



**THE
UNIVERSITY OF
NORTH CAROLINA
SYSTEM**

UNC SYSTEM RACIAL EQUITY TASK FORCE FINAL REPORT

December 16, 2020

University of North Carolina System
Chapel Hill, North Carolina

OVERVIEW

In June of 2020, the chair of the Board of Governors and the president of the University of North Carolina System (UNC System) established the UNC System Racial Equity Task Force to examine racial inequities in North Carolina’s public higher education system, explore how those disparities impact the experiences of students, faculty, staff, and communities, and arrive at an actionable path forward to build a culture of equity and inclusion across the System.

The UNC System Racial Equity Task Force, whose members include representation from the Board of Governors, students, faculty, and staff throughout the System, began its work by identifying three focus areas that are critical to establishing equitable and inclusive working and learning environments across the UNC System: student recruitment, enrollment, and outcomes; employee recruitment, retention, and promotion; and safe, diverse, and inclusive campuses. As part of their discovery process and to inform their recommendations, task force members met regularly to examine data and consult with diversity and inclusion professionals, students, faculty, and staff from the 17 institutions. The task force also conducted a System-wide survey and hosted a series of virtual town hall sessions. Together, these engagement activities garnered participation from more than 20,000 students, faculty, and staff members from across the System.

In November 2020, task force members discussed draft recommendations and survey findings and were asked to prioritize the recommendations and identify action steps for implementation. Based on this feedback, the task force moved to adopt six recommendations and 28 action steps. The recommendations are listed in this report in priority order. While all action steps are important, the task force identified 15 of the steps that are considered critical to the success of the recommendations and the System’s pursuit for racial equity. Those action steps are listed first under each recommendation and identified using boldface.

Recommendations and action steps are intended for implementation by the institutions with the support of the UNC System Office and Board of Governors. To account for the existing institutional policies and practices already in place, which vary based on institution size and other factors, strategies should be applied equitably rather than uniformly (i.e., one size or recommendation fits all) to ensure that institutions with a greater need and fewer resources receive priority assistance. All institution-based recommendations related to hiring, recruitment, and retention also include the UNC System Office employees.





Dear Chair Ramsey and President Hans,

I remember where I stood when I witnessed the video of the tragic death of George Floyd, the Black man born in North Carolina who was unjustly killed by a white police officer in Minneapolis, Minnesota. Like so many Americans, I was shocked and disheartened. I shared in the pain felt across our nation, and I knew that there was more that we could do – more that we *must* do – to address cultural and systemic issues within our community that lead to such tragedies.

I was so thankful when we received the letter in June 2020 from UNC System Faculty Assembly Chair David Green, UNC System Staff Assembly Chair Garrett Killian, and UNC Association of Student Governments President Isaiah Green. It urged the leaders of one of the greatest public higher education systems in the country to “be active agents of change” against all forms of racism. I was equally grateful when UNC Board of Governors Chair Randy Ramsey and then-Interim President Bill Roper acted swiftly, responding within 24 hours to form the UNC System Racial Equity Task Force. I was proud to be a part of something I knew could transform lives.

From that moment on, the UNC System Racial Equity Task Force set out on a course of discovery to examine race and racial disparities at each of our 17 institutions and within the UNC System Office.

Over the next six months, task force members met regularly, combing through data, examining policies, and deliberating over procedures and processes that disenfranchised many of our stakeholders. We listened intently during those meetings, taking notes, and learning as much as we could from members of the institutions. We heard thousands of stories from students, faculty, and staff, and gathered information from all who were willing to share.

This process we embarked upon was not easy. We were met with criticism and skepticism. We heard about the mounting trauma that students and employees faced daily due to instances of discrimination. We heard about the need for safe, diverse spaces, equal opportunity, and the desire to be surrounded by more equity-minded individuals, even at the highest levels of leadership. We also heard that there was hope and a sincere belief that we could build a better, more equitable tomorrow.

This, as well as other findings, helped to inform these recommendations. Our report supports the voices of the constituents. It represents the academy and reflects the System’s commitment to fulfill its mission: a promise to deliver instruction, advance innovation, and engage in public service to build a brighter future for all North Carolinians.

These six recommendations are a first and necessary step towards racial equity, but they cannot be the last. There is much more to accomplish as this transformation continues.

We submit our findings today and humbly request your support.

Thank you for the opportunity to make a difference.

Sincerely,

Reginald Ronald Holley, Chair
UNC System Racial Equity Task Force

RACIAL EQUITY TASK FORCE RECOMMENDATIONS

As part of the discovery process and to inform their recommendations, task force members examined data and consulted with diversity and inclusion professionals, students, faculty, and staff from the 17 institutions. The task force also conducted a System-wide survey and hosted a series of virtual town hall sessions. Together, these engagement activities garnered participation from more than 20,000 students, faculty, and staff members from across the System.

While recommendations are listed in priority order, the task force considers all recommendations essential to advancing the goal of achieving racial equity for the UNC System. Recommendations related to hiring, recruitment, and retention also include the UNC System Office employees.

1. **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 UNC System Racial Equity Task Force and oversee future equity and inclusion initiatives. All faculty, staff, and students should have access to a diversity, equity, and inclusion representative and a safe space to talk confidentially about inequities.
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 of students, faculty, staff, and top leadership.
3. **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 that will help build support of a more equitable UNC System.
4. **Diversity, Equity, and Inclusion Education.** Establish comprehensive programming for all students, faculty, and staff of the UNC System, and provide mandatory training for those individuals charged with ensuring compliance with diversity and inclusion standards, including institutional leadership, department chairs, division leaders, and others who serve in a supervisory role.
5. **Programs and Activities in Support of Racial Equity and Inclusion.** Develop and support programs that improve equitable outcomes.
6. **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.

INTRODUCTION

On June 9, 2020, the UNC Board of Governors Chair Randall C. Ramsey and Interim President William L. Roper announced the development of the UNC System Racial Equity Task Force (Appendix A). Charged with leveraging the talent and resources of our universities, the task force served as a platform for a System-wide examination of the legacy of race and racism in the state's public four-year higher education system, and how that history shapes and impacts the lived experiences of our students, faculty, and staff.

Chair Ramsey and Interim President Roper asked the task force to do the following:

1. Meet with student, faculty, and staff groups to discuss issues of race and equity in the UNC System and all tangible steps that can be taken across the UNC System in pursuit of equity and understanding.
2. Gather, explore, and develop recommendations, suggestions, and feedback.
3. Prepare a report to the Board of Governors, to include a list of recommendations and action steps in priority order.
4. Present the report to the chair of the Board of Governors and the president.

To accomplish its charge efficiently and effectively, the task force identified three focus areas that are critical for achieving equitable and inclusive working and learning environments within the UNC System:

- **Student Recruitment, Enrollment, and Outcomes:** examine how to close equity gaps at every stage of the student experience, from recruitment through graduation
- **Employee Recruitment, Retention, and Promotion:** study human resources practices in the recruitment, hiring, and retention of employees
- **Safe, Diverse, and Inclusive Campuses:** understand how to foster and maintain safe and supportive campuses that promote equity, diversity, inclusion, and a sense of belonging

Task force members were asked to delve into a particular focus area, and members consulted with faculty, staff, and students across the UNC System in the form of discussions in August and September to develop and inform a set of draft recommendations. In addition, the full task force held meetings of the full task force in July, November, and December 2020. Meeting materials can be found on the UNC System Racial Equity Task Force website.

Campus Engagement

In partnership with APCO Worldwide, an advisory and advocacy communications consultant firm, the task force conducted a System-wide online survey to understand the perspectives of students and employees. Using initial results from the survey to guide the conversations, the task force hosted a series of virtual town halls for faculty, staff, and students to provide additional feedback on the three focus areas. Representing all 17 institutions and the UNC System Office, more than 16,000 faculty, staff, and students participated in the survey and 3,500 attended the virtual town halls.

During the November 2020 task force meeting, APCO presented a summary analysis of the results from the campus engagement process. Student, faculty, and staff identified seven areas as top priorities regarding race and equity: formalize a path to more diverse, inclusive leadership; ensure equity in hiring, promotions, tenure, and compensation; establish a diversity education model; invest in equitable mental health; evaluate campus policies and alternative practices; enhance inclusion through representative spaces; and close any funding and access gaps between Historically Minority Serving Institutions and other UNC institutions. APCO's full presentation is provided in Appendix B. The

task force also received more than 1,100 responses via a form for anonymous feedback on the UNC System website.

Task Force Members

The Racial Equity Task Force, whose members include representation from the Board of Governors, students, faculty, and staff throughout the System, attended task force meetings, gathered feedback from System and external stakeholders, participated in conversations with constituent institutions, and approved and prioritized the recommendations.

- Reginald Ronald Holley, UNC Board Governors, Task Force Chair¹
- Kellie Blue, UNC Board of Governors, Task Force Vice-Chair
- Pearl Burris-Floyd, UNC Board of Governors
- Isaiah Green, UNC Board of Governors and President of the Association of Student Governments
- Anna Nelson, UNC Board of Governors, Task Force Vice-Chair
- Dawn Brown, Access Coordinator at UNC Wilmington and Former Chair of Staff Assembly
- Dr. Garikai (Kai) Campbell, Provost at UNC Asheville
- David Green, Professor of Law at North Carolina Central University and Former Chair of Faculty Assembly
- Dr. Timothy Ives, Professor of Pharmacy at UNC-Chapel Hill and Chair of Faculty Assembly
- Garrett Killian, Business and Technology Applications Specialist at East Carolina University and Chair of Staff Assembly
- Dr. Ricardo Nazario-Colon, Chief Diversity Officer at Western Carolina University
- David Perry, Police Chief at UNC-Chapel Hill

Task Force Support Staff

UNC System Office staff supported the task force, providing data analysis and communication support, coordination of campus conversations and the System-wide survey, and overall project management support for the effort.

- Lindsay McCollum Farling, Vice President for Financial Planning & Analysis, Finance and Administration
- Samantha Hargrove, Director of Marketing Communications, Communications
- Carrie O. Johnston, Assistant General Counsel, Governance, Legal, and Risk
- Haley Lohr, Higher Education Law Fellow, Governance, Legal, and Risk
- Kaity McNeil, Director of Licensure, Academic Affairs
- Dr. Shun Robertson, Senior Associate Vice President P20 Policy & Programs, Strategy and Policy
- Katharine Shriver, Graduate Assistant, Strategy and Policy
- Brian M. Usischon, Senior Associate Vice President for Human Resource Services and Deputy Chief Human Resources Officer, Human Resources

¹ Former UNC Board of Governors member Darrell Allison served as chair of the task force until September 2020.

FULL RECOMMENDATIONS AND ACTION STEPS

The Racial Equity Task Force adopted six recommendations and 28 action steps that are considered essential to advancing the goal of achieving racial equity within the UNC System. While all of the action steps are important, the task force identified 15 steps that are considered critical to the success of the recommendations. Those action steps are listed first under each recommendation and identified using boldface.

Action steps are intended for implementation by the institutions with the support of the UNC System Office and the Board of Governors. To account for the existing institutional policies and practices already in place, which vary based on institution size and other factors, action steps should be applied equitably rather than uniformly (i.e., one size or recommendation fits all) to ensure that institutions with a greater need and fewer resources receive priority assistance. All institution-based recommendations related to hiring, recruitment, and retention also include the UNC System Office employees.

RECOMMENDATION 1

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 UNC System Racial Equity Task Force and oversee future equity and inclusion initiatives. All faculty, staff, and students should have access to a diversity, equity, and inclusion representative and a safe space to talk confidentially about inequities.

Why is this Important?

Conversations with constituent institution diversity and inclusion officers revealed that supportive environments are key for students and employees of color to thrive within a university setting. Half of our survey respondents said they do not feel comfortable reporting incidents of racial discrimination and harassment. They shared the need for more resources for students, faculty, and staff to confidentially report race-related concerns.

While the System has taken steps to promote diversity and inclusion in the past, there is not a System expert fully dedicated to coordinating efforts among campuses, reporting findings to the president and Board of Governors, and providing guidance on matters related to racial equity, diversity, and inclusion.¹

The University of North Carolina Board of Governors was directed in S.L. 2017-57, sec. 10.13(b) to submit to the Joint Legislative Education Oversight Committee a study of the University's equal opportunity and diversity and inclusion operations and policies by January 1, 2018. At the direction of the Board, the UNC System Office completed the study, with the assistance of an external consultant, and the Board approved the study for transmittal to the Joint Committee. The Board of Governors' Subcommittee on Equal Opportunity, Diversity, and Inclusion worked through the spring of 2018 on the findings of the study and proposed recommendations. While there has been some progress on these recommendations, including the creation of a Board of Governors policy and a Diversity and Inclusion Network, there are still some institutions without clear, dedicated diversity positions and no System-wide diversity and inclusion research agenda or goal with progress tracking.

Action steps to implement this recommendation may include:

1. **Appoint, elevate, and/or enhance the role of the diversity, equity, and inclusion position at each institution. The diversity, equity, and inclusion position should be empowered to help set a clear path for addressing race and equity issues and establishing processes, resources, and solution-based support/assistance.**
2. **Develop a System-wide Faculty Equity Fellows program, which 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.**
3. Make available to all constituent institutions the services of an ombuds officer, who will be a confidential, impartial, informal, and independent resource for faculty, staff, and students. This officer would work in collaboration with the DEI officer to address race and equity issues.
4. The System Office should partner with the UNC System Diversity and Inclusion Council to develop a knowledge management strategy for institutions to share best practices to develop equitable working and learning environments.

¹ The System Office hired a Senior Associate Vice President for Equity, Engagement and Employee Relations in the System Office Division of Human Resources effective January 1, 2021, reporting to the Senior Vice President for Human Resources.

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 of students, faculty, staff, and top leadership.

Why is this Important?

North Carolina's rapidly changing demographics could exacerbate disparities in educational opportunity and attainment. While the System's enrollment mirrors the current North Carolina population, our demographics do not reflect the state's population growth that is occurring in our younger age groups: while 80 percent of North Carolinians over the age of 65 are white, only 62 percent of those under the age of 17 are white. The young Hispanic population is growing most rapidly.

To meet the needs of our changing student population before they arrive at our institutions, a stronger, more diverse teacher pipeline is needed to increase the number of students who regularly interact with teachers of their own race and can see mentors and leaders who look like them. Research shows that Black students who have at least one Black teacher in third, fourth, or fifth grade are forty percent less likely to drop out of high school and thirty percent more likely to consider college as an option.² White students benefit from having a teacher of color, too. But not everyone in North Carolina has the opportunity to have a teacher of color.

