

Quest, 2010, 62, 61-75

© 2010 American Academy of Kinesiology and Physical Education

Equity, Inclusiveness, and Diversifying the Faculty: Transforming the University in the 21st Century

C.P. Gause, Susan Dennison, and David H. Perrin

This article was presented at the 2009 American Academy of Kinesiology and Physical Education's annual meeting, October 1–3, 2009. The University of North Carolina at Greensboro (UNCG) continues to redefine the public research university for the 21st century as an inclusive, collaborative, and responsive institution making a difference in the lives of students and the communities it serves. We chronicle UNCG's journey to become a more inclusive community and present the universities' statement on diversity and inclusiveness, institutional profile, historical overview of processes taken for diversifying the faculty, and initiatives for creating a more inclusive campus. This paper provides data gathered from the Deans Council Subcommittee on Recruitment and Retention of Ethnic Minority Faculty, survey data from The Campus Unity Council and focus group data from The Inclusive Community Initiative Task Force. We conclude by highlighting accomplishments from implemented recommendations and plans for our continued journey in developing a more inclusive 21st century university.

UNCG fully supports and values an inclusive community where there is visible and meaningful representation of the diversity present in the wider community at all university levels. Diversity is the combination of characteristics, experiences, and competencies that make each person unique, and increases the value of our community. We strive to maintain a climate of equity and respect, where we protect the rights of all to ensure that every member feels empowered, valued, and respected for their contributions to the mission of the university. The University of North Carolina at Greensboro is committed to providing all staff, faculty, and students' equitable access to services, benefits, and opportunities.

Gause is with the Dept. of Educational Leadership and Cultural Foundations, University of North Carolina at Greensboro. Dennison is with the Dept. of Social Work, University of North Carolina at Greensboro. Perrin (AAKPE Fellow #401) is the Provost and Vice Chancellor for Academic Affairs and is with the Dept. of Kinesiology at the University of North Carolina at Greensboro.

UNCG Statement of Diversity and Inclusiveness (Adopted Spring 2009)

The University of North Carolina at Greensboro continues to redefine the public research university for the 21st century as an inclusive, collaborative, and responsive institution making a difference in the lives of students and the communities it serves. We begin this article with our Statement of Diversity and Inclusiveness because it captures the essence of our vision and mission. The fulfillment of this vision and mission is evidenced by our commitment to the development of inviting, engaging and dynamic learning communities that (1) transform the human condition, (2) educate members of diverse backgrounds, (3) interrogate and rupture the status quo, (4) critically question multiple political spaces, (5) seek multiple epistemologies to recreate constructs that better serve our humanity, and (6) provide resources for the communities in which it serves. We believe to fulfill these stated six objectives the 21st century University must create professional learning communities where all individuals, regardless of race, ethnicity, sexual identity, sexual orientation, religion, class, and ability, both physical and cognitive can engage in knowledge production and community building. According to Roseboro & Gause (2009) this requires a greater sense of responsibility and accountability for PWIs (predominantly white institutions). They assert that

Creating professional learning communities that attract qualified faculty members, regardless of race, should be the goal of any institution of higher education. For predominantly White institutions that are committed to creating racially inclusive professional learning communities the constructing of communities that sustain faculty of color requires an identification of what the culture of the institution is as well as the ways the institution might exclude (whether explicitly or implicitly). And, it requires recognition of the roles faculty of color might be asked to fulfill. Most important, it demands a “truth telling” process in which White faculty hear their colleagues of color, faculty of color hear their White colleagues, and both groups engage in dialogue about the institutional culture and how faculty members, administrators, staff and students might create sustainable, inclusive democratic learning communities. (p. 139)

We began this process of truth telling by taking on a bold initiative to diversify our faculty, to reconceptualize how equity is understood by community members and to journey toward establishing a campus climate, which embraces diversity and inclusiveness.

The following section serves as UNCG’s rationale and commitment to creating a more diverse and inclusive university community. Our university was founded on the principles of democracy, equity and social justice. We believe integration and antioppressive education is central to the actualization of our vision and mission. Our efforts are a priority for remaining committed to our institution’s history.

