1	0.8	-	-	1	0.8	-	-	-	-
	2005	43	25.7	92	55.1	8	4.8	18	10.8	-	-	-	-	1	0.6	4	2.4	-	-	1	0.6	-	-	-	-
	2006	47	27.0	94	54.0	6	3.4	20	11.5	-	-	-	-	2	1.1	4	2.3	-	-	1	0.6	-	-	-	-
	2007	48	29.4	89	54.6	2	1.2	18	11.0	-	-	-	-	-	-	4	2.5	-	-	2	1.2	-	-	-	-
	2008	52	30.1	95	54.9	4	2.3	16	9.2	-	-	-	-	1	0.6	4	2.3	-	-	1	0.6	-	-	-	-
	2009	47	27.2	99	57.2	4	2.3	17	9.8	-	-	-	-	1	0.6	4	2.3	-	-	1	0.6	-	-	-	-
Under-graduate	2000	328	52.3	227	36.2	12	1.9	17	2.7	-	-	-	-	11	1.8	24	3.8	3	0.5	1	0.2	1	0.2	3	0.5
	2005	306	47.7	198	30.8	12	1.9	20	3.1	1	0.2	2	0.3	31	4.8	32	5.0	14	2.2	5	0.8	13	2.0	8	1.2
	2006	320	47.8	201	30.0	9	1.3	22	3.3	2	0.3	1	0.1	35	5.2	34	5.1	19	2.8	7	1.0	16	2.4	4	0.6
	2007	291	43.7	228	34.2	12	1.8	19	2.9	2	0.3	2	0.3	34	5.1	30	4.5	18	2.7	11	1.7	14	2.1	5	0.8
	2008	271	42.5	195	30.6	19	3.0	15	2.4	1	0.2	2	0.3	45	7.1	31	4.9	24	3.8	14	2.2	15	2.4	5	0.8
	2009	278	42.9	189	29.2	23	3.5	9	1.4	1	0.2	1	0.2	50	7.7	27	4.2	33	5.1	12	1.9	19	2.9	6	0.9
Graduate/ Professional	2000	401	46.3	192	22.1	38	4.4	16	1.8	1	0.1	1	0.1	75	8.7	65	7.5	43	5.0	15	1.7	16	1.8	4	0.5
	2005	386	39.5	173	17.7	30	3.1	15	1.5	2	0.2	1	0.1	94	9.6	35	3.6	28	2.9	7	0.7	154	15.8	51	5.2
	2006	410	41.2	178	17.9	26	2.6	20	2.0	3	0.3	-	-	82	8.2	29	2.9	25	2.5	7	0.7	163	16.4	51	5.1
	2007	408	41.4	170	17.2	19	1.9	24	2.4	3	0.3	2	0.2	66	6.7	27	2.7	20	2.0	10	1.0	182	18.5	55	5.6
	2008	377	38.1	167	16.9	26	2.6	19	1.9	1	0.1	3	0.3	81	8.2	41	4.1	35	3.5	13	1.3	166	16.8	60	6.1
	2009	401	39.4	180	17.7	30	2.9	21	2.1	4	0.4	1	0.1	74	7.3	35	3.4	38	3.7	14	1.4	164	16.1	55	5.4

Graduate School

		White				African-American				American Indian				Asian				Hispanic				Other			
		Male		Female		Male		Female		Male		Female		Male		Female		Male		Female		Male		Female	
		N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Staff	2000	3	17.6	13	76.5	-	-	1	5.9	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	2005	2	9.5	16	76.2	1	4.8	2	9.5	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	2006	2	10.0	17	85.0	-	-	1	5.0	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	2007	2	9.5	16	76.2	1	4.8	2	9.5	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	2008	3	14.3	16	76.2	1	4.8	1	4.8	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	2009	4	21.1	15	78.9	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-

School of Education

		White				African-American				American Indian				Asian				Hispanic				Other			
		Male		Female		Male		Female		Male		Female		Male		Female		Male		Female		Male		Female	
		N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Faculty	2000	21	48.8	16	37.2	3	7.0	1	2.3	-	-	-	-	-	-	2	4.7	-	-	-	-	-	-	-	-
	2005	16	34.0	21	44.7	3	6.4	4	8.5	-	-	-	-	-	-	2	4.3	-	-	1	2.1	-	-	-	-
	2006	13	30.2	19	44.2	3	7.0	4	9.3	-	-	-	-	1	2.3	2	4.7	-	-	1	2.3	-	-	-	-
	2007	14	33.3	19	45.2	1	2.4	5	11.9	-	-	-	-	1	2.4	2	4.8	-	-	-	-	-	-	-	-
	2008	11	28.2	20	51.3	1	2.6	5	12.8	-	-	-	-	-	-	2	5.1	-	-	-	-	-	-	-	-
	2009	11	31.4	19	54.3	1	2.9	3	8.6	-	-	-	-	-	-	1	2.9	-	-	-	-	-	-	-	-
Staff	2000	25	19.8	78	61.9	4	3.2	16	12.7	-	-	-	-	1	0.8	1	0.8	-	-	1	0.8	-	-	-	-
	2005	43	25.7	92	55.1	8	4.8	18	10.8	-	-	-	-	1	0.6	4	2.4	-	-	1	0.6	-	-	-	-
	2006	47	27.0	94	54.0	6	3.4	20	11.5	-	-	-	-	2	1.1	4	2.3	-	-	1	0.6	-	-	-	-
	2007	48	29.4	89	54.6	2	1.2	18	11.0	-	-	-	-	0	0.0	4	2.5	-	-	2	1.2	-	-	-	-
	2008	52	30.1	95	54.9	4	2.3	16	9.2	-	-	-	-	1	0.6	4	2.3	-	-	1	0.6	-	-	-	-
	2009	47	27.2	99	57.2	4	2.3	17	9.8	-	-	-	-	1	0.6	4	2.3	-	-	1	0.6	-	-	-	-
Under-graduate	2000	328	52.3	227	36.2	12	1.9	17	2.7	-	-	-	-	11	1.8	24	3.8	3	0.5	1	0.2	1	0.2	3	0.5
	2005	306	47.7	198	30.8	12	1.9	20	3.1	1	0.2	2	0.3	31	4.8	32	5.0	14	2.2	5	0.8	13	2.0	8	1.2
	2006	320	47.8	201	30.0	9	1.3	22	3.3	2	0.3	1	0.1	35	5.2	34	5.1	19	2.8	7	1.0	16	2.4	4	0.6
	2007	291	43.7	228	34.2	12	1.8	19	2.9	2	0.3	2	0.3	34	5.1	30	4.5	18	2.7	11	1.7	14	2.1	5	0.8
	2008	271	42.5	195	30.6	19	3.0	15	2.4	1	0.2	2	0.3	45	7.1	31	4.9	24	3.8	14	2.2	15	2.4	5	0.8
	2009	278	42.9	189	29.2	23	3.5	9	1.4	1	0.2	1	0.2	50	7.7	27	4.2	33	5.1	12	1.9	19	2.9	6	0.9
Graduate/ Professional	2000	401	46.3	192	22.1	38	4.4	16	1.8	1	0.1	1	0.1	75	8.7	65	7.5	43	5.0	15	1.7	16	1.8	4	0.5
	2005	386	39.5	173	17.7	30	3.1	15	1.5	2	0.2	1	0.1	94	9.6	35	3.6	28	2.9	7	0.7	154	15.8	51	5.2
	2006	410	41.2	178	17.9	26	2.6	20	2.0	3	0.3	-	-	82	8.2	29	2.9	25	2.5	7	0.7	163	16.4	51	5.1
	2007	408	41.4	170	17.2	19	1.9	24	2.4	3	0.3	2	0.2	66	6.7	27	2.7	20	2.0	10	1.0	182	18.5	55	5.6
	2008	377	38.1	167	16.9	26	2.6	19	1.9	1	0.1	3	0.3	81	8.2	41	4.1	35	3.5	13	1.3	166	16.8	60	6.1
	2009	401	39.4	180	17.7	30	2.9	21	2.1	4	0.4	1	0.1	74	7.3	35	3.4	38	3.7	14	1.4	164	16.1	55	5.4