When North Carolina high school students graduate, they often want to attend one of our institutions. Of students who intend to go to college, one-third of Black and American Indian students, and 21 percent of Hispanic students intend to pursue postsecondary education at a UNC System institution.³ However, many qualified students of color and first-generation college students never make it to our classrooms because they do not have access to the supports and information necessary to help them successfully navigate the college experience.

Task force members heard from students of color that it is vital to their success to see faculty and staff who look like them represented on campus. A study of 13,000 faculty at 134 colleges and universities found that high levels of faculty diversity are positively related to student learning.⁴ Efforts to create and maintain this diversity should include fostering more underrepresented students of color in pursuing doctorate degrees and offering faculty and staff opportunities for career growth within our institutions. However, almost half of the employees surveyed by the task force believe there is not equitable access to leadership and promotion opportunities. Four in ten faculty and staff feel opportunities for leadership roles, tenure track, or promotions are, at best, "only sometimes" equitable.

Three-fourths of survey respondents believe that our System leadership (i.e., Board of Governors, boards of trustees, and System Office leadership) is not diverse. Having diverse perspectives on each institution's board of trustees is an important component of both ensuring racial equity and aiding

² Gershenson, S., Lindsay, C. A., Hart, C. M., & Papageorge, N. W. (2017). The Long-Run Impacts of Same-Race Teachers. Bonn, Germany: IZA Institute of Labor Economics.

³ Tippet, R. & Stanford, J. (2019). North Carolina's Leaky Educational Pipeline & Pathways to 60% Postsecondary Attainment. Chapel Hill, NC: Carolina Population Center, University of North Carolina at Chapel Hill.

⁴ Umbach, Paul. (2006). The Contribution of Faculty of Color to Undergraduate Education. Research in Higher Education. 47. 317-345.

institutions to perform at a high level of excellence. Under state law, the 16 UNC four-year institutions generally must have 13-member boards of trustees with eight trustees appointed by the Board of Governors, four appointed by the General Assembly, and the president of the student government serving as an ex-officio member. In addition, state law accounts for up to a 30-member board for the North Carolina School of Science and Mathematics, and 15 board members for the University of North Carolina School of the Arts.

The following table details the demographic makeup of the 2020-2021 boards of trustees, appointed by the Board of Governors. Two-thirds of trustees are white, one-quarter are African American, and only a small number are American Indian, Asian, Hispanic, or Middle Eastern American. The boards of trustees for our Historically Minority-Serving Institutions (HMSIs) are more diverse than other institutions. (Institutional-level data is provided in Appendix C.)

2020-2021 Board of Trustees (BOG Appointments) by Race, UNC System Institutions	
African American	28%
American Indian*	3%
Asian	1%
Hispanic	1%
Middle Eastern American	1%
White	66%

*American Indian includes Native Americans along with Alaska Natives, as defined by the US Census

Action steps to implement this recommendation may include:

- 1. Build a high-quality, diverse teacher pipeline by recruiting, enrolling, and graduating more students of color in UNC System educator preparation programs.**
- 2. Ensure that students of color are prepared to succeed by increasing financial aid counseling, improving partnerships with college access organizations, and expanding access to internships and undergraduate research.**
- 3. Assess and modify hiring, salary increases, promotion and tenure, and retention processes and practices to identify strengths and growth opportunities, and develop System and institution action plans for improvement.**
- 4. Seek opportunities to increase diversity in boards of trustees so that each reflects student enrollment.**
5. Continue rollout of the Executive Leadership Institute with an emphasis on representation from historically minority-serving institutions and persons of color.
6. Review the nomination and selection processes for Board of Governors awards to ensure equitable practices and processes exist (Appendix D).

RECOMMENDATION 3

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.

Why is this Important?

Data allow institutions to assess how well they are fulfilling their missions and goals and identify areas for improvement. Our campus engagement process revealed that participants are looking for new or improved policies and processes within the UNC System that address student, staff, and faculty equity and inclusion priorities. Disaggregating data is the critical first step to address inequities in our System because it helps us see where gaps exist and take precise steps that lead to more equitable outcomes for our constituents.

Data that provide a deeper perspective on our faculty, staff, and students should be used to evaluate efforts to improve racial equity and promote accountability at both the individual campus level and across the System. Task force members heard from our constituents that regular reports to and information sharing with System leadership related to diversity, equity, and inclusion should support and inform leadership's decision-making. We also heard that data should be reported at the institution-level, because data from our HMSIs sometimes mask System-level progress and areas for growth.

While System data show that faculty, staff, and students of color are underrepresented at many of the UNC System institutions, this does not diminish their assignments on racial diversity panels, task forces, and committees or the request to have them mentor, advise or facilitate discussions that involve faculty, staff, and students of color. These additional hours of service are not accounted for nor do they equate to opportunities for raises, promotions, or recognition. Often students and employees of color welcome the invitation to assist a fellow colleague, but disproportionately lose time studying, focusing on teaching and research, or miss out on other meaningful activities. Moreover, the need to support ongoing diversity initiatives can contribute to feelings of being overtaxed and burnt out—ultimately, hindering a positive campus experience. This concern was shared by student leaders, chief diversity officers, and faculty and staff members.

Action steps to implement this recommendation may include:

1. **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.**
2. **Increase the granularity of data that is collected, analyzed, and published on race and ethnicity for all faculty, staff, students, and leadership at all institutions and the System Office.**
3. **Require and administer campus climate surveys and exit interviews for students, faculty, and staff leaving the University.**
4. **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 4

Diversity, Equity, and Inclusion Education

Establish comprehensive programming for all students, faculty, and staff of the UNC System, and provide mandatory training for those individuals charged with ensuring compliance with diversity and inclusion standards, including institutional leadership, department chairs, division leaders, and others who serve in a supervisory role.

Why is this Important?

Town hall and survey participants noted that institutions should offer diversity and equity training that covers topics such as racial bias, implicit bias, and diversity and inclusiveness for employees and students. While many of our institutions offer some form of diversity training, there is currently no uniform cultural sensitivity or diversity training available across the System.

Research on effective diversity education supports programming that includes the following design elements⁵:

- Grounded in current theory and empirical evidence;
- Use of active learning techniques so that participants engage with course content;
- Avoidance of assigning blame or responsibility to participants for current diversity issues; and
- Inclusion of a plan for ongoing rigorous evaluation of the intervention's efficacy with different groups.

The task force recognizes that diversity and inclusion cannot be learned in a day or through a single program. One participant stated, "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." Positive effects of diversity training are greater when complemented by other diversity initiatives, policies, and practices targeted to both awareness and skills development over a significant period.

Action steps to implement this recommendation may include:

1. **In partnership with the UNC System 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, cultural competence, and diversity and inclusion.**
2. Analyze and align the training modules with the responses from UNC System Racial Equity Task Force town halls and survey, and the System-wide employee engagement survey.
3. Establish reporting requirements and accountability and/or incentive tools to ensure effective training.

⁵ Moss-Racusin, C., Toorn, J., Dovidio, J., Brescoll, V., Graham, M. and Handelsman, J. (2014). Scientific Diversity Interventions. *Science* (New York, N.Y.). 343. 615-6.

RECOMMENDATION 5

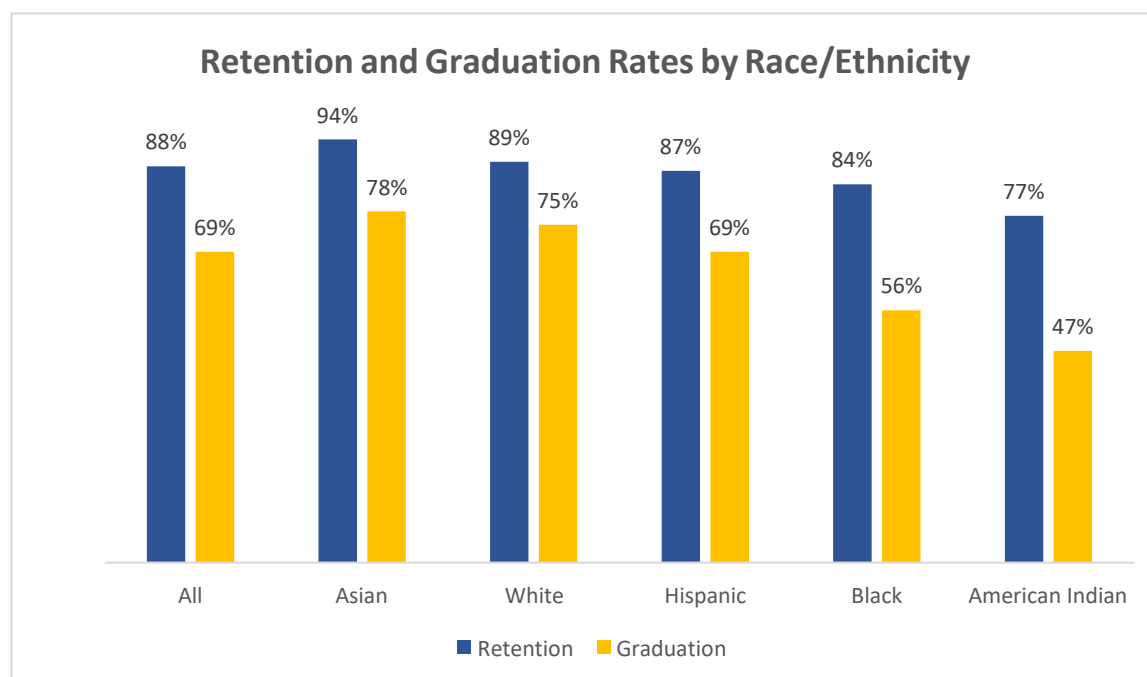
Programs and Activities in Support of Racial Equity and Inclusion

Develop and support programs that improve equitable outcomes.

Why is this Important?

Community colleges serve as the gateway to postsecondary education for many low-income, first-generation college students and students of color, who come with great talent and aspiration. Over 17,000 students transferred into the UNC System in the Fall 2019 semester—11,000 from the North Carolina Community College System. Working with our two-year college peers, we must develop strategies to help students understand the importance of finishing what they start.

Intense focus on improving postsecondary completion for students of color has produced notable effects: a growing body of evidence of what works in improving student success; an awareness of the importance of using data to assess and monitor student outcomes; and the breaking down of silos to create increasingly collaborative student success efforts. Even though we have seen progress in our institutions, we still have persistent equity gaps throughout the System.



To close equity gaps, it is important that we design supports to help students in and outside of the classroom. And, when developing these services, we should consider the different situations and circumstances from which our students come and how these experiences may influence their academic progress. Including diverse content in course curricula creates more opportunities for underrepresented students to participate in postsecondary education and builds the outcomes that employers need (e.g., critical thinking, understanding of diverse perspectives, and decreased prejudice). By honoring our

students' various backgrounds and investing in teaching and learning strategies known to benefit students of color, like adaptive learning, we can foster stronger learning outcomes and help students feel like they belong at our institutions.

While many college students arrive on campus feeling emotionally and academically unprepared, research shows that students of color are less likely to seek help than their white peers. In one study, one-quarter of Asian-American and Black students and one-third of Hispanic students with mental health problems sought treatment versus almost half of white students.⁶

Graduate students should not be forgotten in this conversation. A recent American Council on Education report states, "Graduate students are a relatively vulnerable population within universities, and graduate students of color experience vulnerability on multiple levels. They rarely have access to the infrastructure of support services that undergraduate students have, for example, and social dynamics within graduate learning environments that exacerbate mental health risks are felt most profoundly by minoritized students."⁷

Mental health was listed as a top 5 priority for students in our survey. One of the participants in the campus engagement process said, "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."

Action steps to implement this recommendation may include:

- 1. 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 undergraduate and graduate students and employees of color.**
- 2. Provide support to institutions to pilot and scale innovative programming to ensure students of color persist and graduate, including students transferring from community colleges.**
3. Increase diversity of mental health staff and expand access to counseling professionals with diverse backgrounds and/or training in trauma-informed and culturally responsive methods.
4. 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).
5. Develop trainings and resources for faculty to learn best practices on how to reach underrepresented populations.

⁶The Steve Fund. (2020). *Adapting and Innovating to Promote Mental Health and Emotional Well-Being of Young People of Color: COVID-19 and Beyond*. Providence, RI.

⁷Posselt, J. (2020). "An Early Warning in the Academy: Mental Health and Racial Equity in Graduate Education" in *Race and Ethnicity in Higher Education: 2020 Supplement*. Washington, DC: American Council on Education.

RECOMMENDATION 6

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.

Why is this Important?

The task force was established following George Floyd's death at the hands of a police officer. Sixteen of the seventeen UNC System institutions have sworn law enforcement officers who serve and interact daily with students, faculty, and staff of color. It is critical to understand the roles campus law enforcement officers serve within our institutions and how their interactions with campus community members are experienced and perceived. In our survey, students reported "alternatives to policing" and "evaluating policing practices" as top priorities. A participant stated, "I think it is 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."

The task force also heard potential topics for police training that could lead to culturally responsive policing, crisis and de-escalation training, and strategies on how to respond to diverse populations.

Based on a recent third-party review of campus law enforcement operations and through Task force members' conversations with and information collected from campus police chiefs within the System, there are opportunities to further develop consistency in campus law enforcement procedures, training, and equipment across all departments within the UNC System. Accreditation of all campus police departments, which has been a recommendation of two previous task forces within the past 15 years, and more uniform processes for review of data collection and training, are strategies that could help to ensure safe and inclusive campus experiences for all students, faculty, staff, and visitors. Eight of our campus police departments are currently accredited and three are currently seeking accreditation.

Action steps to implement this recommendation may include:

- 1. 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.**
- 2. 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.**
3. Complete a review of how campus law enforcement departments develop and adopt their policies, procedures, and training content and frequency.
4. Require all campus police departments to obtain accreditation from the Commission on Accreditation for Law Enforcement Agencies, Inc. (CALEA) or the International Association of Campus Law Enforcement Administrators (IACLEA).
5. 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.
6. 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 or his or her designee.

OTHER THINGS WE HEARD

During this process, the task force heard several concerns that are not covered in the recommendations and action steps. These topics are still important and should be addressed by the UNC System.

