November 10, 2020 at 1:00 p.m.
University of North Carolina System Office
Via Videoconference and UNC-TV Live Stream

AGENDA

A-1. Approval of the Minutes of July 9, 2020.. Reginald Ronald Holley

A-2. UNC System Racial Equity Task Force Survey & Virtual Town Halls .... APCO Worldwide
Eleanor Arlook
Lauren Compton
Courtney Crowder

A-3. Draft Recommendations... Reginald Ronald Holley

A-4. Adjourn

DRAFT MINUTES

July 9, 2020
University of North Carolina System Office
Via Videoconference and UNC-TV Live Stream

This meeting of the UNC System Racial Equity Task Force was presided over by Chair Darrell Allison. The following committee members, constituting a quorum, were also present by phone: Kellie Hunt Blue, Pearl Burris-Floyd, Dawn Brown, Garikai Campbell, Reggie Holley, David Green, Isaiah Green, Timothy Ives, Garrett Killian, Anna Spangler Nelson, Ricardo Nazario-Colon, and David Perry.

Staff members present included Shun Robertson and others from the UNC System Office.

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1. Defining the Work of the Racial Equity Task Force (Item A-1)

The chair called the meeting to order at 10:00 a.m. and recognized Chair Ramsey to provide opening remarks and detail the charge of the task force. Chair Ramsey stated that the task force has been charged to meet with campus constituents and discuss racial inequities in order to gain a better understanding of the issues that affect our campuses and communities. He explained how, over the subsequent months, the task force would be spending time listening to various groups, gathering feedback, and preparing a list of recommendations to present to the UNC Board of Governors.

Chair Allison called on task force members to introduce themselves and thanked them for serving. Chair Allison discussed the terms that will be used to shape the work of the task force: diversity and equity. Chair Allison then provided an overview of the task force's focus areas and timeline.

2. Baseline Data (Item A-2)

Chair Allison called upon Shun Robertson to provide an overview of the educational pipeline from high school into the university and Christopher Chiron to provide information regarding faculty and staff hiring, retention, and engagement metrics. Mrs. Robertson discussed gaps in the education pipeline, initiatives implemented to support students of color, and data that reveal equity gaps, which the task force will focus on in the upcoming months. Mr. Chiron discussed the UNC System Employee Engagement Survey, the UNC System Diversity & Inclusion Council, and next steps the council plans to take this fall.

3. Campus Engagement Process (Item A-3)

Chair Allison called upon David Green, Garrett Killian, and Isaiah Green to provide an overview of our current campus engagement strategy. Mr. Green stated that the goal of the task force is to utilize an integrated communications strategy to engage students, faculty, and staff at all 17 institutions. This approach ensures that all forms of communications and messages are aligned to achieve optimal participation in this process. Mr. Green, Mr. Killian, and Mr. Green provided a few campus engagement

strategies they have discussed and opened up the floor to talk about additional ideas to proactively engage campus constituents around the issues of racial disparities and injustices.

4. Adjourn (Item A-4)

There being no further business, the meeting adjourned at 11:55 p.m.

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Anna Spangler Nelson, Secretary

AGENDA ITEM

A-2.   UNC System Racial Equity Task Force Survey & Virtual Town Halls.....................................APCO Worldwide
Eleanor Arlook
Lauren Compton
Courtney Crowder

Situation: The task force will hear a presentation from APCO Worldwide, a third party public affairs and strategic communication consultant, on the UNC System Racial Equity Task Force survey findings and virtual town halls.

Background: The UNC System Racial Equity Task Force launched a System-wide survey on September 15, 2020 to gain a better understanding of students', faculty's, and staff's perceptions of equity, diversity, and inclusion. From October 19 to 29, the task force hosted seven virtual listening sessions to hear about issues of race and equity and all tangible steps that can be taken across the UNC System in pursuit of equity and understanding. The survey and virtual town halls provided feedback and perspectives that will inform the report to the UNC Board of Governors.

Assessment: In this session, task force members will hear a presentation regarding the responses of the survey, feedback from the town halls and explore overarching findings.

Action: This item is for discussion only.

RACIAL EQUITY TASK FORCE SURVEY & VIRTUAL TOWN HALL FINDINGS

November 10, 2020
Presented by APCO Worldwide

Why We're Here Today

- **APCO was asked to collect insights to illuminate trends and lived experiences** from students, staff and faculty across the UNC System related to diversity, equity, and inclusion.