Vice Chancellor for Research & Economic Development

		White				African-American				American Indian				Asian				Hispanic				Other			
		Male		Female		Male		Female		Male		Female		Male		Female		Male		Female		Male		Female	
		N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Faculty	2000	5	100.0	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	2005	6	75.0	1	12.5	-	-	-	-	-	-	-	-	-	-	-	-	1	12.5	-	-	-	-	-	-
	2006	6	75.0	1	12.5	-	-	-	-	-	-	-	-	-	-	-	-	1	12.5	-	-	-	-	-	-
	2007	7	77.8	1	11.1	-	-	-	-	-	-	-	-	-	-	-	-	1	11.1	-	-	-	-	-	-
	2008	7	77.8	1	11.1	-	-	-	-	-	-	-	-	-	-	-	-	1	11.1	-	-	-	-	-	-
	2009	8	72.7	2	18.2	-	-	-	-	-	-	-	-	-	-	-	-	1	9.1	-	-	-	-	-	-
Staff	2000	121	20.6	337	57.4	22	3.7	82	14.0	3	0.5	1	0.2	4	0.7	11	1.9	3	0.5	3	0.5	-	-	-	-
	2005	155	20.3	434	56.9	32	4.2	100	13.1	3	0.4	2	0.3	10	1.3	15	2.0	4	0.5	7	0.9	-	-	1	0.1
	2006	175	21.7	433	53.7	36	4.5	110	13.6	2	0.2	2	0.2	14	1.7	19	2.4	6	0.7	8	1.0	-	-	2	0.2
	2007	210	25.1	410	49.0	39	4.7	115	13.8	2	0.2	2	0.2	20	2.4	20	2.4	6	0.7	8	1.0	-	-	4	0.5
	2008	213	24.9	424	49.5	35	4.1	118	13.8	2	0.2	4	0.5	22	2.6	16	1.9	8	0.9	12	1.4	-	-	2	0.2
	2009	228	25.9	445	50.6	29	3.3	113	12.8	2	0.2	4	0.5	19	2.2	20	2.3	5	0.6	13	1.5	-	-	2	0.2

School of Government

		White				African-American				American Indian				Asian				Hispanic				Other			
		Male		Female		Male		Female		Male		Female		Male		Female		Male		Female		Male		Female	
		N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Faculty	2000	25	69.4	9	25.0	0	0.0	2	5.6	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	2005	23	60.5	13	34.2	1	2.6	1	2.6	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	2006	20	57.1	13	37.1	1	2.9	1	2.9	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	2007	21	60.0	12	34.3	2	5.7	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	2008	24	60.0	14	35.0	2	5.0	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	2009	24	60.0	14	35.0	2	5.0	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Staff	2000	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	2005	17	26.2	39	60.0	4	6.2	4	6.2	-	-	-	-	-	1	1.5	-	-	-	-	-	-	-	-	-
	2006	19	26.8	43	60.6	4	5.6	4	5.6	-	-	-	-	-	1	1.4	-	-	-	-	-	-	-	-	-
	2007	22	27.2	48	59.3	3	3.7	7	8.6	-	-	-	-	-	1	1.2	-	-	-	-	-	-	-	-	-
	2008	24	26.7	57	63.3	2	2.2	4	4.4	-	-	-	-	1	1.1	2	2.2	-	-	-	-	-	-	-	-
	2009	26	27.4	57	60.0	4	4.2	5	5.3	-	-	-	-	1	1.1	2	2.1	-	-	-	-	-	-	-	-
Graduate/ Professional	2000	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	2005	19	33.9	27	48.2	1	1.8	4	7.1	-	-	1	1.8	1	1.8	-	-	1	1.8	-	-	1	1.8	1	1.8
	2006	23	39.7	24	41.4	3	5.2	2	3.4	-	-	1	1.7	1	1.7	1	1.7	1	1.7	-	-	2	3.4	-	-
	2007	17	36.2	22	46.8	2	4.3	2	4.3	-	-	-	-	1	2.1	-	-	-	-	-	-	1	2.1	2	4.3
	2008	20	40.0	23	46.0	1	2.0	3	6.0	-	-	-	-	-	-	-	-	-	-	-	-	-	-	3	6.0
	2009	21	33.3	25	39.7	4	6.3	6	9.5	1	1.6	1	1.6	-	-	1	1.6	-	-	1	1.6	-	-	3	4.8

Eshelman School of Pharmacy

		White				African-American				American Indian				Asian				Hispanic				Other				
		Male		Female		Male		Female		Male		Female		Male		Female		Male		Female		Male		Female		
		N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	
Faculty	2000	24	68.6	6	17.1	-	-	-	-	-	-	-	-	5	14.3	-	-	-	-	-	-	-	-	-	-	-
	2005	23	62.2	7	18.9	-	-	-	-	-	-	-	-	7	18.9	-	-	-	-	-	-	-	-	-	-	-
	2006	26	65.0	7	17.5	-	-	-	-	-	-	-	-	7	17.5	-	-	-	-	-	-	-	-	-	-	-
	2007	28	65.1	7	16.3	-	-	-	-	-	-	-	-	8	18.6	-	-	-	-	-	-	-	-	-	-	-
	2008	29	63.0	8	17.4	-	-	-	-	-	-	-	-	8	17.4	1	2.2	-	-	-	-	-	-	-	-	-
	2009	28	63.6	7	15.9	-	-	-	-	-	-	-	-	8	18.2	1	2.3	-	-	-	-	-	-	-	-	-
Staff	2000	5	12.5	23	57.5	-	-	7	17.5	-	-	-	-	-	3	7.5	1	2.5	1	2.5	-	-	-	-	-	
	2005	7	15.6	28	62.2	-	-	5	11.1	-	-	-	-	-	4	8.9	1	2.2	-	-	-	-	-	-	-	
	2006	12	18.2	33	50.0	1	1.5	6	9.1	1	1.5	-	-	2	3.0	9	13.6	1	1.5	-	-	1	1.5	-	-	
	2007	13	17.6	36	48.6	-	-	8	10.8	1	1.4	1	1.4	3	4.1	9	12.2	1	1.4	1	1.4	1	1.4	-	-	
	2008	16	19.5	41	50.0	-	-	10	12.2	1	1.2	-	-	3	3.7	7	8.5	2	2.4	1	1.2	1	1.2	-	-	
	2009	22	21.4	51	49.5	1	1.0	8	7.8	1	1.0	-	-	7	6.8	10	9.7	1	1.0	1	1.0	1	1.0	-	-	
Under-graduate	2009	-	-	1	100.0	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Graduate/ Professional	2000	146	24.5	311	52.3	10	1.7	29	4.9	2	0.3	3	0.5	36	6.1	53	8.9	2	0.3	1	0.2	-	-	2	0.3	
	2005	170	26.9	306	48.3	12	1.9	32	5.1	1	0.2	3	0.5	30	4.7	59	9.3	2	0.3	9	1.4	7	1.1	2	0.3	
	2006	163	25.5	311	48.7	12	1.9	28	4.4	-	-	4	0.6	33	5.2	60	9.4	1	0.2	9	1.4	9	1.4	8	1.3	
	2007	150	22.3	318	47.3	13	1.9	29	4.3	1	0.1	2	0.3	47	7.0	77	11.5	2	0.3	9	1.3	12	1.8	12	1.8	
	2008	158	22.8	299	43.1	13	1.9	36	5.2	1	0.1	3	0.4	55	7.9	71	10.2	8	1.2	20	2.9	12	1.7	18	2.6	
	2009	146	20.7	285	40.4	10	1.4	30	4.2	2	0.3	2	0.3	60	8.5	90	12.7	8	1.1	22	3.1	19	2.7	32	4.5	