- **The Board of Governors should be representative of the diversity of the students in the UNC System.** The members of the Board of Governors are elected by the Senate and House of Representatives of the North Carolina General Assembly. While this process is not in control of the UNC System, faculty, staff, and students repeatedly stated that the current Board of Governors does not reflect the diversity of our state, student body, and institutions.
- **Every student should have a laptop.** The COVID-19 pandemic highlights the fact that many of our students do not have access to effective technology. Students cannot be successful in their online classes without consistent internet and computer access. With more classes turning to digital learning resources, technology access has become just as essential as traditional books, even for in-person classes.
- **Other issues of equity and diversity should be addressed at the System-level.** This task force was charged with a focus on racial equity, but there are other issues of equity that should be considered for System-level study, including socioeconomic status, gender, and disability.
- **The Board of Governors should establish a staff award.** In support of the UNC System's mission, the Board of Governors honors and recognizes excellence in areas of teaching, research, and public service through the following awards: Oliver Max Gardner Award, The Governor James E. Holshouser, Jr. Award for Excellence in Public Service, Awards for Excellence in Teaching, and University Award. While the UNC System Staff Assembly presents annual awards and scholarships (The Erskine B. Bowles Services Award, The Thomas Ross Visionary Leader Award, and The Janet B. Royster Scholarship), there is no Board of Governors award for staff.

THE WORK FORWARD

The task force understands that enacting the recommendations and action steps will take time. The System Office should partner and engage in an iterative process with institutions to develop a plan for implementation that includes funding implications, needed policy changes, assessment of current status of recommendations and action steps at each institution, and metrics to measure progress.

This work must be ongoing. The UNC System must continue to examine where inequities currently exist, how those inequities negatively affect many of our students and employees, and how the System can transparently prioritize equity as an integral part of its pursuit of strategic goals. By fostering equity in our policies, programs, and practices, the UNC System can enhance economic and social mobility for all North Carolinians, particularly for those in communities that have historically been underserved and underrepresented in our classrooms and across our institutions.

A SPECIAL THANKS TO YOU

The Racial Equity Task Force was created in response to three dedicated leaders, representing the interests of students, faculty, and staff, who asked the UNC System leaders to address the growing concerns related to racial inequities and injustices affecting our institutions. The UNC Board of Governors Chair and UNC System President responded immediately to their request and on June 9, 2020, the work of the Racial Equity Task Force began.

The final recommendations and action steps grew from discussions with students, faculty, and staff through virtual town hall meetings, surveys, focus groups, and individual feedback offered over the course of several months.

We appreciate all of those who gave their time, energy, and honesty to this process. Thanks to those who shared their stories, their expertise, and their disappointments, all in a concerted effort to move us into a brighter, more equitable future. The realization of this bigger and bolder vision, where equity defines both the culture and outcomes of the UNC System, is the work we collectively aspire to support in the roadmap offered in this report.

We would like to acknowledge the following individuals and organizations, who have offered valuable contributions to this work.

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APPENDICES

APPENDIX A:

CHARGE TO THE RACIAL EQUITY TASK FORCE

Memorandum

To: David A. Green
Garrett Killian
Isaiah M. Green

From: Randall C. Ramsey
William L. Roper

Date: June 9, 2020

Subject: UNC System Equity Task Force

Thank you for your message of June 8 proposing the establishment of a task force to bring together the combined talent and resources of our universities and communities across North Carolina in the pursuit of greater racial equity and understanding.

We support the sentiments expressed in your communication. George Floyd died a horrible, violent, and unjust death at the hands of a white police officer. This immoral and indefensible act cries out for justice and compels all of us fully to recognize and grapple with our country's history of racism and oppression that has so often resulted in violence. As members of the University community, it is our obligation and responsibility to do the hard work needed to address inequities in the UNC System for the benefit of students, faculty, staff, and all North Carolinians.

We are pleased to announce that the UNC System Equity Task Force is being established as a six-member special committee of the Board of Governors, with each of you as members, joined by Board of Governors members Darrell Allison (Chair), Kellie Blue (Vice Chair), and Anna Nelson (Vice Chair). The UNC System Office will provide staff and resources needed to support the important work of this task force. We ask that the task force do the following:

- Meet with student, faculty, and staff groups to discuss issues of race and equity in the UNC System and all tangible steps that can be taken across the UNC System in pursuit of equity and understanding;
- Gather, explore, and develop recommendations, suggestions, and feedback;
- Prepare a report to the Board of Governors, to include a list of recommendations and action steps in priority order; and
- Present the report to the chair of the Board of Governors and the president by October 2.

We look forward to working with you on this important project for the future of the UNCSystem.

cc: Darrell Allison, UNC Board of Governors
Kellie Blue, UNC Board of Governors
Anna Nelson, UNC Board of Governors
UNC System Chancellors
UNC System Office Leadership Team

Attachment Enclosed



To: William L. Roper, Interim President, UNC System
Randall C. Ramsey, Chair, UNC System Board of Governors

From: David A. Green, Chair, UNC System Faculty Assembly
Garrett Killian, Chair, UNC System Staff Assembly
Isaiah M. Green, President, UNC Association of Student Governments

Re: Message of solidarity against racism and support for healing

Date: June 8, 2020

On behalf of the three organizations that we represent, we stand in solidarity with our co-workers of color and other marginalized colleagues. Collectively we are horrified by the continuing systemic acts of racism and injustice that affects our entire community; particularly those that disproportionately impact members of our Black community. We condemn these continued acts of violence against people of color, especially those that target Black men. The most recent example which has gained global as well as national attention was the shocking death of George Floyd at the hands of law enforcement personnel. This tragedy has a direct connection to the UNC community, as Mr. Floyd's stepmother works at Fayetteville State University. As members of the academic community, with the continual reports of death and injustice, we too greatly share the emotions of grief, exhaustion, and frustration arising from the endless reports of death and injustice. We are keenly aware that some members of our academic community may know, on a visceral level the traumatizing pain of racism while others are safely insulated from these lived experiences. Collectively, we believe that silence equates to consent. United, in this historic moment, we choose not to be silent, but instead to be active agents of change in this teachable moment.

There are numerous ways which hate, racism, and injustice grossly intersect with our life choices and life chances. With the pain and fatigue that all are experiencing, in the midst of the COVID- 19 pandemic, we are also bearing witness to a harvest. The seeds of racism bear fruit in the form of long-term physical and psychological trauma, coupled with institutional obstacles that deny growth and opportunity to vulnerable learners, colleagues, friends and family. Racism negatively impacts all of us; borrowing from Fannie Lou Hamer, "people are tired of being sick and tired."

The University of North Carolina is an extension of society, and as such all of us are obligated to provide a safe, secure, and dignified environment inclusive to all members of our university community. This inclusion cannot stop at sheer optics; rather, inclusion also means engaging in uncomfortable discourses on topics ranging from student access and staff development, to decisions regarding tenure and even to budget allocations. In short, our people of color in our community, and in particular our Black stakeholders, have a right to feel safe, valued, and supported at every layer within the University of North Carolina System. It is equally important to recognize the value that the UNC System Historically Minority Serving Institutions (HMSI) provide to higher education in North Carolina. Further, the teaching about racism is an obligation, one that extends beyond the university community. It represents not only a UNC System commitment, but an investment to equality and social justice.

Dialogues about racism during this difficult time will be uncomfortable for all. However, it can serve as the first step to help process feelings of grief and associated fears. Let us also listen with both our hearts and ears, even if we do not understand all of the ramifications of the longstanding violation of human rights in our country. Toward this end, we pledge, and ask you to pledge, to move forward with positive support and strategic short- and long-term action.

As a community of higher education, we are dedicated to knowledge, inclusiveness, diversity, and truth. We ask that there are several issues that can be quickly addressed to begin the healing and attenuation of the pain:

- Convene a UNC System Task Force to develop a strategic plan to engage and leverage its tremendous intellectual and financial resources to address this issue in a comprehensive, meaningful, and impactful way for all faculty, staff, students, and the communities we serve.
- Ensure a safe working environment that is rooted in belonging and in which the personal rights, lives, and dignity of everyone is assured. The perspectives of all North Carolinians must be exemplified by those who will guide the University of North Carolina System into the future.
- Start a discussion regarding culturally relevant decisions, even while we deal with the COVID-19 pandemic. Re-dedicate ourselves to reflect on what we can do as an academic community and as individuals to confront the issues of racism in our own communities.
- Ensure that our students, staff, and faculty have access to whatever is needed to try to be in a state of wellness, both psychologically and physically, when they return to campus in the Fall Semester. Ensure that all university constituents have access to mental health resources, to health care, and to academic help that will ensure their respective success.
- Advocate to find solutions for our students who continue to experience oppression on our campuses and in their daily lives. The pain from longstanding racial oppression cannot be healed quickly, but the discussions to do just that can start today, from the UNC System Office outward.
- Acknowledge the indispensable role of the UNC System HSMI's in fostering the empowerment of marginalized communities, and especially people of color. It is imperative that these institutions receive adequate support to continue to meet their individual missions, particularly during these economically uncertain times.
- Above all, stay engaged with our students, staff, and faculty by acknowledging openly that the current situation is challenging, and that everyone is suffering, especially students, staff, or faculty of color. The COVID-19 pandemic has sensitized us to an unseen disease of viral etiology; it is beyond time to address the disease of racism that attacks our collective soul.

One of the central tenets of higher education is to prepare our learners for a world that does not yet exist. The work being done today is built on the hope for the real societal change that needs to happen. Yes, we believe that there is cause for hope. To exemplify that hope, at the 2009 spring commencement at the University of North Carolina at Chapel Hill, Archbishop Desmond Tutu offered comments that are just as poignant today:

.... God has a dream. And we say, "Hey, God, that was really Martin Luther King Jr. who said that." And God says, I know, Martin had a dream, I have a dream, too. I have a dream that my children everywhere will know that they belong in one family, a family that has no outsiders. You know, Jesus said "I, if I be lifted up, I will draw – he didn't say I will draw some – he said I will draw all, all, all! I will draw all! Rich, poor; clever, not so clever; beautiful, not so beautiful; yellow, red, black, gay, lesbian, straight."

.... God says, "Go on dreaming. Go on being the idealistic people you are. Go on being the ones who believe that poverty can indeed be made history. Go on believing that it is possible to eradicate hunger. How can we live and sleep comfortably, knowing that millions of our sisters and brothers go to bed hungry? God says "Please, please, help me; help me to make this world a little more compassionate. Help me, please, help me to make this world a little more gentle. Dream, dream, dream of a world that is going to be without terror because there will be people... nobody will have become so desperate, desperate because of poverty, of disease, of hunger."

Yes, we will, together.

APPENDIX B:

CAMPUS ENGAGEMENT FINDINGS

RACIAL EQUITY TASKS FORCE SURVEY & VIRTUAL TOWN HALL FINDINGS

APCO WORLDWIDE

Our Role in the Process

- **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 are here to help the task force create the intentional infrastructure that will support the system in continuing its steps to achieve equity.
- **We are summarizing and sharing the trends from what thousands of students, faculty and staff** shared through survey results and our virtual town halls. This summary is not exhaustive of that data and is not exhaustive of stakeholder needs.

Quantitative Survey Methodology

- The survey was intended to act as a **first step** in developing an understanding around racial and ethnic equity within the UNC System. It was used to help diagnose issues for further discussion in the town hall.
- The online survey was sent to **all members of the UNC System** and everyone was welcomed to participate.
- Below you will find a breakdown of **“completes” by audience**. For our purposes, to be considered “complete”, respondents had to answer **at least one main survey question**, not just the upfront demographics questions.

	# of Respondents	% of Respondents
Students	7,153	43%
Faculty	3,298	20%
Staff	6,138	37%

- **The survey for most audiences was open from September 15, 2020 through September 30, 2020.**
 - In order to accommodate additional IRB compliance requirements, students at the North Carolina School of Science and Mathematics had a delayed fielding start time. For this group, the survey was fielded from October 13, 2020 to October 26, 2020.
- Students, staff, and faculty from **all 17 institutions and UNC System affiliated organizations** participated in the survey.
- There were **two versions**, one for students and one for employees. While they are very similar, some answer options only pertain to one audience.

Town Hall Methodology

- **The purpose of the seven virtual sessions was to have the task force actively listen to the experiences,** ideas, and/or questions of students, faculty and staff about race and equity in the UNC System. Feedback from these events was used to inform task force recommendations to the UNC Board of Governors and System Office. Our priority was to elevate as many student, staff, and faculty voices as possible.
- To build an intentional agenda, **we created a guided conversation around three main topics,** based on the priorities identified by students, faculty, and staff in their survey responses. **We partnered with three members of the task force as town hall sponsors,** who shared input on the town hall structures, questions and audience priorities, alongside Diversity and Inclusion Council members.
- **We collaborated with each institution to solicit volunteers to serve as Virtual Town Hall Contributors.** The task force staff also solicited volunteers through the registration form by asking registrants if they would be interested in becoming a contributor. The goal was to include eight to ten contributors per session from as many institutions as possible during the seven sessions.
- During each 90-minute session, the **facilitator invited pre-identified contributors to speak about their personal experiences.** The facilitator also posed questions to the audience on the same topics and invited them to answer using the Q&A Zoom function, with the option to do so anonymously. These seven sessions included two each for students, staff, and faculty, with one combined group session that included all three groups. Sessions ran from October 19-29, 2020.
- **The seven sessions included discussions on race and equity with more than 3,500 students, faculty, and staff from all 17 institutions.** Task force members actively listened during each session and used the feedback from contributors and attendees to inform its recommendations to the Board of Governors and UNC System Office.
- **We used a natural language processing program to review the comments, registration questions and live chat messages** from each of the town halls, which informed our recommendations and analysis for the task force.

