



THE UNIVERSITY
of NORTH CAROLINA
at CHAPEL HILL

DIVERSITY PLAN

Goals, Strategies and Responsibilities

2006-2010

August 1, 2006

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STATEMENT FROM THE CHANCELLOR

In 2005 a special task force assessed the state of diversity on this campus. Their findings affirmed some things and underscored the importance of our focus on the subject as part of the academic plan. We learned that we have made tremendous progress since the racial integration of the University fifty years ago and from the days when women were not admitted. We know that we are committed to practices which foster an inclusive environment, as stated in Carolina's Nondiscrimination Policy, Racial Harassment Policy and Sexual Harassment Policy. However, the essence of the diversity we seek is not something that can be captured simply in policy or numbers. It is intangible; it deals with the spirit, with the culture of the campus.

Diversity is a key component of our academic plan and our pursuit of excellence as an educational institution. We know that diversity enriches learning by fostering interactions among persons representing many kinds of differences. Attention to diversity also strengthens our commitment to nondiscrimination by removing inappropriate grounds for exclusion and by encouraging us to take affirmative measures to include persons who might otherwise be excluded. As a public institution with a mission to serve all the people of North Carolina, the University is committed to ongoing attention to diversity in its many dimensions. The establishment of a university-wide diversity plan and an annual process to assess the state of diversity at Carolina is critical for us to recognize what we are doing well and what we need to improve. My endorsement of this plan is part of my deep commitment to making Carolina a leading public university.

The Associate Provost for Diversity and Multicultural Affairs is leading the development and implementation of a diversity plan for Carolina. This plan can have a positive impact on every aspect of our life together on this campus. I am counting on the senior leadership of the university to embrace the responsibilities outlined in this plan and to provide continued leadership for diversity at this institution. I am also relying on the support of all faculty, staff and students in helping us to realize our diversity goals. Thank you for your commitment and dedication.

A handwritten signature in black ink, appearing to read 'James Moeser', written over a large, stylized circular flourish.

James Moeser
Chancellor

INTRODUCTION

The University of North Carolina at Chapel Hill aims for excellence: in the education it imparts to students; in the research and outreach it undertakes for the greater good; and in the environment it creates for the thousands of people who work, learn, and visit here. A critical element of excellence for a 21st century educational institution is a diverse and inclusive community. The scope of diversity includes experiences and perspectives of students, staff, and faculty as they relate to race, gender, age, class, sexuality, culture, nationality, disability, religion, and region. Diversity matters because the world is a complex place in which we must all learn to live and work. Carolina's students will become leaders in this complex world, while faculty and staff must successfully engage in multicultural and international environments.

To assure that Carolina is on the path to excellence, the University must address and systematically review key priorities for diversity. It is also essential to review Carolina's diversity achievements in light of benchmarks that are meaningful to the specific context of schools and other units' responsibilities. The Diversity Plan is designed to strengthen Carolina's commitment to diversity by establishing a common set of goals for university leaders and an avenue for sharing the strategies and outcomes related to pursuit of these goals.

The Diversity Plan will encourage senior leadership support of and accountability for university-wide diversity goals by establishing a process for Carolina leaders to report their unit's contributions to the institution's goals for diversity. This plan requires unit leaders to establish specific objectives tied to university-wide diversity goals, identify benchmarks for these objectives, and evaluate the unit's accomplishments of these objectives.

Diversity and Multicultural Affairs will work in collaboration with University leaders to develop and implement the Diversity Plan. Unit leaders will follow a reporting process that culminates in an annual review of diversity achievements and establishment of priority diversity goals for the subsequent year. An annual diversity report will be compiled by Diversity and Multicultural Affairs and submitted to the Chancellor and Office of the Executive Vice Chancellor and Provost. Subsequently, a report to the university community will be published that highlights diversity achievements and best practices in meeting diversity goals.

Five goals will serve as guides for Carolina's diversity efforts. These goals will inform university leaders in developing strategies and identifying measures of evaluation for the review of Carolina's progress and achievements in diversity:

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

3. Make high quality diversity education, orientation, and training available to all members of the university community.
4. Create and sustain a climate in which respectful discussions of diversity are encouraged and take leadership in creating opportunities for interaction and cross group learning.
5. Support further research to advance the University's commitment to diversity.