School of Information and Library Science

		White				African-American				American Indian				Asian				Hispanic				Other			
		Male		Female		Male		Female		Male		Female		Male		Female		Male		Female		Male		Female	
		N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Faculty	2000	9	52.9	7	41.2	-	-	1	5.9	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	2005	8	42.1	10	52.6	-	-	1	5.3	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	2006	8	36.4	12	54.5	1	4.5	1	4.5	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	2007	8	38.1	10	47.6	1	4.8	1	4.8	-	-	-	-	1	4.8	-	-	-	-	-	-	-	-	-	-
	2008	6	33.3	10	55.6	-	-	1	5.6	-	-	-	-	1	5.6	-	-	-	-	-	-	-	-	-	-
	2009	8	40.0	9	45.0	-	-	1	5.0	-	-	-	-	2	10.0	-	-	-	-	-	-	-	-	-	-
Staff	2000	2	20.0	6	60.0	-	-	1	10.0	-	-	-	-	-	-	-	-	-	1	10.0	-	-	-	-	-
	2005	1	7.7	12	92.3	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	2006	2	13.3	13	86.7	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	2007	5	29.4	10	58.8	1	5.9	1	5.9	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	2008	3	21.4	8	57.1	1	7.1	2	14.3	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	2009	5	27.8	10	55.6	-	-	2	11.1	-	-	-	-	1	5.6	-	-	-	-	-	-	-	-	-	-
Under-graduate	2000	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	2005	15	55.6	4	14.8	3	11.1	0	0.0	-	-	1	3.7	1	3.7	2	7.4	-	-	1	3.7	-	-	-	-
	2006	18	54.5	6	18.2	3	9.1	2	6.1	-	-	1	3.0	1	3.0	-	-	1	3.0	-	-	1	3.0	-	-
	2007	14	43.8	8	25.0	4	12.5	4	12.5	-	-	-	-	1	3.1	-	-	1	3.1	-	-	-	-	-	-
	2008	12	35.3	6	17.6	6	17.6	4	11.8	-	-	-	-	4	11.8	-	-	1	2.9	1	2.9	-	-	-	-
	2009	10	41.7	4	16.7	4	16.7	3	12.5	-	-	-	-	1	4.2	-	-	-	-	1	4.2	-	-	1	4.2
Graduate/ Professional	2000	60	26.2	121	52.8	3	1.3	9	3.9	1	0.4	-	-	9	3.9	23	10.0	-	-	2	0.9	-	-	1	0.4
	2005	84	27.4	172	56.0	6	2.0	15	4.9	-	-	-	-	11	3.6	8	2.6	2	0.7	1	0.3	3	1.0	5	1.6
	2006	90	27.4	177	54.0	9	2.7	11	3.4	1	0.3	-	-	13	4.0	11	3.4	3	0.9	-	-	3	0.9	10	3.0
	2007	94	28.1	181	54.2	6	1.8	9	2.7	2	0.6	1	0.3	14	4.2	10	3.0	3	0.9	1	0.3	5	1.5	8	2.4
	2008	93	27.9	175	52.6	5	1.5	13	3.9	1	0.3	1	0.3	14	4.2	14	4.2	3	0.9	1	0.3	7	2.1	6	1.8
	2009	84	22.6	208	55.9	4	1.1	12	3.2	-	-	1	0.3	15	4.0	20	5.4	4	1.1	4	1.1	7	1.9	13	3.5

Centers and Institutes

		White				African-American				American Indian				Asian				Hispanic				Other			
		Male		Female		Male		Female		Male		Female		Male		Female		Male		Female		Male		Female	
		N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Faculty	2000	30	68.2	12	27.3	-	-	2	4.5	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	2005	6	60.0	-	-	-	-	-	-	-	-	-	-	2	20.0	1	10.0	1	10.0	-	-	-	-	-	-
	2006	6	66.7	-	-	-	-	-	-	-	-	-	-	1	11.1	1	11.1	1	11.1	-	-	-	-	-	-
	2007	6	66.7	-	-	-	-	-	-	-	-	-	-	1	11.1	1	11.1	1	11.1	-	-	-	-	-	-
	2008	4	57.1	-	-	-	-	-	-	-	-	-	-	1	14.3	1	14.3	1	14.3	-	-	-	-	-	-
	2009	4	57.1	-	-	-	-	-	-	-	-	-	-	1	14.3	1	14.3	1	14.3	-	-	-	-	-	-
Staff	2000	58	33.5	89	51.4	7	4.0	15	8.7	-	-	-	-	1	0.6	3	1.7	-	-	-	-	-	-	-	-
	2005	60	33.7	91	51.1	2	1.1	15	8.4	-	-	-	-	4	2.2	2	1.1	-	-	2	1.1	1	0.6	1	0.6
	2006	55	34.4	76	47.5	2	1.3	18	11.3	-	-	-	-	5	3.1	3	1.9	-	-	-	-	-	-	1	0.6
	2007	51	31.9	81	50.6	3	1.9	16	10.0	-	-	-	-	4	2.5	4	2.5	-	-	1	0.6	-	-	-	-
	2008	56	32.4	84	48.6	3	1.7	21	12.1	-	-	2	1.2	3	1.7	3	1.7	-	-	1	0.6	-	-	-	-
	2009	39	43.3	39	43.3	2	2.2	4	4.4	-	-	-	-	3	3.3	2	2.2	-	-	1	1.1	-	-	-	-

School of Journalism & Mass Communication

		White				African-American				American Indian				Asian				Hispanic				Other			
		Male		Female		Male		Female		Male		Female		Male		Female		Male		Female		Male		Female	
		N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Faculty	2000	15	51.7	9	31.0	2	6.9	-	-	-	-	-	-	2	6.9	-	-	-	-	1	3.4	-	-	-	-
	2005	20	51.3	13	33.3	1	2.6	-	-	-	-	-	-	3	7.7	-	-	-	-	2	5.1	-	-	-	-
	2006	18	46.2	14	35.9	1	2.6	-	-	-	-	-	-	3	7.7	-	-	1	2.6	2	5.1	-	-	-	-
	2007	20	47.6	14	33.3	1	2.4	-	-	-	-	-	-	3	7.1	-	-	2	4.8	2	4.8	-	-	-	-
	2008	18	45.0	14	35.0	1	2.5	1	2.5	-	-	-	-	2	5.0	-	-	2	5.0	2	5.0	-	-	-	-
	2009	16	42.1	14	36.8	1	2.6	1	2.6	-	-	-	-	2	5.3	-	-	2	5.3	2	5.3	-	-	-	-
Staff	2000	5	27.8	8	44.4	1	5.6	3	16.7	-	-	-	-	1	5.6	-	-	-	-	-	-	-	-	-	-
	2005	8	34.8	13	56.5	1	4.3	1	4.3	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
	2006	7	30.4	13	56.5	1	4.3	2	8.7	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
	2007	10	38.5	12	46.2	1	3.8	2	7.7	-	-	-	-	-	-	-	-	-	-	-	-	1	3.8	-	-
	2008	11	37.9	14	48.3	1	3.4	1	3.4	-	-	-	-	-	-	-	-	-	-	-	-	2	6.9	-	-
	2009	10	34.5	15	51.7	1	3.4	1	3.4	-	-	-	-	-	-	-	-	-	-	-	-	2	6.9	-	-
Under-graduate	2000	207	25.7	502	62.4	11	1.4	48	6.0	2	0.2	4	0.5	8	1.0	15	1.9	5	0.6	3	0.4	-	-	-	-
	2005	174	22.1	456	58.0	13	1.7	55	7.0	-	-	4	0.5	9	1.1	18	2.3	6	0.8	12	1.5	14	1.8	25	3.2
	2006	165	21.7	447	58.9	12	1.6	44	5.8	-	-	3	0.4	10	1.3	19	2.5	3	0.4	23	3.0	13	1.7	20	2.6
	2007	155	20.3	478	62.5	5	0.7	44	5.8	-	-	5	0.7	5	0.7	18	2.4	9	1.2	21	2.7	9	1.2	16	2.1
	2008	165	20.7	482	60.4	11	1.4	44	5.5	-	-	4	0.5	4	0.5	18	2.3	9	1.1	27	3.4	9	1.1	25	3.1
	2009	166	19.8	499	59.5	14	1.7	46	5.5	1	0.1	5	0.6	6	0.7	30	3.6	8	1.0	32	3.8	6	0.7	26	3.1
Graduate/ Professional	2000	43	39.8	45	41.7	2	1.9	3	2.8	-	-	-	-	4	3.7	7	6.5	1	0.9	3	2.8	-	-	-	-
	2005	34	31.8	41	38.3	2	1.9	2	1.9	-	-	-	-	6	5.6	8	7.5	3	2.8	4	3.7	4	3.7	3	2.8
	2006	33	29.2	48	42.5	2	1.8	3	2.7	-	-	-	-	5	4.4	6	5.3	2	1.8	4	3.5	6	5.3	4	3.5
	2007	31	26.3	49	41.5	1	0.8	6	5.1	-	-	-	-	4	3.4	8	6.8	1	0.8	-	-	9	7.6	9	7.6
	2008	41	31.3	47	35.9	1	0.8	7	5.3	-	-	-	-	6	4.6	10	7.6	2	1.5	1	0.8	4	3.1	12	9.2
	2009	37	28.7	51	39.5	1	0.8	9	7.0	-	-	-	-	4	3.1	7	5.4	-	-	5	3.9	4	3.1	11	8.5