The Opportunity

- There is a gap between what people believe SHOULD happen and what they think WILL happen, creating a sense of urgency to rebuild trust.
- 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.
- There is a perceived lack of commitment of UNC System leadership to creating a diverse, equitable, and inclusive System (% selecting not very or at all committed):



*“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 Member*

*“How do we move beyond workshops and discussions to **real systemic change**?” – Staff Member*

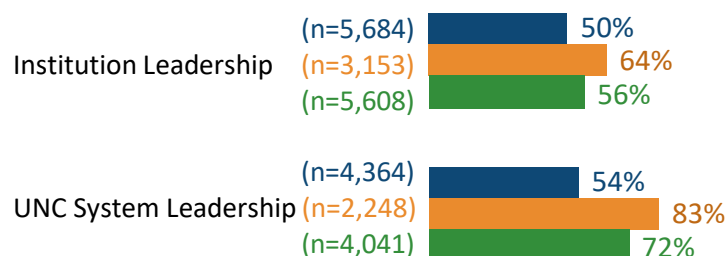
Seven Priority Areas for Students, Faculty, and Staff

- 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 space**
- Close any funding and access gaps between HMSIs and PWIs

Formalize Path to More Diverse, Inclusive Leadership

Seen as Not Diverse

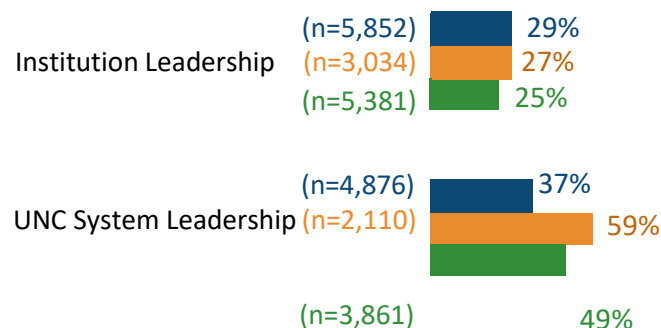
% Selecting “Not Very” or “Not at All Diverse”



*“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

Diversity Perceived to be Low Priority

% Selecting “Low” or “Extremely Low”



*“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 Member

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







-Faculty Member

■ Students
■ Faculty
■ Staff

Ensure Equity in Hiring, Promotions, Tenure & Compensation

- More than four in ten faculty & staff feel opportunities for leadership roles, tenure track or promotions are, at best, “only sometimes” equitable.

Believe That Different Races, At Best, Only Sometimes Have Equitable Access To:

	Faculty	Staff
Departmental Leadership Positions	(n=2,979)  42%	(n=5,544)  45%
Tenure Track Positions and Promotions	(n=2,811)  42%	(n=5,340)  49%
Mentorship Opportunities	(n=2,801)  42%	(n=4,902)  46%

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

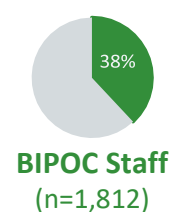
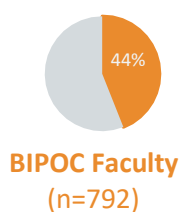
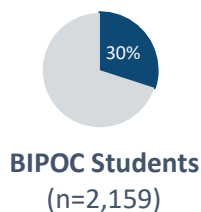
“When POC are told that diversity is welcomed, but positions are determined not by a committee but one individual, then where is the equity? I have witnessed actions of ‘favorable persons’ being hired over qualified persons. How do we move beyond such actions?” – Staff Member

“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 Member

Address Training, Reporting, & Accountability

- Many Black, Indigenous, and People of Color (BIPOC) participants say they have experienced microaggressions, discrimination and/or harassment

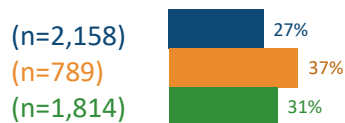
Personally Experienced Racial Harassment or Discrimination:



Lack of Comfort, Confidence in Current Reporting Structures

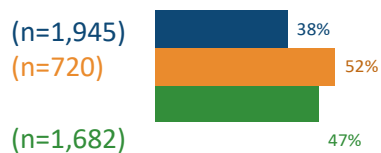
BIPOC Not Comfortable Reporting

% Selecting “Not Very” or “Not at All Diverse”



“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

BIPOC Not Confident in Protection from Retaliation



*“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 Member*

BIPOC Not Confident Offenders Will be Held Accountable



- Constituents have a desire for:
 - **Mandatory, regular** anti-discrimination training
 - **Independent reporting** structures
 - Improved **transparency** in process and outcomes
 - **Zero tolerance** policies and results-based accountability

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

Evaluate Campus Police Policies, Incorporate Alternatives

- Offering **alternatives** (#2) and **evaluating** campus police **practices** (#4) both **rank as Top5** priorities for students
- All three BIPOC audiences (faculty, staff, and students) 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*

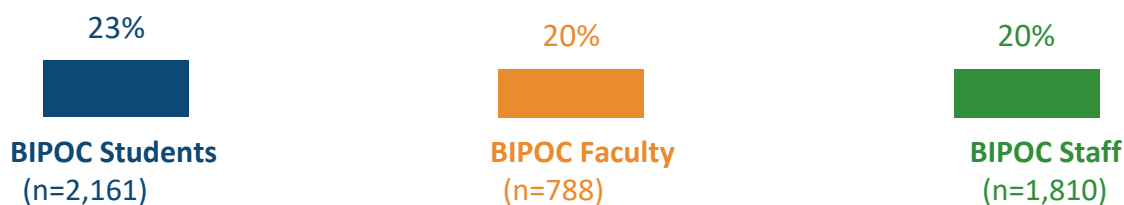
*"Law enforcement is expected to know all of the laws, mental health, de-escalation, etc. in one year of training when lawyers take many years to learn just the laws. We need to **change the expectations of what police are responsible to do.**" – Anonymous*

*"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*

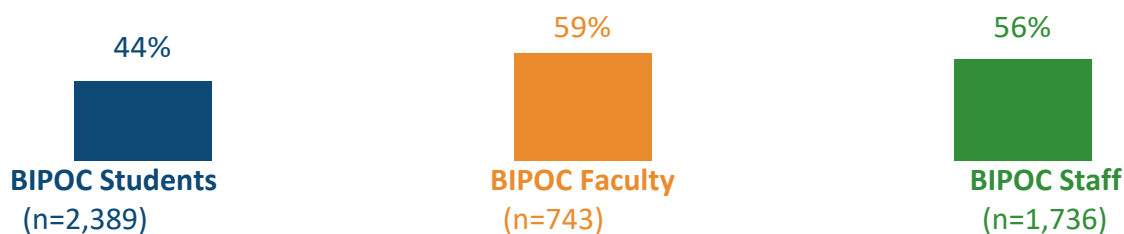
Enhance Inclusion Through Representative Spaces

- 1 in 5 BIPOC say they do not feel part of a community on campus

Do Not Feel They are a Part of the Community:



People of Different Races, At Best, Only Sometimes Have Access to 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
- Stakeholders caution these spaces **need to be incorporated** and **cannot do it all**

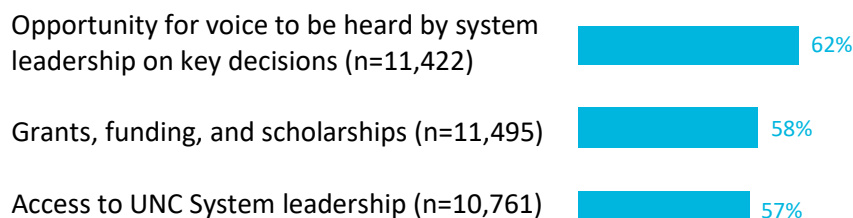
*“I would like to second the importance of creating a space for POC and trusting they will come. **It is simply unethical to bring students to a university that does not have resources for them.**” – Student*

*“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*

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 taskforce

Stakeholders Believe Institutions within the UNC System are, at best, Only Sometimes Treated Equitably When it Comes to...



*“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 Member*

*“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 Member*

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**

APPENDIX C:

ENROLLMENT & BOARDS OF TRUSTEES DEMOGRAPHICS

ENROLLMENT & BOARD OF TRUSTEES 2020-2021 DEMOGRAPHICS

Sections 116-31 and 116-33 of the North Carolina General Statutes detail membership, powers, and duties of most constituent institutions' boards of trustees. Section 116-33 of the North Carolina General Statutes charges boards of trustees to promote the sound development of the institution within the functions prescribed for it, helping it to serve the State in a way that will complement the activities of the other institutions and aiding it to perform at a high level of excellence in every area of endeavor.

Boards of trustees play a critical role in shaping the policies of UNC System institutions. As detailed below, the Board of Governors plays a role in selecting many trustees. Having diverse perspectives on each institution's board of trustees is an important component of both ensuring racial equity and aiding institutions to perform at a high level of excellence.

Under state law, most of the 16 institutions of higher education have boards of trustees composed of 13 persons. Eight trustees are appointed by the Board of Governors, four are appointed by the General Assembly (two by the President Pro Tempore of the Senate and two by the Speaker of the House of Representatives), and the president of the student government serves as an ex-officio member. In addition, state law accounts for up to a 30-member board for the North Carolina School of Science and Mathematics, and 15 board members for the University of North Carolina School of the Arts.

Most trustees serve four years, commencing on July 1 of odd-numbered years. Generally, in every odd-numbered year, state law requires the Board of Governors to elect four persons to each board of trustees, and the General Assembly appoints one person upon the recommendation of the President Pro Tempore of the Senate and one person upon the recommendation of the Speaker of the House of Representatives to each board. To obtain a holistic picture of boards of trustees members, enrollment demographics from fall 2019 were pulled at each institution to determine if trustees reflected the demographic makeup of the institution's student body. The graphs and tables below detail the demographic makeup of trustees and the enrollment makeup for the UNC System as a whole. The document also shows the demographic makeup of trustees at the UNC System's historically minority-serving institutions compared to that of all other UNC System institutions. Boards of trustees' data were self-reported by each institution's secretary, and enrollment demographics were obtained from the UNC System InfoCenter.

ALL UNC SYSTEM INSTITUTIONS

2020-2021 Board of Trustee Appointees by Race	
African American	26%
American Indian	1%
Asian	1%
Hispanic	1%
Indian American	0.5%
Middle Eastern American	0.5%
Native American	2%
White	68%

2020-2021 Board of Trustee Appointees by Gender	
Male	69%
Female	31%

UNC SYSTEM INSTITUTIONS (EXCLUDING HISTORICALLY MINORITY-SERVING INSTITUTIONS)

The UNC System is made up of 17 institutions. The table and graph below shows the boards of trustees demographics for the following institutions: Appalachian State University, East Carolina University, North Carolina State University, University of North Carolina at Asheville, University of North Carolina at Chapel Hill, University of North Carolina at Charlotte, University of The North Carolina at Greensboro, University of North Carolina Wilmington, University of North Carolina School of the Arts, Western Carolina University, and North Carolina School of Science and Mathematics.

2020-2021 Board of Trustee Appointees by Race, UNC System Institutions (Excluding HMSI)	
African American	12%
American Indian	2%
Asian	1%
Hispanic	1%
Middle Eastern American	1%
White	84%

2020-2021 Board of Trustee Appointees by Gender, UNC System Institutions (Excluding HMSI)	
Male	69%
Female	31%

HISTORICALLY MINORITY-SERVING INSTITUTIONS

Our historically minority-serving institutions, commonly referred to as HMSI's, are made up of five historically black colleges and universities (HBCUs) — Elizabeth City State University, Fayetteville State University, North Carolina A&T State University, North Carolina Central University, and Winston-Salem State University — and includes The University of North Carolina at Pembroke, which is a state designated historically American Indian serving university.

2020-2021 Board of Trustee Appointments by Race Historically-Minority Serving Institutions	
African American	55%
American Indian*	6%
Hispanic	1%
Indian American	1%
White	37%

*American Indian includes Native Americans along with Alaska Natives, as defined by the US Census

2020-2021 Board of Trustee Appointments by Gender Historically Minority-Serving Institutions	
Male	68%
Female	32%

THE UNIVERSITY OF NORTH CAROLINA SYSTEM

ENROLLMENT, FALL 2019

TOTAL ENROLLMENT: 231,400	UNDERGRADUATE: 185,053	GRADUATE: 46,347
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RACE	UNDERGRADUATE	GRADUATE
American Indian or Alaska Native	1% (1,683)	1% (314)
Asian	5% (8,438)	4% (1,938)
Black or African American	22% (39,938)	15% (7,018)
Hispanic or Latino	8% (14,653)	5% (2,249)
Native Hawaiian/Other Pacific Islander	0.1% (146)	0.1% (28)
Nonresident Alien	2% (3,205)	14% (6,427)
Race/Ethnicity Unknown	2% (4,284)	3% (1,213)
Two or more race	4% (8,165)	3% (1,290)
White	56% (104,541)	56% (25,870)

GENDER	UNDERGRADUATE	GRADUATE
Male	43% (79,406)	40% (18,561)
Female	57% (105,647)	60% (27,786)

APPALACHIAN STATE UNIVERSITY

ENROLLMENT, FALL 2019

TOTAL ENROLLMENT: 19,140	UNDERGRADUATE: 17,401	GRADUATE: 1,739
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RACE	UNDERGRADUATE	GRADUATE
American Indian or Alaska Native	0.3% (47)	0.4% (6)
Asian	2% (281)	1% (21)
Black or African American	4% (616)	5% (87)
Hispanic or Latino	7% (1,248)	5% (79)
Native Hawaiian or Other Pacific Islander	0.04% (7)	0.1% (1)
Nonresident Alien	0.4% (72)	2% (29)
Race/Ethnicity Unknown	1% (142)	1% (21)
Two or more race	4% (718)	1% (25)
White	82% (14,270)	85% (1,470)
GENDER	UNDERGRADUATE	GRADUATE
Male	44% (7,587)	30% (521)
Female	56% (9,814)	70% (1,218)

BOARD OF TRUSTEES DEMOGRAPHICS, 2020-21

TOTAL TRUSTEES: 12	WHITE: 11	AFRICAN AMERICAN: 1	MALE: 9	FEMALE: 3
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TRUSTEE NAME	APPOINTING BODY	TERM ENDS	RACE	GENDER
Mr. James M. Barnes	SPKR	6/30/2023	White	Male
Dr. Lee Barnes	BOG	6/30/2021	White	Male
Mr. Donald C. Beaver	SPKR	6/30/2021	White	Male
Mr. John M. Blackburn	BOG	6/30/2023	White	Male
Mr. Scott Lampe	PPT	6/30/2021	White	Male
Mr. Charles V. Murray	BOG	6/30/2021	White	Male
Mr. James K. Reaves	BOG	6/30/2023	African American	Male
Mr. Mark E. Ricks	BOG	6/30/2023	White	Male
Dr. Bonnie Schaefer	BOG	6/30/2021	White	Female
Mrs. Kimberly Shepherd	PPT	6/30/2023	White	Female
Mr. Thomas Sofield	BOG	6/30/2023	White	Male
Mrs. Carole P. Wilson	BOG	6/30/2021	White	Female