- **This Task Force is taking the first step of the UNC System's racial equity work**. We're here to help the Task Force create the intentional infrastructure that will support the system in continuing its steps to achieve equity.

- **Today, we're summarizing and sharing the trends from what thousands of students, faculty and staff** shared through survey results and our virtual town halls. This presentation is not exhaustive of that data and isn't exhaustive of stakeholder needs.

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The Opportunity

There's a gap between what people believe SHOULD happen and what they think WILL happen, creating a sense of urgency to rebuild trust.

- *There is a **perceived lack of commitment** in DEI from the UNC System leadership, as seen by students, faculty and staff.*

- *Participants say they have seen and participated in a lot of listening efforts, and have **not seen meaningful action.***

- *Participants are **looking for new or improved processes and policies** within the UNC System that address student, staff and faculty priorities.*

Perceived Commitment of UNC System Leadership to Creating A Diverse, Equitable, and Inclusive System
(% selecting not very or at all committed)*

Students (n=4,048)	34%
Faculty (n=1,788)	56%
Staff (n=3,249)	41%
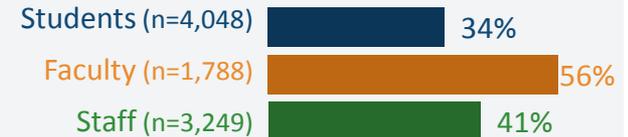
*"We seem to be **caught in this data-gathering phase**. There are **decades of research** on what it's like to be a Black faculty, staff, student. There's **retraumatizing** of them to educate the people that are traumatizing them on this trauma" - Faculty*

*"How do we move beyond workshops and discussions to **real systemic change**?" - Staff*

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Seven Priority Areas for Students, Faculty & Staff

- Formalize path to more **diverse, inclusive leadership**

- Ensure equity in **hiring**, **promotions, tenure and compensation**

- Establish **diversity education** model, clear pathway to independent **reporting**, and **accountability** measures

- Invest in equitable **mental health**

- Evaluate **campus police policies** and **incorporate alternative** responders

- Enhance inclusion through **representative spaces**

- Close any **funding & access gaps between HMSIs & PWIs**

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Formalize Path to More Diverse, Inclusive Leadership

Seen As <u>Not</u> Diverse
% Selecting "Not Very" Or "Not At All Diverse"[1]

Legend:
- ■ Students (dark blue)
- ■ Faculty (orange)
- ■ Staff (green)

Institution Leadership
- (n=5,684) 50%
- (n=3,153) 64%
- (n=5,608) 56%

UNC System Leadership
- (n=4,364) 54%
- (n=2,248) 83%
- (n=4,041) 72%
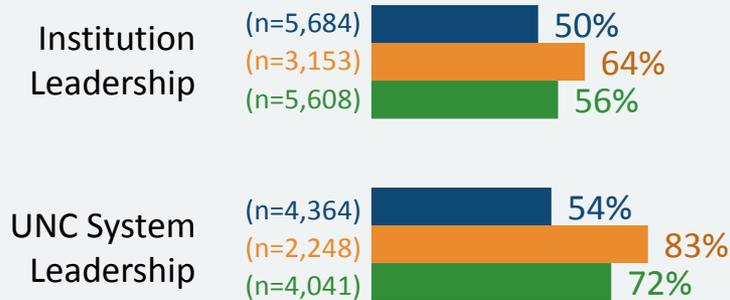
Diversity Perceived To Be <u>Low</u> Priority
% Selecting "Low" Or "Extremely Low"[2]

Institution Leadership
- (n=5,852) 29%
- (n=3,034) 27%
- (n=5,381) 25%

UNC System Leadership
- (n=4,876) 37%
- (n=2,110) 59%
- (n=3,861) 49%

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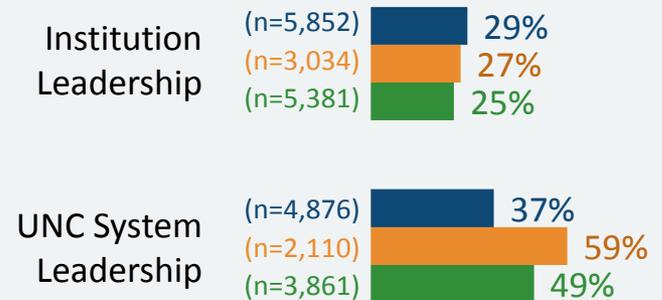
*"When I don't see my race represented in leadership in my area, I feel discouraged that I am in the 'right' field. **I question whether or not I could get to that level**, regardless of the work I put into it."*