University Advancement

		White				African-American				American Indian				Asian				Hispanic				Other			
		Male		Female		Male		Female		Male		Female		Male		Female		Male		Female		Male		Female	
		N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Staff	2000	30	27.3	71	64.5	2	1.8	6	5.5	-	-	-	-	-	-	1	0.9	-	-	-	-	-	-	-	-
	2005	40	29.9	79	59.0	3	2.2	9	6.7	-	-	-	-	-	-	2	1.5	1	0.7	-	-	-	-	-	
	2006	40	27.6	87	60.0	2	1.4	13	9.0	-	-	-	-	-	-	1	0.7	2	1.4	-	-	-	-	-	
	2007	46	29.9	93	60.4	1	0.6	10	6.5	-	-	-	-	-	-	1	0.6	2	1.3	1	0.6	-	-	-	
	2008	39	25.2	99	63.9	-	-	12	7.7	-	-	-	-	1	0.6	2	1.3	1	0.6	1	0.6	-	-	-	
	2009	35	23.2	98	64.9	-	-	12	7.9	-	-	-	-	1	0.7	3	2.0	1	0.7	1	0.7	-	-	-	

School of Law

		White				African-American				American Indian				Asian				Hispanic				Other			
		Male		Female		Male		Female		Male		Female		Male		Female		Male		Female		Male		Female	
		N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Faculty	2000	22	57.9	12	31.6	2	5.3	2	5.3	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	2005	19	48.7	13	33.3	3	7.7	1	2.6	-	-	-	-	2	5.1	-	-	1	2.6	-	-	-	-	-	-
	2006	18	47.4	14	36.8	2	5.3	1	2.6	-	-	-	-	2	5.3	-	-	1	2.6	-	-	-	-	-	-
	2007	17	44.7	14	36.8	1	2.6	2	5.3	-	-	-	-	2	5.3	1	2.6	1	2.6	-	-	-	-	-	-
	2008	19	51.4	13	35.1	2	5.4	1	2.7	-	-	-	-	1	2.7	1	2.7	-	-	-	-	-	-	-	-
	2009	21	50.0	15	35.7	2	4.8	1	2.4	-	-	-	-	2	4.8	1	2.4	-	-	-	-	-	-	-	-
Staff	2000	5	10.6	25	53.2	1	2.1	14	29.8	-	-	1	2.1	-	-	-	-	-	-	1	2.1	-	-	-	-
	2005	13	20.3	34	53.1	3	4.7	11	17.2	-	-	1	1.6	-	-	-	-	1	1.6	1	1.6	-	-	-	-
	2006	14	20.6	39	57.4	3	4.4	9	13.2	-	-	1	1.5	-	-	-	-	1	1.5	1	1.5	-	-	-	-
	2007	15	20.5	37	50.7	3	4.1	13	17.8	-	-	1	1.4	-	-	2	2.7	1	1.4	1	1.4	-	-	-	-
	2008	17	20.5	42	50.6	4	4.8	15	18.1	-	-	1	1.2	-	-	2	2.4	1	1.2	1	1.2	-	-	-	-
	2009	18	20.7	44	50.6	4	4.6	14	16.1	-	-	1	1.1	-	-	3	3.4	1	1.1	2	2.3	-	-	-	-
Graduate/ Profes- sional	2000	361	46.5	295	38.0	17	2.2	51	6.6	-	-	3	0.4	9	1.2	22	2.8	5	0.6	11	1.4	-	-	2	0.3
	2005	284	39.9	257	36.1	28	3.9	46	6.5	5	0.7	7	1.0	21	2.9	15	2.1	19	2.7	10	1.4	12	1.7	8	1.1
	2006	282	40.3	237	33.9	22	3.1	29	4.1	6	0.9	8	1.1	18	2.6	28	4.0	22	3.1	18	2.6	17	2.4	12	1.7
	2007	241	34.7	221	31.8	18	2.6	32	4.6	2	0.3	12	1.7	18	2.6	27	3.9	18	2.6	20	2.9	40	5.8	45	6.5
	2008	221	30.5	202	27.9	16	2.2	31	4.3	8	1.1	14	1.9	23	3.2	24	3.3	19	2.6	24	3.3	70	9.7	72	9.9
	2009	207	27.3	219	28.9	19	2.5	39	5.1	8	1.1	11	1.5	22	2.9	30	4.0	26	3.4	29	3.8	77	10.2	71	9.4

School of Social Work

		White				African-American				American Indian				Asian				Hispanic				Other			
		Male		Female		Male		Female		Male		Female		Male		Female		Male		Female		Male		Female	
		N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Faculty	2000	12	52.2	6	26.1	2	8.7	3	13.0	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	2005	8	36.4	8	36.4	2	9.1	3	13.6	-	-	-	-	1	4.5	-	-	-	-	-	-	-	-	-	-
	2006	7	30.4	10	43.5	2	8.7	3	13.0	-	-	-	-	1	4.3	-	-	-	-	-	-	-	-	-	-
	2007	8	33.3	10	41.7	2	8.3	3	12.5	-	-	-	-	1	4.2	-	-	-	-	-	-	-	-	-	-
	2008	9	34.6	10	38.5	2	7.7	3	11.5	-	-	-	-	1	3.8	1	3.8	-	-	-	-	-	-	-	-
	2009	7	31.8	10	45.5	1	4.5	3	13.6	-	-	-	-	1	4.5	-	-	-	-	-	-	-	-	-	-
Staff	2000	5	8.6	34	58.6	2	3.4	12	20.7	-	-	-	-	1	1.7	1	1.7	1	1.7	2	3.4	-	-	-	-
	2005	8	19.5	23	56.1	1	2.4	7	17.1	-	-	-	-	-	-	-	-	1	2.4	1	2.4	-	-	-	-
	2006	10	20.8	25	52.1	0	0.0	10	20.8	-	-	-	-	-	-	1	2.1	1	2.1	1	2.1	-	-	-	-
	2007	11	21.6	26	51.0	1	2.0	11	21.6	-	-	-	-	-	-	-	-	1	2.0	1	2.0	-	-	-	-
	2008	12	24.0	25	50.0	1	2.0	10	20.0	-	-	-	-	-	-	-	-	1	2.0	1	2.0	-	-	-	-
	2009	12	23.5	27	52.9	1	2.0	8	15.7	-	-	-	-	1	2.0	-	-	1	2.0	1	2.0	-	-	-	-
Graduate/ Profes- sional	2000	35	11.9	212	72.1	4	1.4	25	8.5	-	-	5	1.7	1	0.3	7	2.4	1	0.3	4	1.4	-	-	-	-
	2005	42	11.9	231	65.3	6	1.7	44	12.4	1	0.3	3	0.8	3	0.8	10	2.8	-	-	6	1.7	2	0.6	6	1.7
	2006	39	11.2	225	64.7	8	2.3	47	13.5	1	0.3	5	1.4	3	0.9	6	1.7	-	-	4	1.1	2	0.6	8	2.3
	2007	36	10.6	216	63.7	11	3.2	43	12.7	1	0.3	2	0.6	3	0.9	9	2.7	-	-	7	2.1	1	0.3	10	2.9
	2008	30	9.2	201	61.7	10	3.1	49	15.0	-	-	1	0.3	4	1.2	9	2.8	1	0.3	7	2.1	1	0.3	13	4.0
	2009	33	10.2	185	57.3	7	2.2	46	14.2	-	-	1	0.3	5	1.5	9	2.8	1	0.3	10	3.1	2	0.6	24	7.4