EAST CAROLINA UNIVERSITY

ENROLLMENT, FALL 2019

TOTAL ENROLLMENT: 27,268	UNDERGRADUATE: 21,992	GRADUATE: 5,276
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RACE	UNDERGRADUATE	GRADUATE
American Indian or Alaska Native	0.6% (127)	0.8% (41)
Asian	3% (551)	4% (205)
Black or African American	16% (3,431)	14% (746)
Hispanic or Latino	8% (1,668)	4% (207)
Native Hawaiian or Other Pacific Islander	0.2% (32)	0.1% (5)
Nonresident Alien	0.5% (114)	2% (86)
Race/Ethnicity Unknown	3% (636)	4% (210)
Two or more race	4% (849)	2% (98)
White	66% (14,584)	70% (3,678)

GENDER	UNDERGRADUATE	GRADUATE
Male	44% (9,641)	33% (1,740)
Female	57% (12,351)	67% (3,536)

BOARD OF TRUSTEES DEMOGRAPHICS, 2020-21

TOTAL TRUSTEES: 12	WHITE:11	AFRICAN AMERICAN: 1	MALE: 10	FEMALE: 2
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TRUSTEE NAME	APPOINTING BODY	TERM ENDS	RACE	GENDER
Mr. Vern Davenport	BOG	6/30/21	White	Male
Ms. Leigh J. Fanning	BOG	6/30/23	White	Female
Mr. Tom Furr	BOG	6/30/23	White	Male
Mr. Van Isley	BOG	6/30/23	White	Male
Mr. Max Joyner, Jr.	BOG	6/30/21	White	Male
Mr. J. Fielding Miller	PPT	6/30/21	White	Male
Mrs. Angela Moss	BOG	6/30/23	White	Female
Mr. Bob Plybon	BOG	6/30/21	White	Male
Mr. Roger (Jason) Poole, II	SPKR	6/30/21	White	Male
Mr. Jim Segrave	PPT	6/30/23	White	Male
Mr. Scott Shook	SPKR	6/30/23	White	Male
Mr. Vincent Smith	BOG	6/30/21	African American	Male

ELIZABETH CITY STATE UNIVERSITY

ENROLLMENT, FALL 2019

TOTAL ENROLLMENT: 1,698	UNDERGRADUATE: 1,623	GRADUATE: 75
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RACE	UNDERGRADUATE	GRADUATE
American Indian or Alaska Native	0.4% (6)	-
Asian	1% (9)	-
Black or African American	71% (1,151)	52% (32)
Hispanic or Latino	4% (67)	4% (3)
Native Hawaiian or Other Pacific Islander	0.1% (1)	-
Nonresident Alien	0.6% (10)	-
Race/Ethnicity Unknown	2% (35)	25% (19)
Two or more race	5% (77)	-
White	16% (267)	19% (14)
GENDER	UNDERGRADUATE	GRADUATE
Male	42% (676)	24% (18)
Female	58% (947)	76% (57)

BOARD OF TRUSTEES DEMOGRAPHICS, 2020-21

TOTAL TRUSTEES: 12	WHITE:5	AFRICAN AMERICAN: 6	MALE: 6	FEMALE: 5
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TRUSTEE NAME	APPOINTING BODY	TERM ENDS	RACE	GENDER
Mr. Harold Barnes	BOG	6/30/23	African American	Male
Ms. Phyllis N. Bosomworth	SPKR	6/30/21	White	Female
Bishop Kim W. Brown	BOG	6/30/23	African American	Male
Mrs. Lynne Bunch	BOG	6/30/21	White	Female
Mr. Andy Culpepper	BOG	6/30/23	White	Male
Mrs. Christine Evans	BOG	6/30/23	White	Female
Dr. Stephanie D.B. Johnson	BOG	6/30/21	African American	Female
Mrs. Jan King Robinson	PPT	6/30/23	African American	Female
Mr. Tracy Swain	PPT	6/30/21	African American	Male
Mr. Paul N. Tine	SPKR	6/30/23	White	Male
Bishop Kennis E. Wilkins	BOG	6/30/21	African American	Male
Vacant	BOG	-	-	-

FAYETTEVILLE STATE UNIVERSITY

ENROLLMENT, FALL 2019

TOTAL ENROLLMENT: 5,876	UNDERGRADUATE: 5,061	GRADUATE: 815
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RACE	UNDERGRADUATE	GRADUATE
American Indian or Alaska Native	2% (91)	1% (8)
Asian	1% (74)	3% (21)
Black or African American	60% (3,046)	50% (406)
Hispanic or Latino	9% (454)	7% (59)
Native Hawaiian or Other Pacific Islander	0.2% (8)	0.3% (2)
Nonresident Alien	1% (28)	2% (16)
Race/Ethnicity Unknown	4% (178)	5% (40)
Two or more race	4% (192)	1% (12)
White	20% (990)	31% (251)

GENDER	UNDERGRADUATE	GRADUATE
Male	31% (1,556)	39% (317)
Female	69% (3,505)	61% (498)

BOARD OF TRUSTEES DEMOGRAPHICS, 2020-21

TOTAL TRUSTEES: 12	WHITE: 6	AFRICAN AMERICAN: 6	MALE: 9	FEMALE: 3
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TRUSTEE NAME	APPOINTING BODY	TERM ENDS	RACE	GENDER
Mr. Glenn Adams	BOG	6/30/23	African American	Male
Dr. Richard Adams	BOG	6/30/21	African American	Male
Ms. Val Applewhite	BOG	6/30/23	African American	Female
Mr. Stuart Augustine	BOG	6/30/21	White	Male
Mr. Jonathan Charleston	BOG	6/30/23	African American	Male
Mr. John Douglas English	PPT	6/30/23	White	Male
Dr. Warren G. McDonald	SPKR	6/30/23	White	Male
Mr. John McFadyen	BOG	6/30/23	White	Male
Mrs. Sherida McMullan	PPT	6/30/21	African American	Female
Dr. Brandon Phillips	BOG	6/30/21	White	Male
Ms. Brenda Timberlake	BOG	6/30/21	African American	Female
Mr. William Warner	SPKR	6/30/21	White	Male

NORTH CAROLINA A&T STATE UNIVERSITY

ENROLLMENT, FALL 2019

TOTAL ENROLLMENT: 12,174	UNDERGRADUATE: 10,709	GRADUATE: 1,465
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RACE	UNDERGRADUATE	GRADUATE
American Indian or Alaska Native	0.3% (30)	0.3% (4)
Asian	1% (74)	3% (39)
Black or African American	83% (8,839)	58% (853)
Hispanic or Latino	0.3% (30)	2% (35)
Native Hawaiian or Other Pacific Islander	0.03% (3)	0.1% (1)
Nonresident Alien	1% (74)	18% (263)
Race/Ethnicity Unknown	2% (215)	3% (38)
Two or more race	5% (500)	2% (33)
White	5% (512)	14% (199)

GENDER	UNDERGRADUATE	GRADUATE
Male	42% (4,454)	41% (604)
Female	58% (6,255)	59% (861)

BOARD OF TRUSTEES DEMOGRAPHICS, 2020-21

TOTAL TRUSTEES: 12	WHITE: 1	AFRICAN AMERICAN: 10	INDIAN AMERICAN: 1	MALE: 9	FEMALE: 3
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TRUSTEE NAME	APPOINTING BODY	TERM ENDS	RACE	GENDER
Mr. John W. Bluford, III	BOG	6/30/23	African American	Male
Mr. Calvin Brodie	PPT	6/30/21	African American	Male
Mr. Mark Copeland	PPT	6/30/23	White	Male
Mr. William Dudley	BOG	6/30/21	African American	Male
Mrs. Kimberly Gatling	BOG	6/30/23	African American	Female
Ms. Venessa Harrison	BOG	6/30/23	African American	Female
Judge Paul L. Jones	SPKR	6/30/21	African American	Male
Mr. Timothy King, III	BOG	6/30/23	African American	Male
Mr. George D. Mainor	BOG	6/30/21	African American	Male
Mr. Joseph R. Parker, Jr.	BOG	6/30/21	African American	Male
Ms. Hilda Pinnx-Ragland	BOG	6/30/21	African American	Female
Dr. Bhaskar R. Venepalli	SPKR	6/30/23	Indian American	Male

NORTH CAROLINA CENTRAL UNIVERSITY

ENROLLMENT, FALL 2019

TOTAL ENROLLMENT: 7,393	UNDERGRADUATE: 5,546	GRADUATE: 1,847
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RACE	UNDERGRADUATE	GRADUATE
American Indian or Alaska Native	0.3% (17)	0.5% (9)
Asian	1% (52)	2% (32)
Black or African American	81% (4,516)	62% (1,151)
Hispanic or Latino	6% (312)	5% (84)
Native Hawaiian or Other Pacific Islander	0.04% (2)	-
Nonresident Alien	0.2% (12)	1% (20)
Race/Ethnicity Unknown	1% (70)	1% (18)
Two or more race	5% (273)	5% (87)
White	5% (292)	24% (466)

GENDER	UNDERGRADUATE	GRADUATE
Male	31% (1,745)	25% (467)
Female	69% (3,801)	75% (1,380)

BOARD OF TRUSTEES DEMOGRAPHICS, 2020-21

TOTAL TRUSTEES: 12	WHITE: 3	AFRICAN AMERICAN: 8	HISPANIC: 1	MALE: 8	FEMALE: 4
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TRUSTEE NAME	APPOINTING BODY	TERM ENDS	RACE	GENDER
Atty Roderick G. Allison	PPT	6/30/23	African American	Male
Mr. William V. Bell	BOG	6/30/23	African American	Male
Mr. G. Keith Chadwell	BOG	6/30/23	African American	Male
Mrs. Oita C. Coleman	SPKR	6/30/23	African American	Female
Mr. John A. Herrera	BOG	6/30/21	Hispanic	Male
Mr. Kevin M. Holloway	BOG	6/20/21	African American	Male
Mr. Michael Johnson	BOG	6/30/23	African American	Male
Ms. Allyson M. Siegel	BOG	6/30/21	White	Female
Mrs. Hellena Tidwell	BOG	6/30/23	African American	Female
Dr. Kenneth R. Tindall	BOG	6/30/21	White	Male
Atty. James S. Walker	SPKR	6/30/21	White	Male
Mrs. Karyn S. Wilkerson	PPT	6/30/21	African American	Female

NORTH CAROLINA STATE UNIVERSITY

ENROLLMENT, FALL 2019

TOTAL ENROLLMENT: 34,146	UNDERGRADUATE: 24,239	GRADUATE: 9,907
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RACE	UNDERGRADUATE	GRADUATE
American Indian or Alaska Native	0.4% (104)	0.3% (30)
Asian	8% (1,849)	4% (424)
Black or African American	6% (1,407)	7% (697)
Hispanic or Latino	6% (1,494)	4% (379)
Native Hawaiian or Other Pacific Islander	0.1% (17)	0.01% (1)
Nonresident Alien	4% (885)	31% (3,079)
Race/Ethnicity Unknown	4% (1,020)	2% (204)
Two or more race	4% (933)	2% (214)
White	68% (16,530)	49% (4,879)
GENDER	UNDERGRADUATE	GRADUATE
Male	53% (12,733)	52% (5,183)
Female	47% (11,506)	48% (4,724)

BOARD OF TRUSTEES DEMOGRAPHICS, 2020-21

TOTAL TRUSTEES: 12	WHITE: 11	AFRICAN AMERICAN: 1	MALE: 11	FEMALE: 1
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TRUSTEE NAME	APPOINTING BODY	TERM ENDS	RACE	GENDER
Mr. Robert Andrews, III	BOG	6/30/23	White	Male
Mr. Thomas E. Cabaniss	BOG	6/30/21	White	Male
Mrs. Ann B. Goodnight	SPKR	6/30/23	White	Female
Mr. James A. Harrell, III	SPKR	6/30/21	White	Male
Mr. Stanhope A. Kelly	BOG	6/30/23	White	Male
Mr. Wendell H. Murphy	BOG	6/30/21	White	Male
Mr. Ven Poole	PPT	6/30/21	White	Male
Dr. Ronald W. Prestage	BOG	6/30/21	White	Male
Mr. Perry Safran	PPT	6/30/23	White	Male
Mr. Edwin J. Stack, III	BOG	6/30/23	White	Male
Mr. Dewayne N. Washington	BOG	6/30/23	African American	Male
Mr. Edward I. Weisiger, Jr.	BOG	6/30/21	White	Male

UNIVERSITY OF NORTH CAROLINA AT ASHEVILLE

ENROLLMENT, FALL 2019

TOTAL ENROLLMENT: 3,299		UNDERGRADUATE: 3,287	GRADUATE: 12
RACE	UNDERGRADUATE	GRADUATE	
American Indian or Alaska Native	0.4% (14)	-	
Asian	2% (65)	-	
Black or African American	5% (175)	-	
Hispanic or Latino	9% (290)	-	
Native Hawaiian or Other Pacific Islander	0.1% (3)	-	
Nonresident Alien	1% (28)	-	
Race/Ethnicity Unknown	4% (130)	-	
Two or more race	4% (140)	8% (1)	
White	74% (2,442)	92% (11)	
GENDER	UNDERGRADUATE	GRADUATE	
Male	43% (1,397)	42% (5)	
Female	58% (1,890)	58% (7)	

BOARD OF TRUSTEES DEMOGRAPHICS, 2020-21

TOTAL TRUSTEES: 12		WHITE: 9	AFRICAN AMERICAN: 2	ASIAN: 1	MALE: 9	FEMALE: 3
TRUSTEE NAME	APPOINTING BODY	TERM ENDS	RACE	GENDER		
Mr. Roger Aiken	BOG	6/30/23	White	Male		
Mr. Kennon Briggs	BOG	6/30/21	White	Male		
Ms. Karen Keil Brown	BOG	6/30/21	White	Female		
Mr. JW Davis	SPKR	6/30/21	White	Male		
Mr. Maurice Green	BOG	6/30/23	African American	Male		
Mr. Peter Heckman	PPT	6/30/23	White	Male		
Mr. Richard J. Lutovsky	BOG	6/30/23	White	Male		
Mr. Jim Peterson	PPT	6/30/21	White	Male		
Mr. Robby Russell	BOG	6/30/23	African American	Male		
Ms. Wilma Sherrill	SPKR	6/30/23	White	Female		
Ms. Cissie Stevens	BOG	6/30/21	White	Female		
Mr. Oscar Wong	BOG	6/30/23	Asian	Male		