These goals are intended to guide all graduate and professional schools, the College of Arts and Sciences, departments and other units in establishing their specific objectives for addressing Carolina's diversity goals and to establish clearly articulated strategies and measures for these objectives.

BACKGROUND

Why does Carolina need a diversity plan?

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

In the spring of 2004, Chancellor James Moeser charged the Office for Minority Affairs to plan and conduct a University-wide diversity assessment. The findings of this assessment were used to inform this plan to guide Carolina's vision for diversity in the future. The Task Force reached five general conclusions:

- Diversity clearly resonates as an important issue for a majority of faculty, staff, and students. Moreover, they support diversity themselves and see the University's public commitment as supportive of a diverse community. Faculty, staff, and students also believe the University can and should continue to strive to achieve its diversity ideals. An important next step for the University is the articulation of its vision for diversity. This will help members of the University community develop a shared understanding of our values, vision, and commitment to diversity.
- The undergraduate student body is generally seen as diverse, and the University is credited with doing a good job of recruiting a diverse undergraduate population. Concerns are widely expressed about other segments of the Carolina community, however.
- Members of the University community showed widespread agreement that they have learned and benefited from experiences in a diverse community, but that the mere presence of diversity is insufficient to achieve the maximum educational benefits diversity can offer. Interaction across diverse groups also must occur.
- Although most members of the University community say they feel comfortable in discussions, dialogue about diversity issues appears to be limited. Promoting respectful, civil discussion in the classroom and throughout the University community should be a priority.

- The majority of faculty, staff, and students feel the University offers a warm, welcoming, and supportive environment. Nonetheless, the welcome extended to some groups appears uncertain.

In response to this report, the Chancellor urged the adoption of core values for diversity and the development of a university-wide diversity plan to support the institution in the on-going review and evaluation of diversity achievements and needs. An ad hoc planning group, led by Archie Ervin, Associate Provost for Diversity and Multicultural Affairs and co-chaired by Cookie Newsom, Director for Diversity Education and Assessment, met during fall of 2005 to outline the dimensions of a diversity plan for Carolina. Members of the ad hoc planning group were Vicki Bradley, Senior Director HR Programs, Human Resources; John Brodeur, Associate Director, Carolina Leadership Development; Iris Carlton-Laney, Professor, School of Social Work; Natasha Chapman, Director of Minority Recruitment and Retention, Graduate School; Fred Clark, Professor, Romance Languages and Associate Dean, Academic Services; Charles Daye, Distinguished Professor, School of Law; Melissa Exum, Associate Vice Chancellor for Student Affairs and Dean of Students; Steve Farmer, Director, Undergraduate Admissions; Dan Thorton, Assistant Director, Scholarships and Student Aid; and Carroll Ann Trotman, Professor and Associate Dean, School of Dentistry.

Carolina's Core Values for Diversity

In order for Carolina leaders to take responsibility for the diversity plan, it is critical that all members of the university community work from a common understanding of the scope and significance of diversity. We know that diversity enriches learning by fostering interactions among persons presenting many kinds of differences. Attention to diversity also strengthens our commitment to nondiscrimination by removing inappropriate grounds for exclusion and by encouraging us to take affirmative measures to include persons who might otherwise be excluded. As a public institution with a mission to serve all the people of North Carolina, the University is committed to ongoing attention to diversity in its many dimensions. Finally, we recognize that education takes place most productively among persons with differing social backgrounds, economic circumstances, personal characteristics, philosophical outlooks, life experiences, perspectives, beliefs, expectations, and aspirations, to mention some salient factors. The University works to assure that we have a complement of students, faculty, and staff that broadly reflects the ways in which people differ. We speak of these differences as representing “diversity.”