School of Dentistry

		White				African-American				American Indian				Asian				Hispanic				Other			
		Male		Female		Male		Female		Male		Female		Male		Female		Male		Female		Male		Female	
		N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Faculty	2000	52	75.4	10	14.5	-	-	4	5.8	-	-	-	-	1	1.4	-	-	1	1.4	1	1.4	-	-	-	-
	2005	41	65.1	11	17.5	1	1.6	4	6.3	-	-	-	-	1	1.6	1	1.6	3	4.8	1	1.6	-	-	-	-
	2006	38	63.3	12	20.0	1	1.7	3	5.0	-	-	-	-	2	3.3	2	3.3	2	3.3	-	-	-	-	-	-
	2007	38	64.4	12	20.3	1	1.7	3	5.1	-	-	-	-	2	3.4	2	3.4	1	1.7	-	-	-	-	-	-
	2008	37	62.7	12	20.3	1	1.7	2	3.4	-	-	-	-	3	5.1	3	5.1	1	1.7	-	-	-	-	-	-
	2009	35	59.3	12	20.3	1	1.7	2	3.4	-	-	-	-	4	6.8	3	5.1	2	3.4	-	-	-	-	-	-
Staff	2000	50	17.1	171	58.4	9	3.1	52	17.7	-	-	-	-	3	1.0	7	2.4	-	-	1	0.3	-	-	-	-
	2005	46	16.2	165	58.1	4	1.4	46	16.2	1	0.4	-	-	7	2.5	7	2.5	-	-	6	2.1	-	-	2	0.7
	2006	47	16.8	160	57.1	4	1.4	48	17.1	1	0.4	1	0.4	5	1.8	6	2.1	-	-	6	2.1	-	-	2	0.7
	2007	42	15.4	157	57.5	2	0.7	49	17.9	1	0.4	-	-	5	1.8	7	2.6	-	-	7	2.6	1	0.4	2	0.7
	2008	44	15.0	164	56.0	3	1.0	58	19.8	1	0.3	1	0.3	5	1.7	9	3.1	-	-	5	1.7	-	-	3	1.0
	2009	48	16.0	164	54.7	5	1.7	60	20.0	1	0.3	1	0.3	4	1.3	9	3.0	1	0.3	5	1.7	-	-	2	0.7
Under-graduate	2000	4	5.9	46	67.6	-	-	13	19.1	-	-	1	1.5	-	-	4	5.9	-	-	-	-	-	-	-	-
	2005	1	1.2	59	68.6	1	1.2	12	14.0	-	-	1	1.2	2	2.3	7	8.1	-	-	1	1.2	-	-	2	2.3
	2006	1	1.2	52	64.2	-	-	12	14.8	-	-	1	1.2	2	2.5	9	11.1	1	1.2	1	1.2	-	-	2	2.5
	2007	1	1.3	56	70.0	1	1.3	9	11.3	-	-	1	1.3	1	1.3	8	10.0	1	1.3	1	1.3	-	-	1	1.3
	2008	1	1.2	56	67.5	1	1.2	15	18.1	-	-	1	1.2	1	1.2	6	7.2	-	-	-	-	1	1.2	1	1.2
	2009	0	0.0	60	67.4	-	-	18	20.2	-	-	1	1.1	-	-	5	5.6	-	-	4	4.5	-	-	1	1.1
Graduate/ Professional	2000	183	45.5	121	30.1	10	2.5	19	4.7	-	-	1	0.2	24	6.0	33	8.2	5	1.2	5	1.2	-	-	1	0.2
	2005	158	37.6	99	23.6	15	3.6	45	10.7	4	1.0	3	0.7	24	5.7	31	7.4	3	0.7	15	3.6	13	3.1	10	2.4
	2006	146	34.6	115	27.3	19	4.5	39	9.2	3	0.7	2	0.5	23	5.5	26	6.2	4	0.9	14	3.3	18	4.3	13	3.1
	2007	144	33.2	128	29.5	17	3.9	41	9.4	3	0.7	2	0.5	24	5.5	26	6.0	3	0.7	13	3.0	16	3.7	17	3.9
	2008	143	33.6	132	31.0	15	3.5	33	7.7	4	0.9	2	0.5	27	6.3	28	6.6	3	0.7	11	2.6	16	3.8	12	2.8
	2009	141	32.3	139	31.9	14	3.2	28	6.4	2	0.5	1	0.2	26	6.0	33	7.6	8	1.8	9	2.1	16	3.7	19	4.4

Information Technology Services

		White				African-American				American Indian				Asian				Hispanic				Other			
		Male		Female		Male		Female		Male		Female		Male		Female		Male		Female		Male		Female	
		N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Staff	2000	192	52.0	125	33.9	21	5.7	20	5.4	-	-	-	-	7	1.9	2	0.5	2	0.5	-	-	-	-	-	-
	2005	224	57.0	114	29.0	15	3.8	18	4.6	-	-	1	0.3	11	2.8	7	1.8	1	0.3	2	0.5	-	-	-	-
	2006	228	56.9	113	28.2	18	4.5	15	3.7	-	-	1	0.2	14	3.5	7	1.7	2	0.5	2	0.5	-	-	1	0.2
	2007	213	56.5	105	27.9	19	5.0	16	4.2	-	-	-	-	13	3.4	7	1.9	2	0.5	2	0.5	-	-	-	-
	2008	243	56.8	112	26.2	21	4.9	19	4.4	-	-	-	-	19	4.4	9	2.1	2	0.5	2	0.5	-	-	-	-
	2009	235	55.6	112	26.5	22	5.2	17	4.0	-	-	-	-	23	5.4	8	1.9	2	0.5	3	0.7	-	-	-	-