UNIVERSITY OF NORTH CAROLINA AT CHAPEL HILL

ENROLLMENT, FALL 2019

TOTAL ENROLLMENT: 29,361	UNDERGRADUATE: 19,014	GRADUATE: 10,347
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RACE	UNDERGRADUATE	GRADUATE
American Indian or Alaska Native	0.4% (84)	0.3% (30)
Asian	11% (2,184)	7% (773)
Black or African American	8% (1,538)	7% (738)
Hispanic or Latino	9% (1,631)	6% (650)
Native Hawaiian or Other Pacific Islander	0.1% (10)	0.1% (8)
Nonresident Alien	4% (755)	10% (1,070)
Race/Ethnicity Unknown	4% (701)	3% (348)
Two or more race	5% (938)	4% (460)
White	59% (11,173)	61% (6,270)
GENDER	UNDERGRADUATE	GRADUATE
Male	40% (7,672)	43% (4,486)
Female	60% (11,342)	57% (5,861)

BOARD OF TRUSTEES DEMOGRAPHICS, 2020-21

TOTAL TRUSTEES: 12	WHITE: 11	AFRICAN AMERICAN: 1	MALE: 10	FEMALE: 2
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TRUSTEE NAME	APPOINTING BODY	TERM ENDS	RACE	GENDER
Mr. David L. Boliek, Jr.	BOG	6/30/23	White	Male
Mr. Jefferson W. Brown	BOG	6/30/21	White	Male
Mr. G. Munroe Cobey	BOG	6/30/21	White	Male
Mr. Haywood D. Cochrane, Jr.	BOG	6/30/21	White	Male
Mr. R. Gene Davis, Jr.	BOG	6/30/23	White	Male
Mr. Charles G. Duckett	BOG	6/30/21	White	Male
Mrs. Kelly Matthews Hopkins	SPKR	6/30/21	White	Female
Mr. Allie Ray McCullen	BOG	6/30/23	White	Male
Mr. Ralph W. Meekins, Sr.	SPKR	6/30/23	White	Male
Mrs. Teresa Artis Neal	BOG	6/30/23	African American	Female
Mr. John P. Preyer	PPT	6/30/23	White	Male
Mr. Richard Y. Stevens	PPT	6/30/21	White	Male

UNIVERSITY OF NORTH CAROLINA AT CHARLOTTE

ENROLLMENT, FALL 2019

TOTAL ENROLLMENT: 28,917	UNDERGRADUATE: 23,638	GRADUATE: 5,279
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RACE	UNDERGRADUATE	GRADUATE
American Indian or Alaska Native	0.3% (77)	0.2% (8)
Asian	8% (1,918)	4% (205)
Black or African American	16% (3,714)	14% (724)
Hispanic or Latino	11% (2,573)	5% (271)
Native Hawaiian or Other Pacific Islander	0.1% (22)	0.1% (3)
Nonresident Alien	2% (535)	26% (1,370)
Race/Ethnicity Unknown	2% (404)	2% (103)
Two or more race	5% (1,136)	2% (114)
White	56% (13,259)	47% (2,481)
GENDER	UNDERGRADUATE	GRADUATE
Male	53% (12,594)	43% (2,258)
Female	47% (11,044)	57% (3,021)

BOARD OF TRUSTEES DEMOGRAPHICS, 2020-21

TOTAL TRUSTEES: 12	WHITE: 10	AFRICAN AMERICAN: 1	HISPANIC: 1	MALE: 7	FEMALE: 5
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TRUSTEE NAME	APPOINTING BODY	TERM ENDS	RACE	GENDER
Mr. Dennis N. Bunker, III	PPT	6/30/21	White	Male
Mrs. Sharon A. Decker	BOG	6/30/23	White	Female
Ms. Susan D. DeVore	BOG	6/30/23	White	Female
Mrs. Theresa J. Drew	BOG	6/30/21	White	Female
Mrs. Christine P. Katziff	BOG	6/30/23	White	Female
Mr. J. (Brett) Keeter	BOG	6/30/21	White	Male
Mr. Fred W. Klein, Jr.	PPT	6/30/23	White	Male
Mr. David W. Mildenberg	BOG	6/30/23	White	Male
Ms. Mary Ann Rouse	BOG	6/30/21	White	Female
Mr. Carlos E. Sanchez	SPKR	6/30/23	Hispanic	Male
Mr. Michael L. Wilson	BOG	6/30/21	White	Male
Mr. Teross W. Young, Jr.	SPKR	6/30/21	African American	Male

UNIVERSITY OF NORTH CAROLINA AT GREENSBORO

ENROLLMENT, FALL 2019

TOTAL ENROLLMENT: 19,450	UNDERGRADUATE: 16,104	GRADUATE: 3,346
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RACE	UNDERGRADUATE	GRADUATE
American Indian or Alaska Native	0.3% (48)	0.5% (16)
Asian	5% (841)	3% (105)
Black or African American	30% (4,768)	18% (602)
Hispanic or Latino	12% (1,879)	5% (163)
Native Hawaiian or Other Pacific Islander	0.1% (10)	0.03% (1)
Nonresident Alien	1% (213)	10% (320)
Race/Ethnicity Unknown	1% (134)	3% (106)
Two or more race	5% (848)	2% (73)
White	46% (7,363)	59% (1,960)
GENDER	UNDERGRADUATE	GRADUATE
Male	33% (5,313)	31% (1,021)
Female	67% (10,791)	69% (2,325)

BOARD OF TRUSTEES DEMOGRAPHICS, 2020-21

TOTAL TRUSTEES: 12	WHITE: 10	AFRICAN AMERICAN: 2	MALE: 5	FEMALE: 7
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TRUSTEE NAME	APPOINTING BODY	TERM ENDS	RACE	GENDER
Mrs. Vanessa Carroll	SPKR	6/30/21	White	Female
Ms. Mae Douglas	BOG	6/30/23	African American	Female
Mrs. Mona Edwards	BOG	6/30/23	African American	Female
Mr. Brad Hayes	BOG	6/30/23	White	Male
Mr. George Hoyle	PPT	6/30/21	White	Male
Mrs. Kathy Manning	BOG	6/30/21	White	Female
Mrs. Betsy S. Oakley	SPKR	6/30/23	White	Female
Mrs. Elizabeth Phillips	PPT	6/30/23	White	Female
Mr. Dean Priddy, Jr.	BOG	6/30/21	White	Male
Mr. Ward Russell	BOG	6/30/21	White	Male
Mrs. Linda Sloan	BOG	6/30/23	White	Female
Mr. David Sprinkle	BOG	6/30/21	White	Male

UNIVERSITY OF NORTH CAROLINA AT PEMBROKE

ENROLLMENT, FALL 2019

TOTAL ENROLLMENT: 7,579	UNDERGRADUATE: 6,270	GRADUATE: 1,309
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RACE	UNDERGRADUATE	GRADUATE
American Indian or Alaska Native	14% (875)	9% (119)
Asian	1% (87)	2% (29)
Black or African American	32% (1,983)	29% (385)
Hispanic or Latino	8% (486)	6% (76)
Native Hawaiian or Other Pacific Islander	0.1% (5)	0.2% (2)
Nonresident Alien	1% (80)	1% (11)
Race/Ethnicity Unknown	2% (96)	1% (14)
Two or more race	6% (356)	4% (46)
White	37% (2,302)	48% (627)

GENDER	UNDERGRADUATE	GRADUATE
Male	39% (2,432)	31% (412)
Female	61% (3,838)	69% (897)

BOARD OF TRUSTEES DEMOGRAPHICS, 2020-21

TOTAL TRUSTEES: 12	WHITE: 6	AFRICAN AMERICAN: 2	NATIVE AMERICAN*: 4	MALE: 8	FEMALE: 4
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TRUSTEE NAME	APPOINTING BODY	TERM ENDS	RACE	GENDER
Dr. Wiley G. Barrett	BOG	6/30/21	White	Male
Mr. Edward Brooks	SPKR	6/30/23	Native American*	Male
Mr. Patrick Corso	BOG	6/30/23	White	Male
Mrs. Mickey Gregory	BOG	6/1/23	White	Female
Ms. Allison Harrington	SPKR	6/30/21	White	Female
Gen. Allen Jamerson	BOG	6/30/21	African American	Male
Mr. Alphonzo McRae, Jr.	BOG	6/30/23	Native American*	Male
Mr. Don Metzger	BOG	6/30/21	White	Male
Mrs. Karen L. Sampson	BOG	6/30/21	Native American*	Female
Dr. Bobbi Stanley	BOG	6/30/23	White	Female
Mr. Ronnie Sutton	PPT	6/30/23	Native American*	Male
Dr. Jesse Thomas	PPT	6/30/23	African American	Male

*Native American, as defined by the US Census, are American Indians

UNIVERSITY OF NORTH CAROLINA WILMINGTON

ENROLLMENT, FALL 2019

TOTAL ENROLLMENT: 17,078	UNDERGRADUATE: 14,421	GRADUATE: 2,657
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RACE	UNDERGRADUATE	GRADUATE
American Indian or Alaska Native	0.4% (51)	1% (26)
Asian	2% (284)	2% (40)
Black or African American	4% (576)	9% (250)
Hispanic or Latino	7% (1,075)	5% (125)
Native Hawaiian or Other Pacific Islander	0.1% (20)	2% (4)
Nonresident Alien	1% (183)	2% (46)
Race/Ethnicity Unknown	2% (324)	2% (45)
Two or more race	4% (575)	3% (71)
White	79% (11,333)	77% (2,050)

GENDER	UNDERGRADUATE	GRADUATE
Male	37% (5,319)	30% (785)
Female	63% (9,102)	70% (1,872)

BOARD OF TRUSTEES DEMOGRAPHICS, 2020-21

TOTAL TRUSTEES: 12	WHITE: 10	AFRICAN AMERICAN: 1	MIDDLE EASTERN AMERICAN: 1	MALE: 10	FEMALE: 2
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TRUSTEE NAME	APPOINTING BODY	TERM ENDS	RACE	GENDER
Ms. Agnes R. Beane	BOG	6/30/23	White	Female
Mr. Dennis P. Burgard	SPKR	6/30/21	White	Male
Mr. Michael R. Drummond	BOG	6/30/21	White	Male
Mr. H. Carlton Fisher	BOG	6/30/21	White	Male
Mrs. Gidget Kidd	BOG	6/30/23	White	Female
Mr. Henry L. Kitchin, Jr.	BOG	6/30/21	White	Male
Mr. Michael Lee	PPT	6/30/23	White	Male
Mr. Henry E. Miller, III	BOG	6/30/23	White	Male
Mr. Robert S. Rippy	PPT	6/30/21	White	Male
Dr. Yousry Sayed	BOG	6/30/23	Middle Eastern American	Male
Mr. Maurice R. Smith	BOG	6/30/21	African American	Male
Mr. Woody White	SPKR	6/30/23	White	Male

UNIVERSITY OF NORTH CAROLINA SCHOOL OF THE ARTS

ENROLLMENT, FALL 2019

TOTAL ENROLLMENT: 1,083	UNDERGRADUATE: 926	GRADUATE: 157
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RACE	UNDERGRADUATE	GRADUATE
American Indian or Alaska Native	1% (8)	-
Asian	2% (23)	4% (6)
Black or African American	8% (73)	11% (17)
Hispanic or Latino	9% (87)	3% (4)
Native Hawaiian or Other Pacific Islander	0.1% (1)	-
Nonresident Alien	2% (19)	13% (21)
Race/Ethnicity Unknown	1% (11)	5% (8)
Two or more race	6% (52)	4% (6)
White	70% (652)	61% (95)

GENDER	UNDERGRADUATE	GRADUATE
Male	43% (398)	48% (76)
Female	57% (528)	52% (81)

BOARD OF TRUSTEES DEMOGRAPHICS, 2020-21

TOTAL TRUSTEES: 12	WHITE: 11	MALE: 7	FEMALE: 4
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TRUSTEE NAME	APPOINTING BODY	TERM ENDS	RACE	GENDER
Mr. Stephen Berlin	BOG	6/30/21	White	Male
Mrs. E. Greer Cawood	BOG	6/30/23	White	Female
Mr. Noel (Skip) Dunn	BOG	6/30/23	White	Male
Ms. Anna Folwell	PPT	6/30/23	White	Female
Mr. Rob King	BOG	6/30/21	White	Male
Mr. Mark Land	BOG	6/30/23	White	Male
Ms. Elizabeth Madden	SPKR	6/30/21	White	Female
Mr. Kyle Petty	PPT	6/30/21	White	Male
Mr. Michael Tiemann	BOG	6/30/21	White	Male
Mr. Ralph Hanes Womble	BOG	6/30/23	White	Male
Mrs. Erna A.P. Womble	BOG	6/30/21	White	Female
Vacant	SPKR	-	-	-

WESTERN CAROLINA UNIVERSITY

ENROLLMENT, FALL 2019

TOTAL ENROLLMENT: 11,946	UNDERGRADUATE: 10,292	GRADUATE: 1,654
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RACE	UNDERGRADUATE	GRADUATE
American Indian or Alaska Native	1% (87)	1% (16)
Asian	1% (114)	1% (17)
Black or African American	5% (519)	7% (118)
Hispanic or Latino	7% (760)	6% (100)
Native Hawaiian or Other Pacific Islander	0.04% (4)	-
Nonresident Alien	1% (141)	4% (72)
Race/Ethnicity Unknown	1% (135)	0.1% (1)
Two or more race	4% (391)	3% (44)
White	79% (8,141)	78% (1,286)
GENDER	UNDERGRADUATE	GRADUATE
Male	45% (4,680)	33% (549)
Female	55% (5,612)	67% (1,105)

BOARD OF TRUSTEES DEMOGRAPHICS, 2020-21

TOTAL TRUSTEES: 12	WHITE: 10	AMERICAN INDIAN: 2	MALE: 7	FEMALE: 5
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TRUSTEE NAME	APPOINTING BODY	TERM ENDS	RACE	GENDER
Mrs. Haden Boliek	BOG	6/30/21	White	Female
Mrs. Rebecca Brown	PPT	6/30/23	White	Female
Mr. Casey Cooper	BOG	6/30/21	American Indian	Male
Ms. Joyce Dugan	SPKR	6/30/21	American Indian	Female
Mrs. Kathy Greeley	BOG	6/30/23	White	Female
Mr. Timothy Haskett	SPKR	6/30/23	White	Male
Mr. Ken Hughes	BOG	6/30/23	White	Male
Mr. J. Bryant Kinney	BOG	6/30/23	White	Male
Mr. John Lupoli	PPT	6/30/21	White	Male
Mr. Kenny Messer	BOG	6/30/21	White	Male
Mr. Robert Roberts	BOG	6/30/21	White	Male
Mrs. Rebecca Schlosser	BOG	6/30/23	White	Female