Integration Matters

Integration matters require us to constantly seek opportunities to bridge differences by integrating our cultures, values, and beliefs with our daily practices. One of our

practices, as citizens of this democracy, should be the act of critically reflecting on our individual as well as collective identities with the hope of promoting the common good for “all.” Education is that “common good” and serves as the foundation of our democracy. In more recent times education has become the unkept promise of our society’s commitment to providing equitable opportunities for many individuals to engage in life, liberty and the pursuit of happiness (Carlson & Gause, 2007). Many ethnic-minorities continue to be marginalized and disenfranchised in the educative process and experience dreams deferred (Hughes, 1926). “Although gains have been made and many minorities have benefitted from programs and initiatives instituted by local, state, and federal legislation, as the population of the United States increases ethnically and racially, separation by class and race is becoming more evident in our public schools” (Gause, 2008, p. 5).

Transforming the University for the 21st century requires equity, diversity and inclusiveness in all communities present within the university structure to include faculty, staff and student body. There must be ethnic-linguistic minority faculty members in the faculty ranks of PWIs (predominantly white institutions) in order for their missions and visions to be realized. All forms of segregation, self-imposed or occurring due to power and privilege must cease and desist. Powell (2005) asserts

We . . . find ourselves today having to defend the principles of *Brown* against arguments that segregation has been disestablished or that its persistence is merely a matter of choice. Focusing on choice misconstrues racial separation as symmetrical, as if whites and blacks choose to be exclusive in the same fashion. Segregation, however, has historically been and remains today a reality imposed with power and privilege on those without. (p. 283)

According to the North Carolina Rural Economic Development Center (2009), North Carolina during the 1990s had the fastest growing Hispanic population in the United States, 394%. There has also been a significant remigration of African Americans from Detroit, Chicago, and New York in search of better schools and affordable housing. This explains the significant population growth the state is experiencing; however, these individuals continue to experience higher rates of resegregation based on race, class and gender, than their peers (Orfield & Yun, 1999; Cooper & Allen, 2006). To counteract this phenomenon higher education institutions must diversify their faculty ranks.

Increasing the number of ethnic-minority faculty will improve the educational environment for all students while “diversification of faculty increases the variation of perspectives and approaches creating a richer learning environment for students” (Umbach, 2006, p. 318). With numerous policy interventions, (i.e., affirmative action) and legal precedents from the U.S. Supreme Court, which are presently being eroded, there have been some gains. “We consider the question of presence (rather than absence), not what has been done to exclude but rather what roles faculty of color must fulfill to gain acceptance and avoid excommunication—discursive segregation—by colleagues, whether White or of color” (Roseboro & Gause, 2009, p.141). We use this space to share with you what we are doing at The University of North Carolina at Greensboro (UNCG) to further the presence of faculty of color and to create a more inclusive learning community.

Historical Overview—Initiatives Engaged

Understanding the importance of a diverse faculty to the UNCG community and the need for an effective recruitment and retention process for faculty from under-represented populations UNCG's Provost established the Deans Council Subcommittee on Recruitment and Retention of Ethnic Minority Faculty in the fall of 2007. This 6-member body was appointed with the following charge:

1. Assess the successes and challenges in recruiting and retaining minority faculty in comparison with peer institutions.
2. Review 10-year promotion and tenure data of faculty by ethnicity and include reviews and actions down to the department level.
3. Determine the extent to which ethnic minority faculty feel mentored and supported.
4. Create a set of recommendations to assist University community with recruitment and retention of ethnic minority faculty.

This subcommittee met several times throughout the 2007–2008 academic year, reviewed materials from a wide range of sources, gained information from a variety of campus offices, attended workshops within the region on the topic, and secured an outside consultant to conduct fact-finding interviews on campus with groups of ethnic minority and majority faculty members. The outside consultant also surveyed ethnic minority faculty members who left UNCG in the past 10 years.

Comparison Data—Peer Institutions. Data from the university Office of Institutional Research presented the percentages of ethnic minority faculty at UNCG and our designated peers. Among the 11 institutions reporting these data, UNCG ranked 9th in overall minority representation, 3rd in Black non-Hispanic faculty, 9th (tied) in Native American faculty, 10th in Asian or Pacific Islander faculty, and 6th in Hispanic faculty. Although these numbers are low, UNCG has made progress in recruiting and retaining minority faculty over the last decade. Data provided by the Office of Human Resources show an increase in the percentage of ethnic minority tenure-track faculty between 1998 and 2007, at the ranks of Assistant Professor (from 7 to 22% of all tenure track Assistant Professors) and Associate Professor (from 7 to 13% of all tenured Associate Professors). Over the same time period, the percentage of Professors remained constant at approximately 4% of all tenured Professors.