School of Medicine

		White				African-American				American Indian				Asian				Hispanic				Other			
		Male		Female		Male		Female		Male		Female		Male		Female		Male		Female		Male		Female	
		N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Faculty	2000	423	69.8	121	20.0	12	2.0	6	1.0	1	0.2	-	-	28	4.6	6	1.0	5	0.8	4	0.7	-	-	-	-
	2005	389	65.3	133	22.3	8	1.3	7	1.2	1	0.2	-	-	35	5.9	11	1.8	7	1.2	5	0.8	-	-	-	-
	2006	387	65.5	135	22.8	5	0.8	8	1.4	1	0.2	-	-	33	5.6	10	1.7	7	1.2	5	0.8	-	-	-	-
	2007	376	63.7	134	22.7	8	1.4	7	1.2	1	0.2	-	-	39	6.6	12	2.0	8	1.4	5	0.8	-	-	-	-
	2008	373	63.0	137	23.1	8	1.4	7	1.2	1	0.2	-	-	44	7.4	11	1.9	7	1.2	4	0.7	-	-	-	-
	2009	384	63.1	142	23.3	9	1.5	6	1.0	1	0.2	-	-	44	7.2	12	2.0	5	0.8	5	0.8	-	-	-	-
Staff	2000	312	17.7	1,018	57.8	34	1.9	205	11.6	3	0.2	4	0.2	51	2.9	108	6.1	7	0.4	20	1.1	-	-	-	-
	2005	359	18.6	1,082	56.2	35	1.8	223	11.6	-	-	3	0.2	67	3.5	126	6.5	8	0.4	22	1.1	-	-	1	0.1
	2006	363	18.3	1,118	56.5	37	1.9	220	11.1	1	0.1	3	0.2	68	3.4	131	6.6	10	0.5	24	1.2	3	0.2	2	0.1
	2007	368	18.2	1,132	56.1	38	1.9	227	11.3	1	0.0	3	0.1	70	3.5	138	6.8	13	0.6	22	1.1	2	0.1	3	0.1
	2008	392	18.6	1,176	55.8	39	1.9	234	11.1	1	0.0	6	0.3	73	3.5	138	6.5	17	0.8	24	1.1	3	0.1	5	0.2
	2009	417	18.9	1,216	55.2	43	2.0	241	10.9	1	0.0	5	0.2	80	3.6	143	6.5	15	0.7	30	1.4	4	0.2	7	0.3
Under-graduate	2000	12	20.0	32	53.3	1	1.7	6	10.0	1	1.7	-	-	1	1.7	4	6.7	1	1.7	1	1.7	-	-	1	1.7
	2005	8	12.1	33	50.0	-	-	10	15.2	-	-	1	1.5	3	4.5	7	10.6	1	1.5	2	3.0	-	-	1	1.5
	2006	13	20.3	27	42.2	-	-	3	4.7	-	-	1	1.6	2	3.1	8	12.5	2	3.1	5	7.8	-	-	3	4.7
	2007	16	24.6	31	47.7	1	1.5	2	3.1	-	-	-	-	-	5	7.7	1	1.5	6	9.2	1	1.5	2	3.1	
	2008	10	15.2	35	53.0	2	3.0	7	10.6	-	-	1	1.5	1	1.5	4	6.1	1	1.5	3	4.5	1	1.5	1	1.5
	2009	10	14.3	33	47.1	3	4.3	9	12.9	-	-	1	1.4	3	4.3	7	10.0	1	1.4	2	2.9	-	-	1	1.4
Graduate/ Profes- sional	2000	434	32.2	586	43.5	47	3.5	89	6.6	2	0.1	11	0.8	83	6.2	68	5.0	10	0.7	12	0.9	4	0.3	2	0.1
	2005	451	30.7	647	44.0	40	2.7	82	5.6	6	0.4	12	0.8	86	5.8	85	5.8	10	0.7	13	0.9	21	1.4	18	1.2
	2006	463	30.8	632	42.0	37	2.5	102	6.8	3	0.2	9	0.6	95	6.3	87	5.8	9	0.6	20	1.3	27	1.8	19	1.3
	2007	468	31.0	637	42.2	42	2.8	105	7.0	2	0.1	6	0.4	85	5.6	80	5.3	5	0.3	22	1.5	27	1.8	29	1.9
	2008	469	29.8	664	42.2	47	3.0	113	7.2	3	0.2	5	0.3	69	4.4	102	6.5	5	0.3	23	1.5	27	1.7	46	2.9
	2009	449	28.4	667	42.2	46	2.9	121	7.6	4	0.3	5	0.3	70	4.4	95	6.0	9	0.6	24	1.5	30	1.9	62	3.9

Student Affairs

		White				African-American				American Indian				Asian				Hispanic				Other			
		Male		Female		Male		Female		Male		Female		Male		Female		Male		Female		Male		Female	
		N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Staff	2000	56	23.8	120	51.1	10	4.3	41	17.4	-	-	-	-	-	-	3	1.3	3	1.3	2	0.9	-	-	-	-
	2005	49	20.2	126	51.9	6	2.5	43	17.7	-	-	3	1.2	2	0.8	3	1.2	6	2.5	5	2.1	-	-	-	-
	2006	48	19.4	130	52.4	6	2.4	43	17.3	-	-	-	-	3	1.2	5	2.0	8	3.2	5	2.0	-	-	-	-
	2007	51	19.4	138	52.5	5	1.9	46	17.5	-	-	-	-	3	1.1	7	2.7	8	3.0	5	1.9	-	-	-	-
	2008	62	22.5	136	49.3	8	2.9	50	18.1	-	-	-	-	3	1.1	7	2.5	7	2.5	3	1.1	-	-	-	-
	2009	64	22.5	138	48.6	7	2.5	54	19.0	-	-	-	-	3	1.1	8	2.8	7	2.5	3	1.1	-	-	-	-

School of Nursing

		White				African-American				American Indian				Asian				Hispanic				Other				
		Male		Female		Male		Female		Male		Female		Male		Female		Male		Female		Male		Female		
		N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	
Faculty	2000	1	2.7	34	91.9	-	-	2	5.4	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
	2005	2	6.3	27	84.4	-	-	3	9.4	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
	2006	1	3.3	27	90.0	-	-	2	6.7	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
	2007	1	3.2	27	87.1	-	-	2	6.5	-	-	-	-	-	1	3.2	-	-	-	-	-	-	-	-	-	-
	2008	2	5.6	28	77.8	-	-	4	11.1	-	-	-	-	-	2	5.6	-	-	-	-	-	-	-	-	-	-
	2009	3	7.9	29	76.3	-	-	4	10.5	-	-	-	-	-	2	5.3	-	-	-	-	-	-	-	-	-	-
Staff	2000	9	15.3	31	52.5	2	3.4	15	25.4	-	-	-	-	2	3.4	-	-	-	-	-	-	-	-	-	-	-
	2005	11	16.2	40	58.8	2	2.9	12	17.6	-	-	-	-	-	2	2.9	1	1.5	-	-	-	-	-	-	-	-
	2006	12	14.3	50	59.5	2	2.4	17	20.2	-	-	-	-	-	2	2.4	-	-	1	1.2	-	-	-	-	-	-
	2007	14	17.3	43	53.1	2	2.5	14	17.3	1	1.2	1	1.2	-	-	5	6.2	-	-	1	1.2	-	-	-	-	-
	2008	18	20.2	48	53.9	2	2.2	16	18.0	-	-	1	1.1	-	-	3	3.4	-	-	1	1.1	-	-	-	-	-
	2009	14	18.2	40	51.9	2	2.6	15	19.5	-	-	1	1.3	-	-	4	5.2	-	-	1	1.3	-	-	-	-	-
Under-graduate	2000	20	6.7	234	78.8	-	-	31	10.4	-	-	-	-	-	-	8	2.7	1	0.3	2	0.7	-	-	1	0.3	
	2005	23	6.9	235	70.8	3	0.9	32	9.6	1	0.3	3	0.9	2	0.6	16	4.8	-	-	8	2.4	-	-	9	2.7	
	2006	29	8.4	243	70.2	3	0.9	29	8.4	1	0.3	3	0.9	1	0.3	12	3.5	2	0.6	10	2.9	-	-	13	3.8	
	2007	22	6.1	256	71.5	4	1.1	27	7.5	-	-	6	1.7	3	0.8	18	5.0	2	0.6	12	3.4	1	0.3	7	2.0	
	2008	31	8.0	260	67.2	4	1.0	27	7.0	-	-	9	2.3	3	0.8	20	5.2	2	0.5	14	3.6	5	1.3	12	3.1	
	2009	37	9.0	277	67.7	3	0.7	29	7.1	-	-	5	1.2	2	0.5	21	5.1	1	0.2	12	2.9	3	0.7	19	4.6	
Graduate/ Professional	2000	14	7.3	149	77.2	1	0.5	11	5.7	-	-	-	-	1	0.5	16	8.3	-	-	1	0.5	-	-	-	-	
	2005	15	6.6	160	70.5	2	0.9	25	11.0	-	-	-	-	1	0.4	20	8.8	-	-	1	0.4	-	-	3	1.3	
	2006	17	8.0	138	65.1	2	0.9	26	12.3	-	-	1	0.5	1	0.5	24	11.3	-	-	-	-	-	-	3	1.4	
	2007	21	9.5	143	64.7	4	1.8	22	10.0	1	0.5	1	0.5	1	0.5	24	10.9	-	-	-	-	-	-	4	1.8	
	2008	20	8.9	146	64.9	4	1.8	24	10.7	1	0.4	1	0.4	3	1.3	20	8.9	-	-	1	0.4	-	-	5	2.2	
	2009	17	6.6	184	71.6	2	0.8	15	5.8	-	-	2	0.8	4	1.6	25	9.7	-	-	3	1.2	-	-	5	1.9	