- Student

*"I really believe **it needs to start at the top.** Look at the composition of the Board of Governors and System Office executive level personnel. There needs to be genuine change."*

-Staff

*"I would like to see increasing the presence of **faculty of color in top leadership positions** a top priority on each campus."*
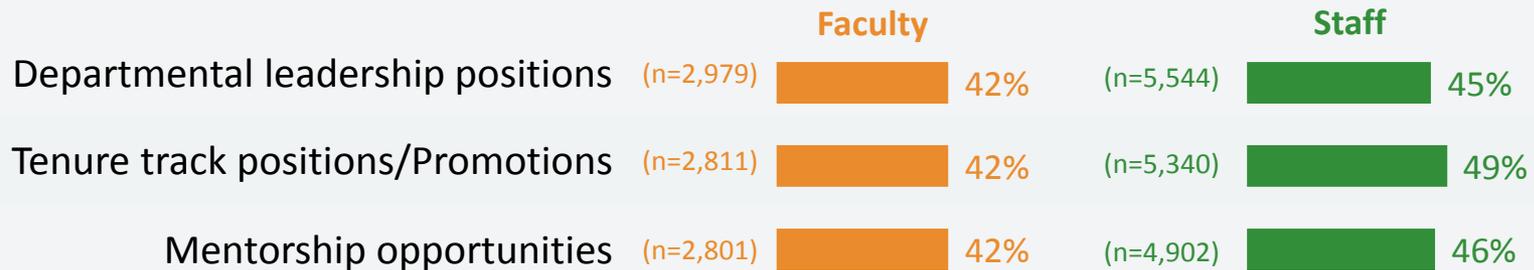
-Faculty

[1]Q2. In your view, how racially and ethnically diverse are each of the following groups? [Base on respondents not selecting "Not applicable/Don't know"]

[2]Q3. How much of a priority would you say each of the following groups has put on fostering racial and ethnic diversity? [Base on respondents not selecting "Not applicable/Don't know"]

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Ensure Equity in Hiring, Promotions, Tenure & Comp

More than 4 in 10 faculty & staff feel opportunities for leadership roles, tenure track or promotions are, at best, "only sometimes" equitable.

Believe That Different Races, At Best, <u>Only Sometimes</u> Have Equitable Access To:

	Faculty	**Staff**
Departmental leadership positions	(n=2,979) 42%	(n=5,544) 45%
Tenure track positions/Promotions	(n=2,811) 42%	(n=5,340) 49%
Mentorship opportunities	(n=2,801) 42%	(n=4,902) 46%

Q4. To what extent do you believe people of different racial and ethnic backgrounds are treated equitably when it comes to the following? [Base on respondents not selecting "Not applicable/Don't know"]

"Recruiting and retaining diverse faculty & staff" as well as "investigating & correcting inequities in tenure, promotions and compensation" are Top 3 priorities for faculty & staff.

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Ensure Equity in Hiring, Promotions, Tenure & Comp

Ideas to resolve:

- **Mitigate biases in** performance assessments and hiring processes

- Create structures for **career mentorship/sponsorship**

- **Address any disparities** in compensation between HMSIs, MSIs & PWIs

*"When POC are told that diversity is welcomed, but positions are determined **not by a committee but one individual**, then where is the equity? I have witnessed actions of 'favorable persons' being hired over qualified persons. How do we move beyond such actions?"
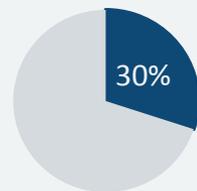– Staff*

*"For faculty, leadership could **more highly value service work in promotion considerations**, given that **people of color tend to do more service work** and emotional labor (serving on diversity committees, mentoring students of color, etc.) - things that are very valuable but reduce the time they have for research."
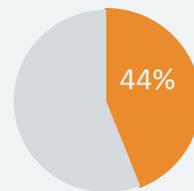- Faculty*

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Address Training, Reporting & Accountability

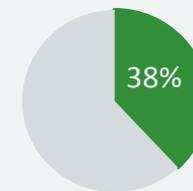Many BIPOC participants say they have experienced microaggressions, discrimination and/or harassment

Personally Experienced Racial Harassment or Discrimination

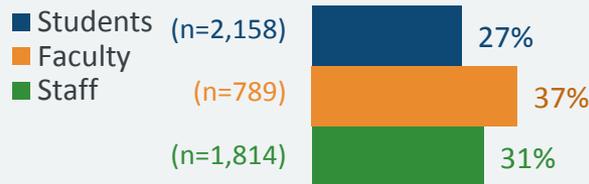| BIPOC Students	BIPOC Faculty	BIPOC Staff
30%	44%	38%
(n=2,159)	(n=792)	(n=1,812)

Q9. Have you ever personally experienced an act you considered to be racial discrimination or harassment by another member of your institution?