Ten Year P & T data by Ethnicity. The Office of the Provost provided promotion and tenure data to Associate Professor in the 10-year period 1997/98–2006/07. During this time frame a total of 190 faculty were eligible for consideration, of which 163 (85.8%) were granted tenure and promotion. Of these, 138 (84.6%) were White, 6 (3.7%) were Black, 14 (8.6%) were Asian or Pacific Islander, and 5 (3.1%) were Hispanic. In the remaining 27 cases (14.2%) tenure and promotion were not granted, either because the application was denied at any level or because the candidate elected not to come forward for consideration. There were 7 cases (all White faculty) in which the candidate elected not to come forward. Of the remaining 20 cases that involved a denial of tenure, 17 (85%) were White and 3 (15%) were Asian; none were Black or Hispanic. Thus, the percentage of minority faculty among the successful and unsuccessful cases was almost exactly the same (15.4% and 15%, respectively). Data provided did not indicate minority faculty were awarded tenure and promotion at UNCG less often than their White col-

leagues. The investigation of whether there is any disparity between minority and majority faculty in cases of promotion to Professor was not investigated because this is not a mandatory decision. This area should be investigated in the future.

Support and Mentoring of Minority Faculty. A nationally recognized expert consultant in the area of diversity and faculty development was contracted to investigate how well UNCG was doing in supporting and mentoring minority faculty. The subcommittee recognized the importance and value in gaining the experiences of current and former minority faculty as a viable data set for improving recruitment and retention. The consultant conducted a series of fact-finding interviews with current faculty and a web survey of former minority faculty in the spring semester, 2008. All full-time minority faculty, and a random sample of majority White faculty, selected by the Office of Institutional Research, were invited via e-mail to participate in the interviews. A total of 149 faculty were invited and 60 participated. Table 1 provides a breakdown of the number of individuals invited and participated based upon gender and race/ethnic identity.

There were many responses from the interviewees that were independent of ethnicity; for example, difficulty striking a balance between research and teaching at a university seeking to raise its research profile while remaining committed to undergraduate education and frustration with the grants submission process. The following responses were extracted from reported comments directly relevant to faculty ethnicity:

- Minority faculty find White faculty, staff and students to be insensitive to and uninformed in issues relating to diversity
- Ethnic minorities are under-represented among faculty and administrators and feel isolated
- Department culture is critical to minority faculty members' sense of satisfaction and belonging and the department head/chair plays a critical role in establishing that culture
- Minority faculty feel overwhelmed with committees and other service assignments, which they may be reluctant to refuse because of a sense of obligation to represent minority perspectives
- Minority faculty feel once hired they are expected to be "just like" their majority colleagues, rather than expressing diverse point of views.

Table 1 Invited/Participated Interviews by Gender and Race/Ethnicity

Group	Invited	Participated
White male	20	10
White female	20	7
Black/African American male	12	7
Black/African American female	31	16
Asian/Pacific Islander male	22	4
Asian/Pacific Islander female	19	8
Hispanic male	10	5
Hispanic female	15	3
Total	149	60

Deans Council Subcommittee Recommendations. The subcommittee realizing their charge was limited to the recruitment and retention of ethnic minority faculty members recognized the issue before them was embedded in a set of broader concerns regarding campus diversity. They believed the efforts to successfully recruit and retain ethnic minority faculty to our campus would depend on the degree to which UNCG is willing to address serious issues of diversity across campus; therefore, the following 14 recommendations were presented to begin making impact on campus-wide diversity issues:

1. UNCG should adopt a broad statement on diversity
2. UNCG should establish a position at the Executive staff level with special responsibility for equity and diversity
3. The UNCG website should have a prominent diversity section
4. Create a search handbook focusing on strategies for increasing diversity in faculty hiring
5. Organize annual workshops for department heads/chairs and search committee chairs to discuss strategies for more effective recruitment of minority faculty
6. Develop a Faculty View book for use in recruitment that describes our commitment to faculty diversity
7. Design a Diversity Fellows program
8. Offer more opportunities for faculty awareness and training in diversity issues related to instruction
9. Include diversity as a component of the faculty mentoring program and continue the opportunity for minority faculty to join special mentoring groups, if that proves to be a successful initiative
10. Include diversity as a more salient component of orientation for new faculty, staff and students
11. Use funds currently allocated to the Race and Gender Institute for initiatives targeted to recruitment and retention of ethnic minority faculty
12. Include diversity training as part of orientation for new department heads/chairs and university administrators and include contributions to the recruitment and retention of a diverse faculty in their evaluation
13. Encourage departments and programs to invite minority scholars to campus so that faculty and students become aware of the wider range of disciplinary perspectives that can be represented by a more diverse faculty
14. Require each academic unit to establish a mechanism to ensure that issues of diversity received authoritative and sustained attention.

Campus Unity Council

The Campus Unity Council was established in 2000 with the primary task of surveying the faculty, staff and student body every three years to gather longitudinal data regarding campus perceptions of diversity. The campus has been surveyed in 2000, 2003, 2005, and 2008. The Campus Unity Council in 2008 partnered with the Inclusive Community Initiative Task Force to update the data instrument so survey items would reflect specific issues surrounding diversity and inclusiveness.

Surveys were distributed electronically to all faculty and staff, and a random sample of students. Overall survey distribution and response rate is as follows:

Faculty: 370 of 1191 = 31.1% (95% confidence interval \pm 4.23)

Student: 591 of 3830 = 15.4% (95% confidence interval \pm 3.71)

Staff with E-mail: 685 of 2031 = 33.7% (95% confidence interval \pm 3.05)

Staff with E-mail and also others by hard copy: 703 of 2402 = 29.3%
(95% confidence interval \pm 3.11).

Summary From Data.

- The responses are overwhelmingly positive. There is no one area in the survey where a significant percentage views UNCG at a deficit. The vast majority of critical comments were made by one individual.
- The responses improved for each question, almost uniformly, from 2005 to 2008. Those that dropped did so in a very small way.
- Across the board (faculty, staff, and students) agree that diversity is represented at UNCG, particularly in the student body. However, this is limited in two regards. One, the representation is about numbers, not the quality or how diverse populations are embraced. Second, diversity is represented in terms of ethnicity and international student populations, but not always in terms of sexual orientation, religious views, or political and ideological differences.
- The percentages of agreement are low when it comes to maintenance of diversity. All three groups seem to agree that efforts are lacking in terms of creating opportunities to strengthen and embrace diversity. They also agree that communication of such opportunities is poor.
- Staff ratings tend to be higher on many items, but the percentage is much lower when it comes to their perceived impact on creating an inclusive, learning community.
- Staff and student ratings are consistently higher than that of faculty, with students almost overwhelmingly rating each item the highest.
- “Praise” and “criticism”—the same thing is praised by someone and criticized by another.
- Students see the faculty as more diverse than faculty and staff do. And, students see more collaboration among faculty, staff and students than faculty and staff see.
- Students may be viewing UNCG through a lens where they expect diversity to be present and embraced, and/or faculty may be missing positives the students are seeing regarding diversity and collaboration.

Recommendations From the Data

Communication and Awareness.

1. The three questions in the surveys asking if participants are aware of UNCG policies, procedures, or offices for ensuring a positive and supportive environment remain ranked relatively low. This could be because these questions were not clear or because these three items have not been communicated clearly

enough to our community. Web site creators and those who create publications should take this into account as new items are developed.

2. Communication about opportunities to learn more about inclusivity issues was mentioned by several individuals. Consider creating a central site where community members can access information. Insure that those offices/groups that provide services or programming are regularly contributing to the site.
3. Continue to encourage and support open communication about issues relevant to the community.

Faculty Related Issues.

1. Many community members mentioned the perceived lack of diversity among faculty members. One suggestion was to put resources toward attracting a few high profile senior faculty of color so that they can in turn help recruit and retain less seasoned faculty of color. A university plan for recruiting and hiring diverse faculty/staff may be warranted based on comments.
2. Promotion and tenure decision making was critiqued in a variety of ways: consider the diversity the faculty brings to the institution, support alternative research, reward community engagement.
3. Consider extrinsic rewards to encourage cross departmental efforts.