Libraries

		White				African-American				American Indian				Asian				Hispanic				Other			
		Male		Female		Male		Female		Male		Female		Male		Female		Male		Female		Male		Female	
		N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Faculty	2000	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	2005	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	2006	1	100.0	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	2007	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	2008	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	2009	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Staff	2000	91	32.9	156	56.3	5	1.8	19	6.9	-	-	-	-	1	0.4	3	1.1	1	0.4	1	0.4	-	-	-	-
	2005	95	31.7	173	57.7	5	1.7	14	4.7	-	-	-	-	2	0.7	5	1.7	3	1.0	3	1.0	-	-	-	-
	2006	94	30.9	175	57.6	6	2.0	16	5.3	-	-	1	0.3	1	0.3	5	1.6	3	1.0	2	0.7	-	-	1	0.3
	2007	103	32.9	177	56.5	5	1.6	16	5.1	-	-	1	0.3	1	0.3	4	1.3	2	0.6	2	0.6	-	-	2	0.6
	2008	109	34.3	176	55.3	5	1.6	14	4.4	-	-	1	0.3	1	0.3	6	1.9	2	0.6	2	0.6	-	-	2	0.6
	2009	110	34.7	176	55.5	4	1.3	14	4.4	-	-	1	0.3	1	0.3	6	1.9	2	0.6	2	0.6	-	-	1	0.3

Gillings School of Global Public Health

		White				African-American				American Indian				Asian				Hispanic				Other			
		Male		Female		Male		Female		Male		Female		Male		Female		Male		Female		Male		Female	
		N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Faculty	2000	69	57.0	39	32.2	1	0.8	3	2.5	-	-	-	-	4	3.3	4	3.3	-	-	1	0.8	-	-	-	-
	2005	73	54.5	41	30.6	1	0.7	4	3.0	-	-	-	-	7	5.2	5	3.7	2	1.5	1	0.7	-	-	-	-
	2006	67	52.3	41	32.0	1	0.8	3	2.3	-	-	-	-	9	7.0	4	3.1	2	1.6	1	0.8	-	-	-	-
	2007	60	48.8	41	33.3	1	0.8	4	3.3	-	-	-	-	11	8.9	3	2.4	2	1.6	1	0.8	-	-	-	-
	2008	63	47.4	47	35.3	1	0.8	4	3.0	-	-	-	-	11	8.3	3	2.3	2	1.5	1	0.8	-	-	1	0.8
	2009	62	48.8	45	35.4	1	0.8	3	2.4	-	-	-	-	9	7.1	4	3.1	1	0.8	1	0.8	-	-	1	0.8
Staff	2000	67	21.3	177	56.4	8	2.5	36	11.5	1	0.3	2	0.6	6	1.9	14	4.5	2	0.6	1	0.3	-	-	-	-
	2005	86	22.9	206	54.9	7	1.9	37	9.9	1	0.3	2	0.5	11	2.9	20	5.3	5	1.3	-	-	-	-	-	-
	2006	84	21.9	224	58.5	7	1.8	33	8.6	1	0.3	2	0.5	9	2.3	18	4.7	4	1.0	1	0.3	-	-	-	-
	2007	88	22.9	217	56.5	8	2.1	32	8.3	1	0.3	2	0.5	10	2.6	19	4.9	5	1.3	1	0.3	1	0.3	-	-
	2008	93	23.0	231	57.0	8	2.0	32	7.9	1	0.2	1	0.2	12	3.0	17	4.2	5	1.2	2	0.5	1	0.2	2	0.5
	2009	95	23.8	225	56.4	9	2.3	30	7.5	1	0.3	2	0.5	11	2.8	16	4.0	5	1.3	2	0.5	1	0.3	2	0.5
Under-graduate	2000	19	15.8	61	50.8	4	3.3	8	6.7	-	-	2	1.7	3	2.5	18	15.0	1	0.8	2	1.7	2	1.7	-	-
	2005	12	10.9	53	48.2	1	0.9	8	7.3	-	-	-	-	7	6.4	22	20.0	-	-	3	2.7	2	1.8	2	1.8
	2006	16	14.0	52	45.6	3	2.6	7	6.1	-	-	-	-	7	6.1	21	18.4	-	-	4	3.5	1	0.9	3	2.6
	2007	22	16.8	59	45.0	6	4.6	11	8.4	-	-	-	-	5	3.8	16	12.2	1	0.8	4	3.1	2	1.5	5	3.8
	2008	26	18.4	61	43.3	7	5.0	13	9.2	-	-	-	-	9	6.4	12	8.5	1	0.7	4	2.8	3	2.1	5	3.5
	2009	22	15.0	61	41.5	5	3.4	9	6.1	-	-	-	-	12	8.2	17	11.6	1	0.7	2	1.4	5	3.4	13	8.8
Graduate/ Professional	2000	235	21.0	589	52.5	20	1.8	57	5.1	1	0.1	2	0.2	69	6.2	111	9.9	7	0.6	26	2.3	3	0.3	1	0.1
	2005	311	20.3	727	47.4	29	1.9	128	8.3	5	0.3	12	0.8	72	4.7	143	9.3	17	1.1	22	1.4	25	1.6	43	2.8
	2006	325	20.5	737	46.5	47	3.0	140	8.8	5	0.3	10	0.6	64	4.0	147	9.3	17	1.1	32	2.0	18	1.1	44	2.8
	2007	288	18.6	757	48.8	38	2.4	141	9.1	3	0.2	6	0.4	72	4.6	138	8.9	12	0.8	26	1.7	24	1.5	47	3.0
	2008	297	18.5	788	49.0	36	2.2	129	8.0	2	0.1	8	0.5	77	4.8	142	8.8	13	0.8	35	2.2	32	2.0	48	3.0
	2009	299	18.2	751	45.8	40	2.4	136	8.3	-	-	6	0.4	89	5.4	133	8.1	20	1.2	36	2.2	43	2.6	86	5.2

General Counsel

		White				African-American				American Indian				Asian				Hispanic				Other			
		Male		Female		Male		Female		Male		Female		Male		Female		Male		Female		Male		Female	
		N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Staff	2000	2	28.6	5	71.4	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	2005	4	25.0	10	62.5	-	-	1	6.3	-	-	-	-	-	-	-	-	1	6.3	-	-	-	-	-	-
	2006	4	25.0	9	56.3	-	-	2	12.5	-	-	-	-	-	-	-	-	1	6.3	-	-	-	-	-	-
	2007	4	25.0	10	62.5	-	-	1	6.3	-	-	-	-	-	-	-	-	1	6.3	-	-	-	-	-	-
	2008	6	31.6	11	57.9	-	-	1	5.3	-	-	-	-	-	-	-	-	1	5.3	-	-	-	-	-	-
	2009	6	31.6	11	57.9	-	-	1	5.3	-	-	-	-	-	-	-	-	1	5.3	-	-	-	-	-	-