WINSTON-SALEM STATE UNIVERSITY

ENROLLMENT, FALL 2019

TOTAL ENROLLMENT: 4,992	UNDERGRADUATE: 4,530	GRADUATE: 462
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RACE	UNDERGRADUATE	GRADUATE
American Indian or Alaska Native	0.4% (17)	0.2% (1)
Asian	1% (32)	5% (21)
Black or African American	79% (3,586)	44% (205)
Hispanic or Latino	4% (167)	3% (14)
Native Hawaiian or Other Pacific Islander	0.02% (1)	-
Nonresident Alien	1% (56)	5% (24)
Race/Ethnicity Unknown	1% (53)	8% (38)
Two or more race	4% (187)	1% (6)
White	10% (431)	33% (153)
GENDER	UNDERGRADUATE	GRADUATE
Male	27% (1,209)	26% (119)
Female	73% (3,321)	74% (343)

BOARD OF TRUSTEES DEMOGRAPHICS, 2020-21

TOTAL TRUSTEES: 12	WHITE: 5	AFRICAN AMERICAN: 7	MALE: 8	FEMALE: 4
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TRUSTEE NAME	APPOINTING BODY	TERM ENDS	RACE	GENDER
Dr. L'Tanya Bailey	PPT	6/30/23	African American	Female
Mr. Robert Barr	SPKR	6/30/21	African American	Male
Mrs. Coretta J. Bigelow	BOG	6/30/23	African American	Female
Mr. Robert C. Clark	BOG	6/30/23	White	Male
Dr. Matthew S. Cullinan	BOG	6/30/23	White	Male
Mr. Kelvin E. Farmer	BOG	6/30/23	African American	Male
Dr. William U. Harris	BOG	6/30/21	African American	Male
Mrs. Kathleen Kelly	BOG	6/30/21	White	Female
Mr. Brent Moore	PPT	6/30/23	African American	Male
Mrs. Drewry Nostitz	BOG	6/30/21	White	Female
Dr. Ricky Sides	SPKR	6/30/21	White	Male
Mr. David Smith	BOG	6/30/21	African American	Male

NORTH CAROLINA SCHOOL OF SCIENCE AND MATHEMATICS

BOARD OF TRUSTEES DEMOGRAPHICS, 2020-21

TOTAL TRUSTEES: 27	WHITE: 18	AFRICAN AMERICAN: 7	AMERICAN INDIAN: 1	ASIAN: 1	MALE: 16	FEMALE: 11
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TRUSTEE NAME	APPOINTING BODY	TERM ENDS	RACE	GENDER
Dr. Warwick A. Arden	BOG	6/30/21	White	Male
Mr. Richmond Baker	BOG	6/30/23	African American	Male
Ms. Stephanie M. Bass	BOG	6/30/21	White	Female
Dr. Jabbar R. Bennett	BOG	6/30/23	African American	Male
Ms. Paula T. Benson	PPT	6/30/21	White	Female
Dr. Bob (Robert) A. Blouin	BOG	6/30/21	White	Male
Dr. Ellen Collett	SPKR	6/30/21	White	Female
Ms. Lisa Cooper	BOG	6/30/21	White	Female
Mr. Michael G. Dougherty	BOG	6/30/21	White	Male
Dr. Adam Falk	BOG	6/30/23	White	Male
Mr. Robert M. Freeman	SPKR	6/30/21	African American	Male
Ms. Geneva Gee Fulbright	BOG	6/30/21	African American	Female
Dr. Cindy Goodman	BOG	6/30/23	White	Female
Mr. Steve Griffin	SPKR	6/30/21	White	Male
Mr. Hugh A. Holston	BOG	6/30/23	African American	Male
Mr. Vimal Kumar Kolappa	BOG	6/30/21	Asian	Male
Dr. Sally Kornbluth	BOG	6/30/21	White	Female
Ms. Page Ives Lemel	BOG	6/30/21	White	Female
Mr. Alan C. Lewis	BOG	6/30/21	White	Male
Mr. Thomas F. Looney	PPT	6/30/21	White	Male
Dr. Bobby R. Maynor	BOG	6/30/21	American Indian	Male
Mrs. Catherine Mitchell	PPT	6/30/21	White	Female
Ms. Alisa Atkinson McDonald	BOG	6/30/23	African American	Female
Dr. Beryl McEwen	BOG	6/30/21	African American	Female
Dr. Mark W. Morgan	BOG	6/30/21	White	Male
Mr. Nathan Ramsey	BOG	6/30/23	White	Male
Mr. Erik Troan	BOG	6/30/23	White	Male

APPENDIX D:

BOARD OF GOVERNOR AWARD DEMOGRAPHICS

BOARD OF GOVERNORS AWARDS DEMOGRAPHICS

In support of the UNC System's mission, the Board of Governors honors and recognizes excellence in areas of teaching, research, and public service through the following awards. Four awards are given by the Board of Governors: The Oliver Max Gardner Award, The Governor James E. Holshouser, Jr. Award for Excellence in Public Service, Awards for Excellence in Teaching, and the University Award. In addition, the UNC System Staff Assembly presents annual awards and scholarships: The Erskine B. Bowles Services Award, the Thomas Ross Visionary Leader Award, and the Janet B. Royster Scholarship. The UNC System Office has also established two programs for recent graduates and current students to develop a keener understanding of public higher education in North Carolina: The Presidential Scholar Program and the Marian Drane Graham Scholar Program.

Some award recipients receive a stipend in honor of their work and accomplishments. Below provides information about the amount of the award, the source of the funds, the selection process for each award, and the demographic makeup of each award recipient. Data was obtained from the UNC System Human Resources DataMart and award recipients' names have been removed.

Award	Amount	Source of Funds
Oliver Max Gardner Award	\$30,000	Endowment – O. Max Gardner Trust
The Governor James E. Holshouser, Jr. Award for Excellence in Public Service	\$7,500	Institutional Trust Funds – with short term investment fund with NC Treasurer
Board of Governors Teaching Awards	\$12,500	Institutional Trust Funds
Awards for Excellence in Teaching	\$115,500	State Funds – Appropriation
Erskine B. Bowles Staff Service Award	\$1,000	Institutional Trust Funds
Thomas W. Ross, Sr. Visionary Leader Award	Non-monetary	N/A
Presidential Scholars	\$150,000	State Funds – President's Strategic Initiatives
Marian Drane Graham Scholar	\$25,000	Endowment – Frank Porter Graham Trust
University Award	Non-monetary	N/A
Janet B. Royster Scholarship	\$1,000	Institutional Trust Funds – Staff Assembly Fundraising

THE OLIVER MAX GARDNER AWARD

The Gardner Award is an annual award, first presented in 1949. It recognizes a member of the UNC System faculty who, during the current scholastic year, has made “the greatest contribution to the welfare of the human race.” The award is the highest honor the System confers on faculty. All faculty members, from across all 17 constituent institutions, are eligible. The Board of Governors appoints a special committee to review nominations and bring the nomination to the full board for approval.

AWARD RECIPIENT	INSTITUTION	YEAR	RACE
Award Recipient #1	UNC-CH	2020	White
Award Recipient #2	ECU	2019	Asian
Award Recipient #3	NCSU	2018	Hispanic & White
Award Recipient #4	UNCP	2017	White
Award Recipient #5	WCU	2016	White
Award Recipient #6	UNCC	2015	Asian
Award Recipient #7	NCSU	2015	White
Award Recipient #8	NCSU	2014	Asian
Award Recipient #9	ECU	2013	White
Award Recipient #10	NCSU	2012	White
Award Recipient #11	UNCC	2011	White
Award Recipient #12	NCAT	2010	Asian
Award Recipient #13	NCSU	2009	White
Award Recipient #14	UNC-CH	2008	White
Award Recipient #15	NCSU	2007	White
Award Recipient #16	NCCU	2006	Black
Award Recipient #17	NCSU	2005	White
Award Recipient #18	ECU	2004	White
Award Recipient #19	NCCU	2004	White
Award Recipient #20	NCSU	2003	White
Award Recipient #21	UNCSA	2002	White
Award Recipient #22	UNC-CH	2002	White
Award Recipient #23	ECU	2001	White
Award Recipient #24	NCSU & UNC-CH	2000	White

THE GOVERNOR JAMES E. HOLSHOUSER, JR. AWARD FOR EXCELLENCE IN PUBLIC SERVICE

The Public Service Award is an annual award, created in 2007, to encourage, identify, recognize, and reward public service by faculty of the University. Faculty of any of the 17 UNC institutions are eligible. Chosen faculty have made sustained, distinguished, and superb achievement in university public service and outreach, and contributions to improving the quality of life of the citizens of North Carolina. The creativity and impact of a nominee's achievements are of a magnitude that greatly exceeds the normal accomplishments of a productive faculty. The Board of Governors appoints a special committee to review nominations and bring the nomination to the full board for approval.

AWARD RECIPIENT	INSTITUTION	YEAR	RACE
Award Recipient #1	UNC Charlotte	2019	White
Award Recipient #2	UNCW	2019	White
Award Recipient #3	WCU	2018	White
Award Recipient #4	NC State	2018	White
Award Recipient #5	ECU	2017	White
Award Recipient #6	NC State	2016	White
Award Recipient #7	ECU	2015	White
Award Recipient #8	WSSU	2015	Black
Award Recipient #9	Appalachian	2015	White
Award Recipient #10	UNCP	2014	White
Award Recipient #11	UNC Charlotte	2012	White
Award Recipient #12	ECU	2011	White
Award Recipient #13	NC State	2010	White
Award Recipient #14	UNC Charlotte	2009	White
Award Recipient #1	ECU	2008	Black
Award Recipient #14	NCCU	2007	Black

AWARDS FOR EXCELLENCE IN TEACHING, 2020

The Teaching Awards were established in 1994 to underscore the importance of teaching and to encourage, identify, recognize, reward, and support good teaching within the University. Every year, a faculty member from each constituent institution receives this award. The selection process is operated at the individual campus level and approved by the Board of Governors.

AWARD RECIPIENT	INSTITUTION	YEAR	RACE
Award Recipient #1	Appalachian	2020	White
Award Recipient #2	ECU	2020	White
Award Recipient #3	ECSU	2020	White
Award Recipient #4	FSU	2020	Black
Award Recipient #5	N.C. A&T	2020	Black
Award Recipient #6	NCCU	2020	Black
Award Recipient #7	NC State	2020	White
Award Recipient #8	UNCA	2020	Black
Award Recipient #9	UNC-Chapel Hill	2020	White
Award Recipient #10	UNC Charlotte	2020	Black
Award Recipient #11	UNCG	2020	White
Award Recipient #12	UNCP	2020	White
Award Recipient #13	UNCW	2020	White
Award Recipient #14	UNCSA	2020	White
Award Recipient #15	WCU	2020	White
Award Recipient #16	WSSU	2020	White

AWARDS FOR EXCELLENCE IN TEACHING, 2019

AWARD RECIPIENT	INSTITUTION	YEAR	RACE
Award Recipient #1	Appalachian	2019	White
Award Recipient #2	ECU	2019	White
Award Recipient #3	ECSU	2019	Black
Award Recipient #4	FSU	2019	Black
Award Recipient #5	N.C. A&T	2019	Black
Award Recipient #6	NCCU	2019	Black
Award Recipient #7	NC State	2019	White
Award Recipient #8	UNCA	2019	Pacific Islander
Award Recipient #9	UNC-Chapel Hill	2019	White
Award Recipient #10	UNC Charlotte	2019	White
Award Recipient #11	UNCG	2019	White
Award Recipient #12	UNCP	2019	White
Award Recipient #13	UNCW	2019	White
Award Recipient #14	UNCSA	2019	White
Award Recipient #15	WCU	2019	White
Award Recipient #16	WSSU	2019	Black
Award Recipient #17	NCSSM	2019	Not available

AWARDS FOR EXCELLENCE IN TEACHING, 2018

AWARD RECIPIENT	INSTITUTION	YEAR	RACE
Award Recipient #1	Appalachian	2018	Not available
Award Recipient #2	ECU	2018	White
Award Recipient #3	ECSU	2018	Black
Award Recipient #4	FSU	2018	Black
Award Recipient #5	N.C. A&T	2018	Black
Award Recipient #6	NCCU	2018	Black
Award Recipient #7	NC State	2018	White
Award Recipient #8	UNCA	2018	White
Award Recipient #9	UNC-Chapel Hill	2018	White
Award Recipient #10	UNC Charlotte	2018	White
Award Recipient #11	UNCG	2018	White
Award Recipient #12	UNCP	2018	White
Award Recipient #13	UNCW	2018	White
Award Recipient #14	UNCSA	2018	White
Award Recipient #15	WCU	2018	White
Award Recipient #16	WSSU	2018	White
Award Recipient #17	NCSSM	2018	Not available

AWARDS FOR EXCELLENCE IN TEACHING, 2017

AWARD RECIPIENT	INSTITUTION	YEAR	RACE
Award Recipient #1	Appalachian	2017	White
Award Recipient #2	ECU	2017	White
Award Recipient #3	ECSU	2017	White
Award Recipient #4	FSU	2017	White
Award Recipient #5	N.C. A&T	2017	Black
Award Recipient #6	NCCU	2017	Black
Award Recipient #7	NC State	2017	White
Award Recipient #8	UNCA	2017	White
Award Recipient #9	UNC-Chapel Hill	2017	White
Award Recipient #10	UNC Charlotte	2017	White
Award Recipient #11	UNCG	2017	Black
Award Recipient #12	UNCP	2017	Alaskan Native or American Indian
Award Recipient #13	UNCW	2017	White
Award Recipient #14	UNCSA	2017	White
Award Recipient #15	WCU	2017	White
Award Recipient #16	WSSU	2017	Black
Award Recipient #17	NCSSM	2017	Not available