Lack of comfort, confidence in current reporting structures

BIPOC Not Comfortable Reporting

- Students
- Faculty
- Staff

(n=2,158)	27%
(n=789)	37%
(n=1,814)	31%

Q10. Regardless of whether you have experienced or witnessed an event, how comfortable would you feel in reporting an act of racial discrimination or harassment to your institutional employer?

BIPOC Not Confident in Protection From Retaliation

(n=1,945)	38%
(n=720)	52%
(n=1,682)	47%

BIPOC Not Confident Offenders Will be Held Accountable

(n=1,993)	45%
(n=734)	53%
(n=1,685)	48%

Q12. If you reported an instance of racial discrimination or harassment, how confident are you that the institutional employer would [protect you from retaliation/hold those in the wrong appropriately accountable]? [Base on respondents not selecting "Not applicable/Don't know"]

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Address Training, Reporting & Accountability

Desire for:

- **Mandatory, regular** anti-discrimination **training**

- **Independent reporting** structures

- Improved **transparency** in process and outcomes

- **Zero tolerance** policies and results-based accountability

*"I often think training is done for universities to **check off a box** so they can say they did it. It would be nice if **they followed through and implemented some policy** instead of forgetting the training the minute it's gone."*
– Student

*"Our reporting processes are problematic. Our division's head of HR reports to the same person I do. When I brought a concern, **she said she had to support the decision because the person in question is her supervisor too.**"*
- Staff

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A Strong Desire for Mental Health Investments

- **Equitable mental health is a #1 priority** for students

- Some are **turning to faculty and staff** which can have opportunity costs

- Increased **representation** and **culturally-competent support** for BIPOC traumas is key

*"**I don't see a face** I can trust **that can actively and adequately understand** what I'm going through."*

– Student

*"Part of the deficiency in counseling services is that **many counselors have no frame of reference for some of the trauma and issues that minorities faced in the past and continue to face in the present.** Many minorities are left feeling undervalued and overwhelmed, and don't know what to do or how to deal with those kinds of ongoing psychological trauma."*

– Anonymous

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Evaluate Campus Police Policies, Incorporate Alternatives

- Offering **alternatives** (#2) and **evaluating** campus police **practices** (#4) both **rank as Top 5** priorities for students

- All three BIPOC audiences share **lack of trust** in police and want alternatives to be considered

- Students, staff and faculty are **looking for social work and mental health support to be primary responders** for appropriate incidents

*"I want to see **campus funded alternatives to police** in community safety, in recognition of the fact that many communities can't/don't trust the police no matter what reform is done."*
– Anonymous

*"Law enforcement is expected to know all of the laws, mental health, de-escalation, etc. in one year of training when lawyers take many years to learn just the laws. We need to **change the expectations of what police are responsible to do**."*
*– Anonymous*

*"I think it's important we take on a **restorative justice approach in policing generally in campus police**. For example - a commitment to not take legal action for ALL non-violent drug offenses, and instead invest in therapy and rehab services."*
– Student

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Enhance Inclusion through Representative Spaces

1 in 5 BIPOC say they don't feel part of a community on campus

Don't Feel They Are Part of a Community
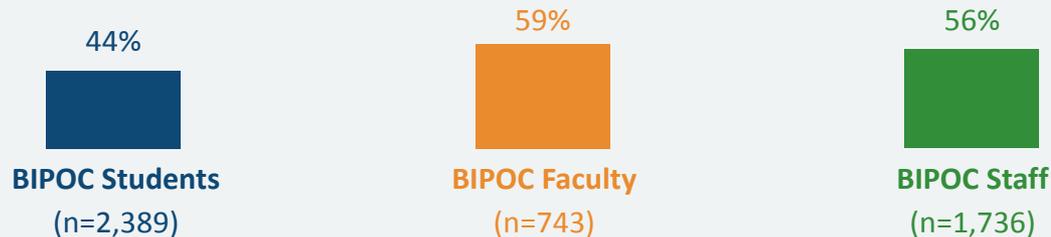
23%