Friday Center for Continuing Education

		White				African-American				American Indian				Asian				Hispanic				Other							
		Male		Female		Male		Female		Male		Female		Male		Female		Male		Female		Male		Female					
		N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%				
Faculty	2000	-	-	0	0.0	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	2005	-	-	1	100.0	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	2006	-	-	1	100.0	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	2007	-	-	0	0.0	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	2008	-	-	0	0.0	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	2009	-	-	0	0.0	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Staff	2000	11	22.9	23	47.9	1	2.1	13	27.1	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	2005	14	25.0	26	46.4	3	5.4	13	23.2	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	2006	15	25.0	28	46.7	3	5.0	13	21.7	-	-	-	-	1	1.7	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	2007	13	21.7	30	50.0	3	5.0	13	21.7	-	-	-	-	1	1.7	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	2008	13	21.0	32	51.6	4	6.5	12	19.4	-	-	-	-	1	1.6	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	2009	13	21.7	31	51.7	3	5.0	12	20.0	-	-	-	-	1	1.7	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Under-graduate	2000	145	32.4	207	46.2	17	3.8	32	7.1	4	0.9	1	0.2	9	2.0	16	3.6	5	1.1	9	2.0	1	0.2	2	0.4				
	2005	166	36.6	168	37.1	17	3.8	30	6.6	4	0.9	1	0.2	10	2.2	18	4.0	6	1.3	7	1.5	11	2.4	15	3.3				
	2006	132	34.7	141	37.1	17	4.5	30	7.9	1	0.3	1	0.3	8	2.1	15	3.9	6	1.6	10	2.6	11	2.9	8	2.1				
	2007	128	33.1	157	40.6	16	4.1	30	7.8	2	0.5	0	0.0	10	2.6	17	4.4	5	1.3	6	1.6	10	2.6	6	1.6				
	2008	123	35.5	114	32.9	23	6.6	35	10.1	1	0.3	0	0.0	8	2.3	11	3.2	8	2.3	10	2.9	5	1.4	8	2.3				
	2009	86	27.4	125	39.8	13	4.1	25	8.0	1	0.3	0	0.0	6	1.9	7	2.2	6	1.9	11	3.5	17	5.4	17	5.4				
Graduate/ Professional	2000	191	28.8	353	53.2	13	2.0	46	6.9	3	0.5	1	0.2	13	2.0	26	3.9	5	0.8	11	1.7	1	0.2	1	0.2				
	2005	210	25.7	386	47.2	28	3.4	55	6.7	1	0.1	0	0.0	34	4.2	38	4.7	6	0.7	15	1.8	19	2.3	25	3.1				
	2006	197	26.4	361	48.3	17	2.3	65	8.7	0	0.0	3	0.4	20	2.7	31	4.1	8	1.1	16	2.1	8	1.1	21	2.8				
	2007	187	27.2	333	48.5	28	4.1	51	7.4	1	0.1	2	0.3	16	2.3	29	4.2	4	0.6	11	1.6	8	1.2	17	2.5				
	2008	225	31.3	344	47.9	14	1.9	42	5.8	1	0.1	6	0.8	16	2.2	26	3.6	11	1.5	12	1.7	8	1.1	13	1.8				
	2009	205	27.4	303	40.5	12	1.6	54	7.2	1	0.1	1	0.1	15	2.0	32	4.3	8	1.1	16	2.1	37	4.9	64	8.6				

Visiting Inter-Institutional Students

		White				African-American				American Indian				Asian				Hispanic				Other							
		Male		Female		Male		Female		Male		Female		Male		Female		Male		Female		Male		Female					
		N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%				
Under-graduate	2000	2	22.2	1	11.1	2	22.2	-	-	-	-	-	-	-	-	2	22.2	1	11.1	1	11.1	-	-	-	-				
	2005	27	33.3	15	18.5	2	2.5	9	11.1	-	-	1	1.2	6	7.4	11	13.6	-	-	3	3.7	1	1.2	6	7.4				
	2006	19	27.5	20	29.0	1	1.4	6	8.7	-	-	1	1.4	3	4.3	4	5.8	-	-	4	5.8	5	7.2	6	8.7				
	2007	21	29.2	18	25.0	5	6.9	3	4.2	-	-	1	1.4	6	8.3	3	4.2	-	-	1	1.4	7	9.7	7	9.7				
	2008	30	30.9	27	27.8	3	3.1	5	5.2	-	-	-	-	6	6.2	5	5.2	1	1.0	2	2.1	7	7.2	11	11.3				
	2009	20	25.3	21	26.6	1	1.3	4	5.1	-	-	1	1.3	5	6.3	5	6.3	1	1.3	1	1.3	9	11.4	11	13.9				
Graduate/ Professional	2000	50	32.7	73	47.7	4	2.6	8	5.2	-	-	1	0.7	9	5.9	7	4.6	1	0.7	-	-	-	-	-	-				
	2005	58	33.0	66	37.5	5	2.8	3	1.7	1	0.6	-	-	15	8.5	10	5.7	3	1.7	4	2.3	6	3.4	5	2.8				
	2006	51	30.9	57	34.5	8	4.8	10	6.1	1	0.6	-	-	14	8.5	9	5.5	2	1.2	1	0.6	8	4.8	4	2.4				
	2007	54	33.3	47	29.0	4	2.5	9	5.6	-	-	-	-	13	8.0	13	8.0	5	3.1	4	2.5	5	3.1	8	4.9				
	2008	36	26.5	50	36.8	3	2.2	8	5.9	-	-	-	-	12	8.8	11	8.1	2	1.5	1	0.7	7	5.1	6	4.4				
	2009	52	37.7	53	38.4	4	2.9	4	2.9	-	-	1	0.7	3	2.2	6	4.3	1	0.7	2	1.4	6	4.3	6	4.3				

Office of the Chancellor

		White				African-American				American Indian				Asian				Hispanic				Other			
		Male		Female		Male		Female		Male		Female		Male		Female		Male		Female		Male		Female	
		N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Staff	2000	9	27.3	21	63.6	1	3.0	2	6.1	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	2005	9	30.0	17	56.7	2	6.7	2	6.7	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	2006	6	20.0	20	66.7	1	3.3	3	10.0	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	2007	8	23.5	21	61.8	1	2.9	4	11.8	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	2008	8	24.2	21	63.6	1	3.0	3	9.1	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	2009	8	24.2	20	60.6	1	3.0	4	12.1	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-

Office of the Provost

		White				African-American				American Indian				Asian				Hispanic				Other			
		Male		Female		Male		Female		Male		Female		Male		Female		Male		Female		Male		Female	
		N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Staff	2000	23	15.6	80	54.4	8	5.4	34	23.1	-	-	-	-	2	1.4	-	-	-	-	-	-	-	-	-	-
	2005	31	18.1	89	52.0	10	5.8	34	19.9	-	-	1	0.6	4	2.3	-	-	-	-	2	1.2	-	-	-	-
	2006	34	19.4	89	50.9	11	6.3	33	18.9	-	-	1	0.6	4	2.3	-	-	-	-	2	1.1	1	0.6	-	-
	2007	29	16.1	88	48.9	14	7.8	35	19.4	-	-	2	1.1	4	2.2	2	1.1	1	0.6	4	2.2	1	0.6	-	-
	2008	36	17.4	97	46.9	19	9.2	41	19.8	-	-	1	0.5	4	1.9	3	1.4	3	1.4	3	1.4	-	-	-	-
	2009	45	20.9	94	43.7	18	8.4	44	20.5	-	-	1	0.5	5	2.3	3	1.4	3	1.4	2	0.9	-	-	-	-

Finance & Administration

		White				African-American				American Indian				Asian				Hispanic				Other			
		Male		Female		Male		Female		Male		Female		Male		Female		Male		Female		Male		Female	
		N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Staff	2000	673	44.4	283	18.7	291	19.2	249	16.4	2	0.1	-	-	1	0.1	6	0.4	9	0.6	3	0.2	-	-	-	-
	2005	764	46.6	275	16.8	268	16.3	255	15.5	2	0.1	-	-	21	1.3	33	2.0	16	1.0	6	0.4	1	0.1	-	-
	2006	788	47.0	262	15.6	269	16.0	242	14.4	4	0.2	-	-	34	2.0	49	2.9	16	1.0	10	0.6	2	0.1	1	0.1
	2007	792	45.1	273	15.6	286	16.3	239	13.6	4	0.2	-	-	58	3.3	65	3.7	17	1.0	19	1.1	2	0.1	-	-
	2008	819	45.9	272	15.2	273	15.3	220	12.3	4	0.2	-	-	78	4.4	77	4.3	17	1.0	23	1.3	2	0.1	1	0.1
	2009	787	47.4	227	13.7	261	15.7	190	11.4	4	0.2	-	-	77	4.6	77	4.6	16	1	22	1.3	-	-	1	0.1

Office of Human Resources

		White				African-American				American Indian				Asian				Hispanic				Other			
		Male		Female		Male		Female		Male		Female		Male		Female		Male		Female		Male		Female	
		N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Staff	2009	25	30.5	37	45.1	1	1.2	16	19.5	-	-	-	-	1	1.2	-	-	1	1.2	1	1.2	-	-	-	-

Note: In 2009 the Office of Human Resources became a separate unit. Prior to that, diversity information was included in the table for Finance and Administration.



THE UNIVERSITY
of NORTH CAROLINA
at CHAPEL HILL

OFFICE OF DIVERSITY AND MULTICULTURAL AFFAIRS