AWARDS FOR EXCELLENCE IN TEACHING, 2016

AWARD RECIPIENT	INSTITUTION	YEAR	RACE
Award Recipient #1	Appalachian	2016	Not available
Award Recipient #2	ECU	2016	White
Award Recipient #3	ECSU	2016	Black
Award Recipient #4	FSU	2016	White
Award Recipient #5	N.C. A&T	2016	Asian
Award Recipient #6	NCCU	2016	White
Award Recipient #7	NC State	2016	White
Award Recipient #8	UNCA	2016	White
Award Recipient #9	UNC-Chapel Hill	2016	White
Award Recipient #10	UNC Charlotte	2016	White
Award Recipient #11	UNCG	2016	White
Award Recipient #12	UNCP	2016	White
Award Recipient #13	UNCW	2016	Asian
Award Recipient #14	UNCSA	2016	White
Award Recipient #15	WCU	2016	White
Award Recipient #16	WSSU	2016	Asian
Award Recipient #17	NCSSM	2016	Not available

AWARDS FOR EXCELLENCE IN TEACHING, 2015

AWARD RECIPIENT	INSTITUTION	YEAR	RACE
Award Recipient #1	Appalachian	2015	White
Award Recipient #2	ECU	2015	White
Award Recipient #3	ECSU	2015	Black
Award Recipient #4	FSU	2015	Black
Award Recipient #5	N.C. A&T	2015	Black
Award Recipient #6	NCCU	2015	Black
Award Recipient #7	NC State	2015	White
Award Recipient #8	UNCA	2015	White
Award Recipient #9	UNC-Chapel Hill	2015	White
Award Recipient #10	UNC Charlotte	2015	White
Award Recipient #11	UNCG	2015	Asian, White
Award Recipient #12	UNCP	2015	Asian
Award Recipient #13	UNCW	2015	White
Award Recipient #14	UNCSA	2015	White
Award Recipient #16	WSSU	2015	White
Award Recipient #17	NCSSM	2015	Not available

AWARDS FOR EXCELLENCE IN TEACHING, 2014

AWARD RECIPIENT	INSTITUTION	YEAR	RACE
Award Recipient #1	Appalachian	2014	White
Award Recipient #2	ECU	2014	White
Award Recipient #3	ECSU	2014	Other
Award Recipient #4	FSU	2014	White
Award Recipient #5	N.C. A&T	2014	Black
Award Recipient #6	NCCU	2014	Black
Award Recipient #7	NC State	2014	White
Award Recipient #8	UNCA	2014	Black
Award Recipient #9	UNC-Chapel Hill	2014	White
Award Recipient #10	UNC Charlotte	2014	White
Award Recipient #11	UNCG	2014	White
Award Recipient #12	UNCP	2014	White
Award Recipient #13	UNCW	2014	White
Award Recipient #14	UNCSA	2014	White
Award Recipient #15	WCU	2014	White
Award Recipient #16	WSSU	2014	Black
Award Recipient #17	NCSSM	2014	Not available

AWARDS FOR EXCELLENCE IN TEACHING, 2013

AWARD RECIPIENT	INSTITUTION	YEAR	RACE
Award Recipient #1	Appalachian	2013	White
Award Recipient #2	ECU	2013	White
Award Recipient #3	ECSU	2013	White
Award Recipient #4	FSU	2013	Black
Award Recipient #5	N.C. A&T	2013	Black
Award Recipient #6	NCCU	2013	White
Award Recipient #7	NC State	2013	Black
Award Recipient #8	UNCA	2013	White
Award Recipient #9	UNC-Chapel Hill	2013	White
Award Recipient #10	UNC Charlotte	2013	White
Award Recipient #11	UNCG	2013	White
Award Recipient #12	UNCP	2013	White
Award Recipient #13	UNCW	2013	White
Award Recipient #14	UNCSA	2013	White
Award Recipient #15	WCU	2013	White
Award Recipient #16	WSSU	2013	White
Award Recipient #17	NCSSM	2013	Not available

ERSKINE B. BOWLES STAFF SERVICE AWARD

The Erskine B. Bowles Staff Service Award was established in 2010 by the UNC Staff Assembly to recognize staff employees whose accomplishments are consistent with the goals of the University and the University's public service mission. An online nomination process is held where nominators provide information regarding the candidate and the candidate is graded on a rubric. A committee then reviews the submissions and selects the winners.

AWARD RECIPIENT	INSTITUTION	YEAR	RACE
Award Recipient #1	UNC-Chapel Hill	2019	Black
Award Recipient #2	UNC-Chapel Hill	2018	White
Award Recipient #3	UNCP	2017	Alaskan Native, American Indian, and Black
Award Recipient #4	UNCSA	2016	White
Award Recipient #5	N.C. A&T	2015	Black
Award Recipient #6	N.C. A&T	2014	Black
Award Recipient #7	WSSU	2013	Black
Award Recipient #8	UNCSA	2012	White
Award Recipient #9	UNCA	2011	White
Award Recipient #10	UNCA	2010	White

THOMAS W. ROSS, SR. VISIONARY LEADER AWARD

The University of North Carolina Thomas W. Ross, Sr. Visionary Leader Award was created in 2015 to celebrate a member of the UNC Staff Assembly who has proven to be an exemplary leader and one who inspires a shared vision on their campus and throughout the whole of the UNC Staff Assembly. This individual's accomplishments are consistent with the leadership characteristics exemplified by Thomas W. Ross, Sr. during his tenure as UNC System President. President Ross modeled the way for others to follow; inspired shared visions of success for students, staff and faculty within the UNC System; challenged, managed and overcame processes and difficult budgetary situations. By encouraging others to act and allowing them the freedom to do so, President Ross showcased his heartfelt support of the campus communities as well as those who worked closely with him at UNC General Administration.

This award is presented annually in recognition of a UNC Staff Assembly delegate who embodies these characteristics, exhibits outstanding leadership on their campus, and demonstrates leadership and engagement in the UNC Staff Assembly. An online nomination process is held where nominators provide information regarding the candidate and the candidate is graded on a rubric. A committee then reviews the submissions and selects the winners.

AWARD RECIPIENT	INSTITUTION	YEAR	RACE
Award Recipient #1	WCU	2017	Black

PRESIDENTIAL SCHOLARS

The Presidential Scholars are recent graduates of a UNC System institution who serve a one-year appointment in the President's Office. Working closely with high-ranking university officials, they provide a wide range of professional functions. Through this immersive opportunity, scholars explore the inner workings of the UNC System. They develop a keener understanding of how higher education has transformed North Carolina's economy and why it is critical to our state's future. A hiring committee made up of various UNC System Office staff screens, interviews and selects the Presidential Scholars.

AWARD RECIPIENT	INSTITUTION	YEAR	RACE
Award Recipient #1	WCU	2020	White
Award Recipient #2	UNCA	2020	Asian & White
Award Recipient #3	N.C. A&T	2020	Black
Award Recipient #4	UNCW	2019	Black
Award Recipient #5	UNC-Chapel Hill	2019	White
Award Recipient #6	ECSU	2019	Black
Award Recipient #7	UNCP	2018	White
Award Recipient #8	ECU	2018	White
Award Recipient #9	UNC-Chapel Hill	2018	White
Award Recipient #10	UNCW	2018	Black & White
Award Recipient #11	WCU	2017	Black
Award Recipient #12	ECU	2017	White
Award Recipient #13	UNCW	2017	Not available
Award Recipient #14	Appalachian	2017	White
Award Recipient #15	UNC-Chapel Hill	2016	White
Award Recipient #16	UNC-Chapel Hill	2016	White
Award Recipient #17	ECSU	2016	Not available
Award Recipient #18	UNC-Chapel Hill	2015	White
Award Recipient #19	Appalachian	2015	White
Award Recipient #20	UNCA	2015	Not available
Award Recipient #21	NC State	2015	Not available
Award Recipient #22	-	2014	White
Award Recipient #23	UNCA	2011	Not available

MARIAN DRANE GRAHAM SCHOLARS

The Marian Drane Graham Scholars Program is an immersive, experiential learning opportunity. This six-week summer program provides rising UNC System juniors and seniors a chance to develop leadership skills and gain a better understanding of key issues facing public higher education. A hiring committee made up of various UNC System Office staff screens, interviews and selects the and Marian Drane Graham Scholars.

AWARD RECIPIENT	INSTITUTION	YEAR	RACE
Award Recipient #1	NCCU	2020	Not available
Award Recipient #2	NCCU	2020	Not available
Award Recipient #3	Appalachian	2020	White
Award Recipient #4	NC State	2020	Not available
Award Recipient #5	UNCA	2020	Black
Award Recipient #6	UNCW	2019	Not available
Award Recipient #7	NC State	2019	White
Award Recipient #8	UNC-Chapel Hill	2019	White
Award Recipient #9	UNCP	2019	Not available
Award Recipient #10	UNC-Chapel Hill	2019	Black
Award Recipient #11	UNCW	2018	Black
Award Recipient #12	UNC-Chapel Hill	2018	White
Award Recipient #13	ECU	2018	Not available
Award Recipient #14	ECU	2018	Black
Award Recipient #15	NC State	2018	Black
Award Recipient #16	NC State	2018	Asian

UNIVERSITY AWARD

The University Award, created in 1979, periodically recognizes illustrious service to higher education and is the highest distinction of this nature that the University bestows. Administrators or faculty members of the University are not eligible for the award, nor are voting members of the Board of Governors or members of the institutional boards of trustees. There is currently no information regarding the demographics of these award recipients.

JANET B. ROYSTER SCHOLARSHIP

The Janet B. Royster (JBR) Memorial Staff Scholarship Fund was created in August of 2011 by the UNC Staff Assembly in memory of UNC-TV employee Janet B. Royster. Ms. Royster represented UNC-TV on the General Administration Staff Forum and was subsequently elected to the UNC Staff Assembly. She served as its first Parliamentarian until her untimely death in June 2011. This scholarship promotes staff development for permanent, full-time, non-faculty employees, as well as recognizes and honors Ms. Royster's leadership and dedication to all UNC employees. A committee reviews and rates the electronic submissions based on a grading rubric. Recently, the committee has readjusted its guidelines to allow up to \$500 per institution, in an effort to guarantee there is one award per institution assuming a qualified applicant has applied.

There is currently no information regarding any award recipient for this award.



UNC SYSTEM RACIAL EQUITY TASK FORCE FINAL REPORT

UNC System Racial Equity Task Force
January 20, 2020

TIMELINE

JULY – SEPTEMBER

Host Weekly Focus Area Meetings

SEPTEMBER 15-30

Conduct a System-wide Survey

OCTOBER 19-29

Host Virtual Town Halls Session

NOVEMBER 10

Review Findings and Recommendation

DECEMBER 4

Formal Adoption of Recommendations

DECEMBER 16

Submit Final Report to UNC BOG Chair & UNC System President

Recommendation 1

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 UNC System Racial Equity Task Force and oversee future equity and inclusion initiatives. All faculty, staff, and students should have access to a diversity, equity, and inclusion representative and a safe space to talk confidentially about inequities.

Recommendation 1: Action Steps

1. **Appoint, elevate, and/or enhance the role of the diversity, equity, and inclusion position at each institution. The diversity, equity, and inclusion position should be empowered to help set a clear path for addressing race and equity issues and establishing processes, resources, and solution-based support/assistance.**
2. **Develop a System-wide Faculty Equity Fellows program, which 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.**
3. Make available to all constituent institutions the services of an ombuds officer, who will be a confidential, impartial, informal, and independent resource for faculty, staff, and students. This officer would work in collaboration with the DEI officer to address race and equity issues.
4. The System Office should partner with the UNC System Diversity and Inclusion Council to develop a knowledge management strategy for institutions to share best practices to develop equitable working and learning environments.

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 of students, faculty, staff, and top leadership.

Recommendation 2: Action Steps

1. **Build a high-quality, diverse teacher pipeline by recruiting, enrolling, and graduating more students of color in UNC System educator preparation programs.**
2. **Ensure that students of color are prepared to succeed by increasing financial aid counseling, improving partnerships with college access organizations, and expanding access to internships and undergraduate research.**
3. **Assess and modify hiring, salary increases, promotion and tenure, and retention processes and practices to identify strength and growth opportunities, and develop System and institution action plans for improvement.**
4. **Seek opportunities to increase diversity in boards of trustees so that each reflects student enrollment.**
5. Continue rollout of the Executive Leadership Institute with an emphasis on representation from historically minority-serving institutions and persons of color.
6. Review the nomination and selection processes for Board of Governors awards to ensure equitable practices and processes exist

Recommendation 3

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 3: Action Steps

1. 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.
2. Increase the granularity of data that is collected, analyzed, and published on race and ethnicity for all faculty, staff, students, and leadership at all institutions and the System Office.
3. Require and administer campus climate surveys and exit interviews for students, faculty, and staff leaving the University.
4. 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 4

Diversity, Equity, and Inclusion Education

Establish comprehensive programming for all students, faculty, and staff of the UNC System, and provide mandatory training for those individuals charged with ensuring compliance with diversity and inclusion standards, including institutional leadership, department chairs, division leaders, and others who serve in a supervisory role.

Recommendation 4: Action Steps

1. In partnership with the UNC System 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, cultural competence, and diversity and inclusion.
2. Analyze and align the training modules with the responses from UNC System Racial Equity Task Force town halls and survey, and the System-wide employee engagement survey.
3. Establish reporting requirements and accountability and/or incentive tools to ensure effective training.

Recommendation 5

Programs and Activities in Support of Racial Equity and Inclusion

Develop and support programs that improve equitable outcomes.

Recommendation 5: Action Steps

1. **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 undergraduate and graduate students and employees of color.**
2. **Provide support to institutions to pilot and scale innovative programming to ensure students of color persist and graduate, including students transferring from community colleges.**
3. Increase diversity of mental health staff and expand access to counseling professionals with diverse backgrounds and/or training in trauma-informed and culturally responsive methods.
4. 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).
5. Develop trainings and resources for faculty to learn best practices on how to reach underrepresented populations.

Recommendation 6

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 6: Action Steps

1. 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.
2. 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.
3. Complete a review of how campus law enforcement departments develop and adopt their policies, procedures, and training content and frequency.
4. Require all campus police departments to obtain accreditation from the Commission on Accreditation for Law Enforcement Agencies, Inc. (CALEA) or the International Association of Campus Law Enforcement Administrators (IACLEA).
5. 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.
6. 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 or his or her designee.

THANK YOU

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