

Access and Diversity Report

Executive Summary

“The order in which the strategic directions are presented does not represent prioritization by the Board; however, access is the Board’s highest priority.”

Summary of Office of the President Report

Access and diversity has been a key focus of this office during the past eight years, yet, it has become an increasingly important issue in the last two years. In February 2004, the Western Interstate Commission for Higher Education (WICHE) released their new projections for high school graduates through 2018.

The projections for North Carolina indicate a significant growth in high school graduates beginning in 2014 and a major change in the number of Hispanic graduates. By 2018, nearly 1/3 of high school graduates in North Carolina will be Hispanic. Although the methodology used by the NC Department of Public Instruction differs from WICHE, the results are similar, confirming a significant growth of Hispanic graduates over the next several years. Hispanic and American Indian students have the lowest college-going rates and along with African-American students make up the majority of first generation college students.

The Office of the President has made a concerted effort to raise the awareness on the campuses of these changing demographics through annual meetings with Chancellors, Chief Academic Officers, Chief Student Affairs Officers, Enrollment Managers, and Directors of Admissions among others. Several of the support mechanisms such as CFNC, the GEAR UP NC and the UNC Need-based grants programs are detailed in Appendix C.

Summary of Campus Reports

The original campus diversity plans were submitted and approved in 2001 by the Board of Governors. The campuses continue to support efforts to increase diversity through a number of strategies and activities. Twelve of the campuses indicate they have an administrative position dedicated to diversity and minority affairs. These individuals may be responsible for working to promote diversity among the student body as well as the faculty ranks.

Three of the campuses post their diversity plans on their respective websites and a number of campuses have instituted campus-wide diversity committees or task forces. Eleven campuses have developed a diversity module on the campus website and of these, four are very comprehensive.

A summary of specific activities (e.g., orientation programs and programs to assist faculty to integrate diversity into the curriculum) is provided in Appendix C.