20%

20%

BIPOC Students

(n=2,161)

BIPOC Faculty

(n=788)

BIPOC Staff

(n=1,810)
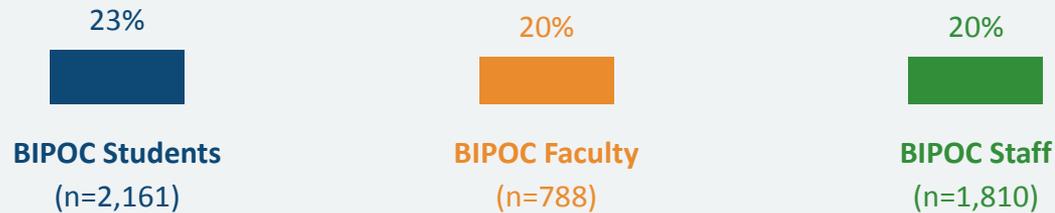
Q6. How often do you feel you are part of a community at your institution?

Many students, faculty and staff don't feel there is equitable access to representative spaces

People Of Different Races, At Best,
Only Sometimes Have Access To Representative Spaces

44%

59%

56%

BIPOC Students

(n=2,389)

BIPOC Faculty

(n=743)

BIPOC Staff

(n=1,736)

Q4. To what extent do you believe people of different racial and ethnic backgrounds are treated equitably when it comes to the following? Spaces that represent a person's own racial or ethnic background [Base on respondents not selecting "Not applicable/Don't know"]

Enhance Inclusion through Representative Spaces

- Stakeholders, especially students, share what has worked well are **spaces dedicated to marginalized communities** such as Diversity & Inclusion or Multicultural Centers on their campuses

- People caution these spaces **need to be incorporated** and **can't do it all**

*"I would like to second the importance of creating a space for POC and trusting they will come. **It is simply unethical to bring students to a university that does not have resources for them**."*
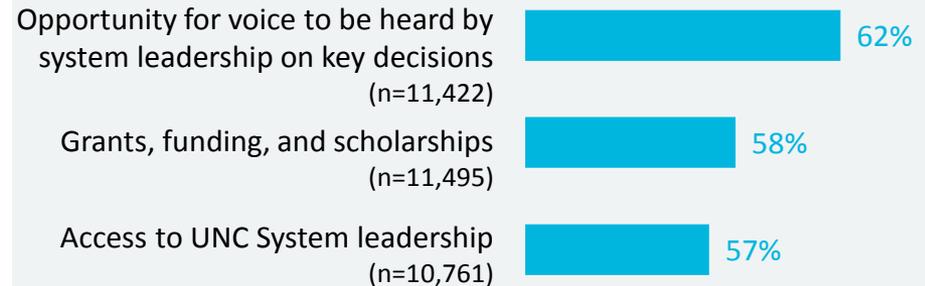*– Student*

*"We risk bringing minorities into spaces that are not prepared to support and accept them. **It seems to me that we need to first focus on purging our environments of discriminatory tendencies and unchecked racism.** That way, we don't usher our fellow BIPOC into spaces that are going to be harmful to them."*
– Student

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Close Any Funding, Access Gaps Between HMSIs & PWIs

- Majority from both HMSIs and PWIs believe institutions within the System are, at best, "only sometimes" treated equitably

- HMSIs ranked this area as **THE top priority** for the Task Force

Stakeholders Believe Institutions Within the UNC System Are, At Best, <u>Only Sometimes</u> Treated Equitably When It Comes To...

Opportunity for voice to be heard by system leadership on key decisions (n=11,422) — **62%**

Grants, funding, and scholarships (n=11,495) — **58%**

Access to UNC System leadership (n=10,761) — **57%**

Q5 - The UNC System is a collective of 17 institutions, five of which are historically black colleges and universities [HBCUs] and one of which is state designated as a historically American Indian serving university. To what extent do you believe institutions within the UNC System are treated equitably, when it comes to the following? [Base on respondents not selecting "Not applicable/Don't know"]

*"There is an old saying in football; 'If you're not in the huddle, you don't know the play.' **For decades HBCUs have not been in the huddle.** When financial decisions are being made that directly impact our institutions ability to provide the highest quality education to our constituency, we are not in the 'huddle'. This **exclusion is intentional** and done with malice and forethought."*
– Staff

*"I hope there will be an opportunity to talk about the **inequity of funding of the HBCU's** in the UNC System historically and currently. An example is UNC System schools who receive direct funding from the system to support Graduate Assistantships yet this is not offered to all....I would like to ask for this aspect of equity across all institutions for resources to be looked into."*
– Faculty