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

- The University supports intellectual freedom, promotes personal integrity and justice, and pursues values that foster enlightened leadership devoted to improving the conditions of human life in the state, the nation, and the world.
- The University believes that it can achieve its educational, research, and service mission only by creating and sustaining an environment in which students, faculty, and staff represent diversity, for example, of social backgrounds, economic circumstances, personal characteristics, philosophical outlooks, life experiences, perspectives, beliefs, expectations, and aspirations, to mention some salient factors.
- The University will achieve and enhance diversity on the campus through the admission of students and employment of faculty and staff who broadly reflect the ways in which we differ.
- The University promotes intellectual growth and derives the educational benefits of diversity by creating opportunities for intense dialogue and rigorous analysis and by fostering mutually beneficial interactions among members of the community.
- The University provides an environment that values and respects civility and cordiality of discourse in order that all members of a diverse community feel welcomed and free to express their ideas without fear of reprisal.

All members of the Carolina community are expected to act in ways that support these core values. Carolina leaders have a special responsibility to integrate these values into the learning, research and work cultures of their units, and to articulate these values in light of the specific interests of their unit.

CAROLINA DIVERSITY GOALS

Goal 1. Clearly define and publicize the University's commitment to diversity.

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

Action Steps

Key strategies include communicating the University's core values and vision for diversity clearly for all members of the University community and for the general public. Processes for redressing disrespectful behaviors, harassment and discrimination should be clearly outlined and publicized. Diversity values and commitments should also be integrated into leadership training and professional development programs for faculty, staff and students. University and unit leaders must take an active role in articulating diversity values to both the general public and their school/unit's faculty, students and staff.

Illustrative Benchmarks

Examples of benchmarks that can help measure progress towards clarifying and communicating the significance of diversity to Carolina's education mission include:

- Public communications include diversity values and vision.
- University internal communications include diversity values and vision.
- Distribution of information for students, faculty and staff outlining processes and policies.
- Students, faculty and staff can demonstrate knowledge of diversity mission, values and policies.

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.

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

Action Steps

Strategies to achieve diversity of presence must be tailored to the specific student, faculty and staff populations we seek to enhance.

For students, we must maintain and enhance outreach and recruitment efforts for students from historically underrepresented populations. Incentives for successful recruitment and retention of a diverse student body at all levels should be expanded. University recruitment practices require substantial policy and legal support and this support should be in place to assure the recruitment and enrollment of students who enhance the diversity of graduate and professional programs. In addition, the University should target resources to enable the establishment or expansion of programs for undergraduate, graduate, and professional students from diverse backgrounds.

For faculty, we must continually maintain our commitment toward achieving a diverse faculty. To achieve this goal, we must expand and publicize incentives and resources for faculty diversity, including the Diversity Initiative of the Provost's Office and the Carolina Post-Doctoral Programs for Faculty Diversity, and incentives for schools and departments to hire faculty from these pools and other sources. Further, faculty search committees and department chairs should be provided with assistance for implementing effective strategies to ensure the diversity of applicant pools. We should also foster and support faculty exchanges with historically minority universities and other institutions to increase the diversity of schools and departments.

For staff, we must continually maintain our commitment toward achieving a diverse workforce among EPA-non-faculty and SPA staff. To achieve this goal, we must continue and enhance outreach and recruitment efforts for staff from historically underrepresented populations as well as ensure sufficient professional development opportunities exist to develop a larger, more diverse pool of employees qualified for management level positions. Continued monitoring of staff applicant pools and hires is critical to evaluating the success of these efforts. In addition, on-going monitoring of salary and promotion to assure equitable outcomes for women and minorities at all levels of EPA non-faculty and SPA employment should be continued.

Illustrative Benchmarks

Examples of benchmarks that can help measure the success of recruitment, support and retention efforts include:

For Students:

- Increases in underrepresented student representation in applicant and enrollment pools at all levels, undergraduate, graduate and professional.
- Unit participation in recruiting incentives at all levels.
- Enhanced retention and graduation rates for students from underrepresented populations.
- Enhancement of academic, financial and social support programs for all levels of students, undergraduate, graduate and professional

For Faculty

- Position advertisements reflect diversity values.
- Enhanced diversity in candidate pools and hiring outcomes.
- Increase in department participation in incentive opportunities and post-doctoral programs.
- Equal Opportunity recommended search strategies are employed in faculty searches.
- Collaborative programs and research are developed with historically minority universities.