Further Education.

1. Many community members stated that Black/White diversity seems to be addressed but other racial groups are not as supported. Consider ways to broaden the community's awareness of and support for other groups.
2. Several community members suggested more diversity programs and training.

Group-specific Requests.

1. Transfer students were mentioned by community members as a group needing more attention. Consider how transfer students may be better engaged at UNCG.
2. Distance learners were another group mentioned by community members as needing further resources. Consider how this group may be better engaged at UNCG.
3. Lack of religious diversity was mentioned several times. Consider how the University holiday structure and celebrations may alienate non-Christian community members. This might include "a swap of holidays for Jewish faculty/staff."
4. Many community members mentioned the lack of support for adjunct faculty.
5. Many community members noted that staff are "unappreciated," "treated like second class citizens," "are not recognized adequately for their very hard work."

Structure/Other Recommendations.

1. Having two separate Human Resources offices for SPA and EPA staff does not foster community.
2. Focus on departmental efforts. Those who were most critical stated their departments were not supportive environments. In addition, of the few items that dropped from 2005 to 2008, two were focused on the respect garnered from coworkers or supervisors.

3. Consider the creation of a mechanism, such as an inclusiveness director/office/staff, or college/school committee, with priority assignment to work with academic departments and faculty. Faculty seem to be the most negatively impacted by current diversity/inclusiveness efforts, so we recommend putting new energy there.

The following comment speaks to the importance of cultivating an inclusive campus community:

“Faculty appointments are not as diverse as they need to be given the diversity of the UNCG student population. I have seen little serious and creative effort going toward outreach to the increasing Hispanic population to cultivate and mentor them to attend college. Diversity programming at UNCG tends to be superficial and steer clear of social justice issues. Having many different types of people physically on the campus does not in itself mean that those people are engaging and learning from each other’s differences. We fall short in this area of quality of engagement.”

Campus Climate Survey Respondent

Inclusive Community Initiative Task Force. The findings of the Deans Council Subcommittee on Recruitment and Retention of Ethnic Minority Faculty and the Campus Unity Council’s Campus Climate Survey suggested the need for a broader campus conversation about inclusiveness. UNCG is committed to supporting an inclusive community where there are visible, meaningful and affirming representations of the diversity present in the wider community at all university levels. In keeping with our commitment to foster an engaging, dynamic and affirming university community The University of North Carolina at Greensboro began a new initiative.

Beginning in August of 2008, the University Faculty Senate and Office of the Provost with support from the Office of the Chancellor, jointly established The Inclusive Community Initiative Task Force. This 26 member Task Force comprised of faculty, staff, student and community members were charged with the following:

1. Develop a UNCG endorsed definition of an inclusive community that is posted on the home page.
2. Conduct a campus climate assessment of the UNCG environment.
3. Formulate a plan to better coordinate, communicate, and support all programs that contribute to campus inclusiveness.
4. Identify additional ways that UNCG can become a more inclusive campus and include these recommendations in the UNCG Strategic Plan.
5. Develop a rationale & position description for a Director of Equity & Inclusion.

To fulfill such an ambitious agenda the task force was divided into the following five subgroups:

- Campus Climate Assessment
- Data Surfacing Underrepresented Groups
- Coordination & Communication of Inclusive Community Events
- UNCG Endorsed Definition of Diversity and Inclusive Community
- Position Description & Rationale for a Director of Diversity/Inclusivity.

The Beginning of the Initiative. In an effort to successfully launch the Inclusive Community Initiative for the University community, the Task Force collaborated with members of the Staff Senate and Faculty Senate to conduct an Open Microphone Session. During this campus wide forum participants were given an opportunity to participate in a relationship building exercise and provide the Task Force with information regarding the initiative. We provide you with the two central questions asked and some of the responses that were given at this forum.

What Do You See as Current Barriers to UNCG Being an Inclusive Community?