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SEIZING THE OPPORTUNITY

Move Quickly From Listening to Action

- Base expectation is **consistent communications from leadership on next steps**

- **Mobilization action needed**, not just education efforts

- The Task Force should create and share a **public action plan,** with timelines and measures

- Where possible, System/University led communications should be tied to **policy changes**

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THANK YOU

AGENDA ITEM

A-3.   Draft Recommendations ....Reginald Ronald Holley

Situation: The UNC System Racial Equity Task Force is responsible for developing a set of recommendations and tangible steps for the Board of Governors.

Background: The UNC System Racial Equity Task Force identified three focus areas to define its work and organize recommendations:

- Student Recruitment, Enrollment, and Outcomes
- Employee Recruitment, Retention, and Promotion
- Safe, Diverse, and Inclusive Campuses

These areas are critical to achieving equitable and inclusive working and learning environments within the UNC System. Task force members in each of the focus areas met weekly for two months, and after consultation with stakeholders across the UNC System through a System-wide survey and virtual town halls, they developed draft recommendations.

Assessment: In this session, task force members will review the draft recommendations, identify gaps, and discuss whether there are recommendations that should be consolidated.

Action: This item is for discussion only.

THE **UNIVERSITY** OF
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RACIAL EQUITY TASK FORCE

Draft Recommendations

The UNC System Racial Equity Task Force identified three focus areas to define its work. These areas are critical for achieving equitable and inclusive working and learning environments within the UNC System.
1. Student Recruitment, Enrollment, and Outcomes
2. Employee Recruitment, Retention, and Promotion
3. Safe, Diverse, and Inclusive Campuses

The draft recommendations are based on weekly focus area meetings and consultation with stakeholders across the UNC System through a System-wide survey and virtual town halls.

Implementation of campus-based strategies may require support from the System Office and Board of Governors. To account for the inherent diversity across institutions, strategies should be applied equitably instead of as a uniform approach (i.e., one size or recommendation fits all). Hiring, recruitment, and retention institution-based strategies are also intended to support System Office employees.

RECOMMENDATION 1—Data and Accountability: Establish reporting requirements, accountability mechanisms, and processes that support a sustainable procedure for collecting race and equity data and the implementation of strategies in support of a more equitable UNC System. Strategies to implement this recommendation may include:

Board of Governors/System Office-Based Strategies	Institution-Based Strategies
Increase the granularity of data that is collected and analyzed on race and ethnicity within all employee categories and leadership positions at all institutions and the UNC System Office.	Administer campus climate surveys and exit interviews for students, faculty, and staff leaving the University. The UNC System Office should develop a set of topics and/or questions to be addressed in all institutions' surveys.
Present more disaggregated data on student enrollment, transfer, and success outcomes.	Analyze and act on the data collected under this recommendation by increasing diversity where it may be lacking and putting in place supports, resources, and trainings related to student and employee recruitment and retention.
Require that regular presentations and reports be provided to the Board of Governors, the president, boards of trustees, and chancellors related to the University's progress and areas for improvement related to racial equity.	Formalize incentives and accountability measures for students, faculty, staff, and administrators to engage in work to promote racial equity, diversity and inclusion, and include institutional measures related to racial equity as part of performance evaluations.

RECOMMENDATION 2—Representation and Retention at All Levels of the University: Examine and improve recruitment, hiring, promotion, and retention policies and practices to build a racially diverse and equitable University student body, faculty, staff, and leadership. Strategies to implement this recommendation may include:

Board of Governors/System Office-Based Strategies	Institution-Based Strategies
Ensure that students of color are prepared to succeed once enrolled by increasing financial aid counseling and support and improving partnerships with college access organizations.	Build a high-quality, diverse teacher pipeline by recruiting, enrolling, and graduating more students of color in UNC educator preparation programs.
Seek opportunities to increase diversity in boards of trustees so that it reflects student enrollment.	Assess and modify search and hiring processes to help promote a more diverse applicant pool.

Continue rollout of the Executive Leadership Institute with an emphasis on representation from historically minority-serving institutions.	Review equitable pay, promotion, and tenure practices, assess strength and growth opportunities, and develop actionable plans for improvement.
Assess how hiring, promotion, and retention policies are enacted at the institution-level.	
Review the nomination and selection process for Board of Governors awards.	