For Staff

- Position advertisements reflect diversity values.
- Increase in employee participation in professional development opportunities.
- Increase in diverse in-house applicants qualified for management level positions.
- Salaries are equitable based on occupational categories and are not disparate due to sex or race.
- Applicant and hiring pools exhibit diversity.

Goal 3. Make high quality diversity education, orientation, and training available to all members of the university community.

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

Action Steps

For students, we need to expand interactive opportunities for learning about different dimensions of diversity. Key areas include enhancing opportunities for student leaders to develop skills in diversity issues and infusing diversity in orientation programs for all students — undergraduate, graduate, and professional. Students also need to be provided with information on dealing with experiences or observations of disrespect.

For faculty, we need to encourage new initiatives to assist with drawing upon the diversity in the class room to enhance the learning experience. Where appropriate, we should support faculty in the incorporation of diversity into “interactive learning” components of the curriculum. Competency in diversity issues is also critical to productive faculty-student mentoring and advising relationships. Faculty should be provided with information and support to enhance their ability to mentor diverse students.

For staff, we need to increase the cultural competency of the workforce by expanding opportunities to deal with diversity issues in the workplace. All supervisory staff should be expected to attain competency in dealing with diversity in the workplace through diversity education and training. To encourage staff engagement with diversity, units should provide recognition and support for completion of diversity education and training for all employees.

Illustrative Benchmarks

Examples of benchmarks that can help measure the breadth and focus of opportunities for deepening community understanding of diversity include:

For Students

- Establishment of and student participation in new co-curricular programs and activities addressing diversity.
- Student leadership training curricula includes diversity issues and resources.
- Orientations for all levels of students include diversity issues and resources.

For Faculty

- Class room diversity management skills.
- Competency with diversity issues in mentoring and advising.
- Diversity issues are incorporated into courses and curricula where appropriate.

For Staff

- Enhanced curriculum and training opportunities for managers and supervisors.
- Diversity competency is incorporated into annual performance reviews.
- Expansion of professional development programs that address diversity.

- Increased supervisor and staff participation in programs that address diversity.

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.

The Carolina environment must be nurtured in order to create a climate in which the values of diversity will take root and flourish. Respectful, thoughtful interchange is at the core of a dynamic environment that values the contributions of all members of the university community and is committed to living its diversity values in everyday learning, research and work settings. Particular attention must be paid to assure that underrepresented members of the university community and staff members in service roles are accorded the welcome and respect they deserve as members of the Carolina community.

Action Steps

For students, it is important to expand opportunities for informed, respectful interchange. Co-curricular opportunities for enhancing understanding of diversity are especially important. Increased residential hall diversity programming is important, as are programs which engage student in other informal learning settings. To encourage further student engagement, a new Chancellor's Award should be established to recognize student leadership in diversity initiatives.

For faculty, further encouragement is needed to include discussion about the value of diversity to their curriculum and the value of a diverse faculty. The development of incentives for faculty to incorporate diversity into existing coursework and to develop new courses is also needed. Support should be provided to faculty for the development of strategies that enhance school- and department-level climates for underrepresented staff, students and faculty.

For staff, diversity must be addressed by supervisory and management staff in order to create climates in the workplace that are conducive to open and civil exchanges. Staff need to be provided with a safe environment where all employees are welcome to express their ideas about diversity. Particular attention should be paid to the interests of maintenance and service workers.

Illustrative Benchmarks

Examples of benchmarks that can help measure the success of efforts to promote a positive climate and to stimulate discussion of diversity include:

- Residence hall programs clearly include diversity issues.
- Establishment of the Chancellor's award for student leadership in diversity.
- Staff report inclusive work environments.

- Diversity competency is incorporated into supervisor annual performance reviews.
- Staff report increase opportunities to discuss diversity issues with colleagues in open and civil exchange.
- Enhanced retention of underrepresented students, faculty and staff.

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.

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

Action Steps

A number of research agendas should be developed to inform Carolina’s diversity goals and strategies. In particular, research projects should investigate the educational benefits of diversity in general and in the specific contexts of schools and colleges of the University. Research is also needed on the concept of critical mass both nationally and at Carolina as it affects underrepresented and low-income students, faculty and staff. Moreover, to assess the ways in which diversity contributes to excellence, the University must commit itself to ongoing study and documentation. Regular assessments of the state of diversity at Carolina should also be performed, building upon the baseline data captured in 2004. These assessments should include investigations of climate issues for underrepresented populations among faculty, staff and students.