- Believe we are already inclusive
- Lack of education on campus re: diversity, similarities, and making the campus more inclusive
- Caste systems still in place (lack of opportunities for some members of campus to move into higher positions)
- Lack of equal opportunities/benefits (e.g., no domestic partner benefits)
- Lack of accessibility of campus for all groups
- Few GLBT staff and faculty members are out on campus
- Lack of time and space to build an inclusive community
- Fear of addressing issues related to diversity and creating a more inclusive community.

What Are Your Suggestions for Ways to Make UNCG a More Inclusive Community?

- Make this issue a priority and provide time to build an inclusive campus
- Plan more events that bring the entire campus together like a dance
- Provide domestic partner benefits
- Provide ongoing workshops on diversity and creating a more inclusive community
- Make physical plant of campus accessible to everyone
- Use student satisfaction data to inform changes on campus
- Allow staff to attend campus events without their having to use vacation time
- Increase diversity across all parts of the campus.

As a result of this Open Microphone meeting, the Inclusive Community Initiative-Task Force decided at their first business meeting to conduct focus-group panels with various under-represented groups on campus to hear directly from these individuals their perceptions regarding the level of inclusiveness at UNCG.

The following six panels were identified and conducted as part of this data gathering plan:

1. Gay, Lesbian, Bisexual, Transgender, Intersecting, Questioning, and Queer (GLBTIQQ) Students

2. Staff Members
3. International Degree Seeking Students
4. Minority Faculty Members
5. Minority Students
6. Male Students.

A significant amount of data were surfaced from each group in response to the following four questions that were consistently posed to each panel:

- How inclusive is the UNCG campus?
- What contributes to UNCG being an inclusive community?
- What are current barriers to UNCG being a more inclusive community?
- What are your suggestions for ways UNCG could become a more inclusive community?

The data were analyzed for themes. A second method used for gathering data from staff members of the university community was through 15 interviews that were conducted by sophomores involved in a writing- and speaking-intensive English course. The instructor of the course was a task force member and decided it would be a great action-research project for his students. The instructor/task force member coordinated these interviews, collected all student generated data, analyzed and summarized the data for major themes from the interviews and provided a report to the task force. All data from the focus group panels and student interviews were placed into data summary tables and included as a part of the final report submitted to university officials. Because of the large amount of data collected, we present to you a few snapshot responses from the Minority Faculty data-surfacing panel. The following data were obtained from 11 UNCG minority (broadly defined) faculty members representing a wide variety of departments across the campus.

How Inclusive Is the UNCG Community From Your Perspective?

“The department is quite diverse across faculty and student lines. The department established statement of commitments that govern them. I feel like I am in a place that is wonderful, beautiful and creative; however, I am finding that this is different on other parts of campus.”

“UNCG is not inclusive at all, particularly with GLBT faculty.”

What Are Barriers to Making UNCG a More Inclusive Community?

“I am a South-Asian Lesbian who believes this community (UNCG) has not reached out to the GLBT community.”

“No support system for GLBT faculty.”

“African Americans are promoted in leadership positions but are not allowed to stay.”

“A culture and history exist around framing diversity around gender; particularly around white women and placing them in leadership.”

“Faculty in my department think I am a fornicator and I find that quite problematic.”

“We have attended Latino events and many Latino students are dissatisfied with their experiences”

“There are a number of Latino students who are dissatisfied with their classification by enrollment services as being Hispanic. They are being classified as Hispanic and do not like the classification. They would rather be classified as Latino, Chicano, or Mexican-American etc.”

“Many Latino students are marking “other” instead of Hispanic on demographic data forms. Which means we actually have more identified Latinos on campus than what the data shows.”

“Not enough tenured faculty of color, particularly black faculty.”

What Are Your Suggestions for Making UNCG a More Inclusive Community?

“No same-sex partner benefits-gain them.”

“People in leadership positions should engage in serious dialogue around retention of faculty members from under-represented groups.”

- Establish a GLBT Center
- Establish an African American Center
- Establish a Latino Center.

Key Question for Administration: What Are the Transformational Institutional Practices and Policies That Would Create Spaces for Inclusiveness?

“Upper administration must take on the central apparatuses; which supports barriers in departments and schools. They must develop values that support inclusiveness and provide resources to insure things get done.”

“Upper administration must also address the inconsistencies that occur with the tenure and promotion process.”

“Review programs, opportunities and events across the campus and support them, as well as communicate them across all channels.”