RECOMMENDATION 3—Diversity and Equity Staffing to Support Inclusion and Belonging: The System Office should establish an executive position that reports directly to the President to implement the recommendations of the Racial Equity Task Force and oversee future equity initiatives. All faculty, staff, and students should have access to a diversity, equity, and inclusion representative and a safe space to talk confidentially about difficult situations. Strategies to implement this recommendation may include:

Board of Governors/System Office-Based Strategies	Institution-Based Strategies
Develop a Faculty Equity Fellows program that brings together the expertise of faculty members and evidence-based research that advances the UNC System's policies and practices towards diversity, equity, and inclusion practices.	Appoint and/or enhance the role of the diversity, equity, and inclusion position so that each institution has a clear path to reporting race and equity issues and establishing processes, resources, and solution-based support/assistance.
Partner with the Diversity and Inclusion Council to develop a knowledge management strategy for institutions to share best practices to develop equitable working and learning environments.	Make available to all constituent institutions the services of one or more ombuds officers to serve as confidential, impartial, informal, and independent resources for faculty, staff, and students. This officer would work in collaboration with the DEI officer to address race and equity issues.

RECOMMENDATION 4—Campus Policing: Build upon and make consistent across institutions training, procedures, and data collection practices that effectively support and promote racial equity in campus policing. Strengthen partnerships with other campus departments to facilitate alternative and/or shared responses to certain crises. Strategies to implement this recommendation may include:

Board of Governors/System Office-Based Strategies	Institution-Based Strategies
Centrally engage a subject-matter expert to determine what data should be collected by campus law enforcement related to race and implement regular collection and analysis of any such data that is not currently collected.	All campus police departments should obtain accreditation from the Commission on Accreditation for Law Enforcement Agencies, Inc. (CALEA) or the International Association of Campus Law Enforcement Administrators (IACLEA). It is recommended that each campus police department that is not yet accredited seek to become accredited within two years of receipt of sufficient funding to do so.
Complete a review of how campus law enforcement departments develop and adopt their policies and procedures.	Equip every sworn officer in the field responding to calls for service or following up on reported crimes or incidents with a body-worn camera. All campus police departments should possess less lethal devices in addition to existing firearms.
The senior associate vice president for safety and emergency operations at the System Office and	Require agreements with independent contractors for security services or for mutual aid with local law

appropriate institutional representatives from each campus police department and senior leadership should review the training received by campus law enforcement to ensure it is appropriate in content and frequency.	enforcement agencies to be approved by the campus police chief or his or her designee.
	Reduce the criminalization of incidents involving students by utilizing student affairs resources, such as counseling services and the student conduct process, rather than addressing matters through criminal prosecution.

RECOMMENDATION 5—Programs and Activities in Support of Racial Equity and Inclusion: Develop and support programs that improve equitable outcomes. Strategies to implement this recommendation may include:

Board of Governors/System Office-Based Strategies	Institution-Based Strategies
Review best practices and innovations that the UNC System and its constituent institutions should consider that can improve the delivery of mental health services for students and employees of color.	Integrate student support and mental health programming at critical student transition points (e.g., first-year student experience, transfer student experience, graduation) and targeted for underrepresented populations (e.g., black males).
Provide support to institutions to pilot and scale innovative programming to ensure students of color persist and graduate, including students transferring from community colleges.	Increase diversity of mental health staff and expand access to counseling professionals with diverse backgrounds and/or trained to be trauma-informed and culturally responsive.
In partnership with the Diversity and Inclusion Council, the UNC System Office should identify a common core of diversity and equity training programs for employees, including such topics as racial bias, implicit bias, and diversity and inclusiveness.	Offer mental health supportive programs and services in technology-based and in-person formats.
	Develop trainings and resources for faculty and staff to learn best practices on how to reach underrepresented populations.

DRAFT RECOMMENDATIONS

UNC System Racial Equity Task Force
November 10, 2020

Recommendation 1

Data and Accountability

Establish reporting requirements, accountability mechanisms, and processes that support a sustainable procedure for collecting race and equity data and the implementation of strategies in support of a more equitable UNC System.

Recommendation 1: Potential Strategies

BOG/System Office-Based Strategies

- Collect and analyze faculty, staff, and leadership race and ethnicity data at all institutions and the UNC System Office.

- Present more disaggregated data on student enrollment, transfer, and success outcomes.

- Require regular reporting to the Board of Governors, the president, boards of trustees, and chancellors on progress and areas for improvement related to racial equity.