Illustrative Benchmarks

Examples of benchmarks that can help measure the progress of research efforts on diversity include:

- Research reviews and findings published.
- Programs and processes revised, based on research findings.
- Research findings are used to inform programs, curricula and initiatives

IMPLEMENTATION OF CAROLINA'S DIVERSITY PLAN

Successful implementation of the goals set forth in the diversity plan will require on-going attention and effort. All University leaders need to embrace, endorse and support this plan. The following pages outline the process for implementing this plan over the next three years. The action steps are not comprehensive of all of the specific strategies which may be used to reach these goals.

In Fall 2006, each designated reporting unit will be asked to submit a 1-2 page report providing an overview of recent (within the last two years) diversity-related initiatives or programs that address one or more of the University's stated diversity goals. This report should describe each initiative/program and indicate which of the five university diversity goals the initiative/program supports. The purpose of this report is to provide baseline data for the University.

As a part of the Spring 2007 Budget and Planning process, units will be asked to review the University's diversity plan and submit a report that identifies which University and unit-level diversity goal(s) the units will address for 2007-2008 using the following format:

1. Identify which diversity goal(s) will be a priority for the unit during 2007-08.
2. Describe unit-level action steps for meeting goal(s).
3. State benchmarks or measures of success.
4. Outline a timeline for evaluating progress.

In February/March 2008, units will review, analyze, and summarize their 2007-08 diversity achievements with respect to goals and objectives identified in February/March 2007 and identify diversity goal(s) for 2008-2009 using the report template outlined above. Annual unit diversity reports will be next due in March 2009. Please review the timeline on the following pages for further information.

IMPLEMENTATION TIMELINE

Year 1

September 2006 In order to provide baseline data, each designated reporting unit will be asked to submit a 1-2 page report providing an overview of recent (within the last two years) diversity-related initiatives or programs that address one or more of the University's stated diversity goals. This report should describe each initiative or program and indicate which of the five university diversity goals the initiative/program supports.

February/

March 2007

As a part of the annual budget process, units are asked to review the diversity plan and submit a report using the following format:

1. Identify which of the five university diversity goals will be a priority for the unit to address during 2007-08.
2. Describe unit-level action steps for meeting goal(s).
3. State benchmarks or measures of success.
4. Outline a timeline for evaluating progress.

Year 2

September 2007 First annual diversity report is compiled by Diversity and Multicultural Affairs and submitted to the Chancellor and Office of the Executive Vice Chancellor and Provost.

February/

March 2008

Unit leaders review, analyze and summarize 2007-08 diversity achievements with respect to goals and objectives identified in February/March 2007 and identify diversity goal(s) for 2008-2009 using the report template outlined above for February/March 2007. Annual unit diversity reports will be next due in March 2009.

Years 3-4

Same as Year 2

UNITS RESPONSIBLE FOR ANNUAL DIVERSITY REPORTS

CHANCELLOR UNITS

Athletics

Equal Opportunity/ADA

Legal Counsel

EXECUTIVE VICE CHANCELLOR AND PROVOST UNITS

- Executive Associate Provost
- Associate Provost for Academic Initiatives (Center and Institutes)
- Associate Provost for Diversity and Multicultural Affairs
- Associate Provost for Scholarships and Student Aid
- Assistant Provost for Undergraduate Admissions
- Associate Provost for International Affairs
- Associate Provost for University Libraries

VICE CHANCELLORS

VC for Finance and Administration

VC for Research and Economic Development

VC for University Advancement

VC for Student Affairs

VC for Information Technology

SCHOOLS

College of Arts and Sciences

- Associate Dean Humanities
- Associate Dean for Sciences
- Associate Dean for Fine Arts
- Associate Dean for Undergraduate Education

Graduate School

Kenan-Flagler Business School

School of Education

School of Government

School of Information and Library Science

School of Journalism and Mass

Communication

School of Law

School of Social Work

School of Dentistry

School of Medicine

School of Nursing

School of Pharmacy

School of Public Health