Status of Inclusive Community Initiative.

At the conclusion of the 2008–2009 academic year, the Inclusive Community Initiative Task Force 1) developed a broad definition statement on diversity and inclusiveness, 2) developed a plan for marketing and communicating all inclusive events across campus, 3) developed a rationale and job description for an executive

staff level position, 4) conducted a campus climate assessment containing additional items focused on inclusiveness, and 5) conducted data-surfacing focus group panels with 6 targeted populations on campus. A final report with the following recommendations was presented to university administration:

- Reestablish the Inclusive Community Initiative-Task Force as the Chancellor's Advisory Committee on Equity, Diversity and Inclusion, Fall 2009
- Secure office space for Office of Equity and Inclusion, Fall 2009
- Identify budgetary resources to support the initiative, Fall 2009
- Identify graduate assistant to serve the initiative, Fall 2009
- Continue work on university-wide endorsement of the recommended inclusiveness definition: Fall 2009, Spring 2010
- Fold the work of the Campus Unity Survey into the work of the Chancellor's Advisory Committee on Equity, Diversity, and Inclusion, Fall 2009
- Establish and maintain a collaborative coordinated university-wide communication network to develop and deploy a university wide events calendar, Fall 2009, Spring 2010
- Present proposed rationale and position description for the Vice Chancellor of Equity and Inclusion to targeted university community groups, Fall 2009, Spring 2010
- Continue thematic data surfacing panels including students with disabilities, adult/graduate students, freshmen arrivals, and various staff and faculty members by key departments, Fall 2009, Spring 2010
- Finalize webpage development and deployment, Spring 2010.

Conclusion

We continue to move toward a more inclusive community by making strides in recruiting and retaining faculty of color through the promotion and tenure process. Through the various initiatives under-taken over the past three years we have evidence that our efforts are paying off. At the beginning of this academic year we saw an increase in the number of ethnic minority faculty recruited to UNCG as well as an increase in the number of those promoted and tenured. The percentages of ethnic minority tenure-track faculty in 2009 are 29% for Assistant Professors, 16% for Associate Professors, and 9% for Professors. Also at the beginning of this academic year, the Chancellor accepted the recommendations of the Inclusive Community Initiative Task Force and established The Office of Equity, Diversity, and Inclusion with an office in the Chancellor's suite. The task force has been reestablished as the Chancellor's Advisory Committee on Equity, Diversity, and Inclusion and given the following charge:

- Conduct four data surfacing panels with students with disabilities, housekeeping staff, adult students, and new faculty members.
- Identify two to three initiatives for the university based on the data surfaced from the panels conducted during these two academic years.

- Develop an organizational structure of the Office for Equity, Diversity, and Inclusion.

The multiple initiatives undertaken by UNCG over the past three years are indicative of what it takes to successfully increase the recruitment and retention of minority faculty members. Support and commitment to this critical issue must take place at all university levels including administration, faculty, staff, and students. Higher education institutions must be willing to make a complete shift in policies, practices, and community climates that fully support and embrace the belief that diversity and inclusion at all levels strengthens the university for the 21st century.

Acknowledgments

The authors recognize and thank Dean Timothy Johnston and the Deans Council Subcommittee on Recruitment and Retention of Ethnic Minority Faculty, members of the Inclusive Community Initiative Task Force; and the Campus Unity Council for their contributions to enhancing equity, inclusiveness, and diversity at UNCG.

Appendix

The following information, our institutional profile, is presented to give you a “sense” of our university and our rationale for seeking to move to a more inclusive community.

2008–2009 Institutional Profile

History/Location: The University of North Carolina at Greensboro is classified by The Carnegie Foundation as a Research University with High Research Activity. The University was established in 1891 as a woman’s college and became coeducational in 1963. The 210-acre campus is located 1 mile from the center of Greensboro, a city of 258,671. The Greensboro/Winston-Salem/High Point Combined Statistical Area has a population of approximately 1,535,926.