Institution-Based Strategies

- Administer campus climate surveys and exit interviews for students, faculty, and staff leaving the University.

- Analyze and act on the data collected by increasing diversity where it may be lacking and putting in place supports, resources, and trainings.

- Formalize incentives and accountability measures for stakeholders to engage in work to promote racial equity, diversity and inclusion, and include institutional measures related to racial equity as part of performance evaluations.

Recommendation 2

Representation and Retention at All Levels of the University

Examine and improve recruitment, hiring, promotion, and retention policies and practices to build a racially diverse and equitable University student body, faculty, staff, and leadership.

Recommendation 2: Potential Strategies

BOG/System Office-Based Strategies

- Increase financial aid counseling and support and improve partnerships with college access organizations.

- Seek opportunities to increase diversity in boards of trustees so that it reflects student enrollment.

- Continue rollout of the Executive Leadership Institute, emphasizing HMSIs.

- Assess how hiring, promotion, and retention policies are enacted at the institution-level.

- Review the nomination and selection process for BOG awards.

Institution-Based Strategies

- Build a high-quality, diverse teacher pipeline by recruiting, enrolling, and graduating more students of color in educator preparation programs.

- Assess and modify search and hiring processes to help promote a more diverse applicant pool.

- Review equitable pay, promotion, and tenure practices, assess strength and growth opportunities, and develop actionable plans for improvement.

Recommendation 3

Diversity and Equity Staffing to Support Inclusion and Belonging

The System Office should establish an executive position that reports directly to the President to implement the recommendations of the Racial Equity Task Force and oversee future equity initiatives. All faculty, staff, and students should have access to a diversity, equity, and inclusion representative and a safe space to talk confidentially about difficult situations.

Recommendation 3: Potential Strategies

BOG/System Office-Based Strategies

- Develop a Faculty Equity Fellows program that brings together the expertise of faculty members and evidence-based research that advances the UNC System's policies and practices towards diversity, equity, and inclusion practices.

- Partner with the D&I Council to develop a knowledge management strategy for institutions to share best practices.

Institution-Based Strategies

- Appoint and/or enhance the role of the diversity, equity, and inclusion position so that each institution has a clear path to reporting race and equity issues and establishing processes, resources, and solution-based support/assistance.

- Make available to all constituent institutions the services of one or more ombuds officers to serve as confidential, impartial, informal, and independent resources for faculty, staff, and students. This officer would work in collaboration with the DEI officer to address race and equity issues.

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Recommendation 4

Campus Policing

Build upon and make consistent across institutions training, procedures, and data collection practices that effectively support and promote racial equity in campus policing. Strengthen partnerships with other campus departments to facilitate alternative and/or shared responses to certain crises.

Recommendation 4: Potential Strategies

BOG/System Office-Based Strategies

- Determine what data should be collected by campus law enforcement related to race and implement regular collection and analysis of any such data that is not currently collected.

- Complete a review of how campus law enforcement departments develop and adopt policies and procedures.

- System Office and institutional representatives should review the campus law enforcement training to ensure it is appropriate in content and frequency.

Institution-Based Strategies

- All campus police departments should obtain CALEA or IACLEA accreditation.

- Equip every sworn officer responding to calls with a body-worn camera. All campus police departments should possess less lethal devices.

- Require agreements with independent contractors for security services or for mutual aid with local law enforcement agencies to be approved by the campus police chief/designee.

- Partner with student affairs and counseling services for alternative or shared responses to incidents.

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Recommendation 5

Programs and Activities in Support of Racial Equity and Inclusion

Develop and support programs that improve equitable outcomes.

Recommendation 5: Potential Strategies

BOG/System Office-Based Strategies

- Review best practices that the UNC System should consider that can improve the delivery of student mental health services for students and employees of color.

- Provide support to institutions to pilot and scale innovative programming to ensure students of color persist and graduate, including transfer students.

- In partnership with the D&I Council, identify a common core of diversity and equity training programs for employees (topics: racial bias, implicit bias, and diversity and inclusiveness).

Institution-Based Strategies

- Integrate student support and mental health programming at critical student transition points and targeted for underrepresented populations.

- Increase diversity of mental health staff and expand access to counseling professionals with diverse backgrounds and/or trained to be trauma-informed and culturally responsive.

- Offer mental health supportive programs and services in technology-based and in-person formats.

- Develop trainings and resources for faculty and staff to learn best practices on how to reach underrepresented populations.

THANK YOU

QUESTIONS?