Academic Schools/Programs and Degrees: Arts and Sciences; Business and Economics; Education; Health and Human Performance; Human Environmental Sciences; Music; Nanoscience and Nanoengineering (joint with NC A&T State University); Nursing; and Graduate School. UNCG offers over 100 undergraduate, 63 masters, and 25 doctoral programs. In 2007–08 UNCG awarded 2,389 bachelor’s, 1007 master’s and 92 doctoral degrees. Doctoral degrees were awarded in English; Psychology; Education; Counseling; Geography; Nursing; Nutrition; Performance; Human Development and Family Studies; Kinesiology; Curriculum and Teaching; Information Systems and Operations Management; Consumer, Apparel, and Retail Studies; and Music.

Faculty: In 2008–09, there were 1,054.57 regular term budgeted FTE faculty positions and the student/faculty ratio was 16:1. 39.2% of the full-time faculty was tenured, while 80.7% held the doctorate or terminal degree in their field. Average 2008–09 AAUP Salaries were \$109,332 for Full Professors, \$78,856 for Associate Professors, and \$65,379 for Assistant Professors.

Enrollment: Fall 2008 resident headcount enrollment was 16,703 (15,206 FTE), including 13,453 (12,711 FTE) undergraduates and 3,250 (2,495 FTE) graduate students. 11,868 (88%) of undergraduate and 1,245 (38%) of graduate students were enrolled on a full-time basis. 67% of undergraduate students were female. 8% of undergraduate and 16% of graduate students were from out-of-state. 22% of undergraduate and 15% of graduate students were African-American. 31% of undergraduate students lived in residence halls. The Fall 2008 extension headcount was 704 (an additional 423 resident students took extension courses), making the total university student headcount 17,407.

Admissions/Retention: 2,492 first-time degree seeking Freshmen and 1,495 first-time degree seeking Transfers enrolled in Fall 2008. 72% of freshman applicants were accepted and 38% enrolled. The average SAT score for enrolled first time freshmen was 1039. The middle 50% ranges for SAT scores were 460–560 for Verbal and 470–570 for Math. 76% percent of Fall 2007 Freshmen returned in Fall 2008, and 52% of freshmen who entered in Fall 2002 graduated within six years.

Costs: Annual 2008–09 full-time tuition/fees were \$4,135 (in-state) and \$15,629 (out-of-state). Room and Board was \$6,188.

Budget: The IPEDS revenues and other additions for 2007–2008 \$341,424,121, with state appropriations (\$156,611,887) comprising 45.9%. Total expenses and deductions amounted to \$321,637,738, of which 37.5% was for instruction (\$120,735,485), 4.0% was for research (\$13,013,050) and 4.9% (\$15,629,081) was for public service.

Institutional Affiliations: UNCG is a member of the Association of Public and Land-grant Universities (APLU) and the American Association of Colleges and Universities (AACU). In athletics, UNCG began NCAA Division IA competition in 1991. We are members of the Southern Conference.

References

- Carlson, D., & Gause, C.P. (2007). (Ed.). *Keeping the promise: Essays on leadership, democracy and education*. New York: Peter Lang.
- Cooper, C.W., & Allen, R.A. (2006). "Fostering parent engagement in multicultural school communities: Race, reform and the 'Politics of Difference.'" Paper presented at the Annual Meeting of the American Educational Research Association, San Francisco, CA.
- Gause, C.P. (2008). *Integration matters: navigating identity, culture and resistance*. New York: Peter Lang.
- Hughes, L. (1926). Dream deferred. <http://www.americanpoems.com/poets/Langston-Hughes/2381>. Retrieved/Accessed: September 4, 2009.
- North Carolina Rural Economic Development Center. Rural Data Bank. http://www.ncruralcenter.org/databank/trendpage_Population.asp. Retrieved/Accessed: September 27, 2009.
- Orfield, G., & Yun, J. (1999). *Resegregation in American schools*. Cambridge, MA: The Civil Rights Project, Harvard University.
- Powell, J. (2005). A new theory of integrated education: True integration. In J. Boger & G. Orfield (Eds.), *School resegregation: Must the south turn back?* (pp. 281–304). Chapel Hill, NC: University of North Carolina Press.
- Roseboro, D., & Gause, C.P. (2009). Faculty of color constructing communities at predominantly White institutions. In C.A. Mullen (Ed.), *Leadership and building professional learning communities*. New York: Palgrave Macmillan.
- Umbach, P. (2006). The contribution of faculty of color to undergraduate education. *Research in Higher Education*, 47(3), 317–345.