

ANNUAL CERTIFICATION & REPORT
EQUALITY WITHIN THE UNIVERSITY OF NORTH CAROLINA
August 30, 2024

Peter Hans, President
University of North Carolina System
223 S. West St., Ste. 1800
Raleigh, NC 27603

Dear President Hans:

On behalf of the University of North Carolina at Chapel Hill, please accept this certification in accordance with Section 300.8.5 of the UNC Policy Manual, *Equality Within the University of North Carolina*, adopted on May 23, 2024, to reaffirm the University's longstanding commitment to equality.

We certify that UNC Chapel Hill fully complies with the University's commitment to institutional neutrality and nondiscrimination required by law and Section 300.8.5 of the UNC Policy Manual.

To achieve compliance, UNC-CH took the following concrete actions:

- A. Eliminated Positions:
 - a. Central Administration
 - i. Vice Provost for Equity and Inclusion and Chief Diversity Officer
 - ii. University Office of Equity and Inclusion, Business Services Officer
 - iii. University Office of Equity and Inclusion, Marketing and Communications Officer
 - iv. University Office of Diversity and Inclusion, Accounting Tech
 - v. University Office of Equity and Inclusion, Director of Education, Community Engagement and Belonging
 - vi. University Office of Equity and Inclusion, Assistant Director Education, Community Engagement and Belonging
 - vii. University Office of Equity and Inclusion, Senior Director of Education, Operations & Initiatives
 - b. The School of Education & School of Information and Library Sciences
 - i. Director of Diversity, Equity, Inclusion and Belonging (joint position)
 - c. School of Medicine
 - i. Vice Dean for Diversity, Equity & Inclusion
 - ii. Director of Scholastic Enrichment & Equity
 - iii. Director of the Office of Rural Initiatives
 - iv. Assistant Director, Office of Rural Initiatives
 - v. Program Coordinator, Office of Rural Initiatives
 - vi. Administrative Assistant Office of Rural Initiatives & Office of Scholastic Enrichment & Equity
 - d. Adams School of Dentistry
 - i. Assistant Dean for Inclusive Excellence and Equity Initiatives (vacant since September 2022)
 - e. Gillings School of Global Public Health
 - i. Inclusive Excellence Program Coordinator

- ii. Director of Inclusive Excellence Education
- iii. (two) graduate research assistants
- f. Eshelman School of Pharmacy
 - i. Director of Organizational Diversity and Inclusion

B. Realignment of Positions:

| Prior Job Title | Prior Job Description | New Job Title | New Job Description |
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| (The College) Senior Associate Dean for Diversity, Equity, and Inclusion | Lead the College in implementing strategic initiatives in the College diversity plan. Guide and advise on DEI matters. Provide strategic direction for training initiatives. Build resources to support research related to DEI. Convene and support faculty members for DEI related cluster hires. Cultivate leadership potential of faculty to sustain progress and open new directions in DEI work. | Senior Associate Dean for Faculty and Staff Development | New position is focused on creating and supporting professional and leadership development as well as mentoring opportunities for faculty and staff, strengthening the capacity for professional and scholarly communities among staff and faculty, and supporting best practices for faculty and staff recruitment and retention. |
| (The College) Program Manager (working title: Program Manager for Diversity, Equity and Inclusion) | Manage the major activities associated with the College's DEI Strategic Plan, monitors data and trend in DEI with higher education, and support the day-to-day operations for DEI initiatives. | Program Manager for Faculty and Staff Development | Will work with the Senior Associate Dean for Faculty and Staff Development. |
| (Gillings) Associate Dean for Inclusive Excellence (1.0 FTE) | Provide senior-level leadership for the School, modeling support for | Teaching Associate Professor in Department of Public Health | The new role will focus primarily on teaching. Staff appointment will be responsible for |

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| | diversity, inclusion, civility, and understanding of our context within UNC-CH and the UNC system. Provide consultation on achieving inclusive excellence, and lead initiatives to promote inclusive excellence across the School. | Leadership in Practice (this was a vacant faculty position) with secondary appointment (40%) in the Faculty and Staff Affairs Office. Associate Dean for Wellbeing | directing wellbeing initiatives across the school. |
| (Gillings) Inclusive Excellence Outreach Manager | Primary focus of position was coordinating diversity programming to attract identified student populations. | Assistant Director of Admissions | Focus will be on student success and assisting with holistic recruitment efforts including new pipeline programs with key partnerships. |
| (Gillings) Graduate Research Assistant | Provided support to the Inclusive Excellence office and various personnel. | Graduate research assistant | Will provide support for the Faculty and Staff Affairs Office. |
| (Hussman) Associate Dean for Access, Belonging, Inclusion, Diversity, and Equity | Top priority was to foster a sense of belonging and inclusion for undergraduate and graduate students, staff, and faculty. | Associate Dean for Access, Belonging, Inclusion, Dignity, and Excellence. | Responsibilities are being adjusted in accordance with revised Section 300.8.5. Dignity encompasses a more broad, more fundamental concept of human worth and respect. Excellence is intended to emphasize ambitious standards and achievement for all. The new job description will continue to focus on student success and employee well-being, along with faculty and staff professional development. |

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| (Hussman) Program Coordinator for Access, Belonging, Inclusion, Diversity, and Equity | Position was focused on supporting reaccreditation efforts. | Program Coordinator for Access, Belonging, Inclusion, Dignity, and Excellence | Position will focus on tasks and responsibilities designed to increase student support and success, adding faculty and staff well-being and professional development. |
| (The Graduate School) Director for Diversity and Student Success | Direct the diversity program within The Graduate School which focused effort towards enhancing student retention and degree completion for diverse populations of graduate students across campus. | Director for Student Success (change was in progress before 5/23/24) | Job description is being adjusted to reflect that work is not limited to students or student groups of any particular identity. |
| (School of Law) Associate Dean for Admissions, Equity, and Student Affairs | Responsible for planning, directing and implementing strategies to recruit students to UNC Law and develop them outside of the classroom while in law school. Oversees the Admissions Department (which includes Financial Aid) and the Office of Student Development, and is the position held accountable for all DEI efforts. | Associate Dean for Student Affairs | Oversees the offices of admissions, student development, and registrar. |
| (School of Law) Director of Diversity Initiatives (in Career Development Office) | Provides counseling and programming designed to inform and assist law students and alumni interested in opportunities for our students to | Director of Student Career Success | This is a career counselor for all students. It is one of six counselors in the Career Development Office who provides individual career counseling and works with the team to provide curricular |

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| | contribute to diversity in addition to general career counseling and event programming/participation. | | programming to students on professional identity formation and professionalism. |
| (Office of Research) Assistant Director of Education and Evaluation (ADEE) for the Odum Institute | 25% or less effort was dedicated to the Odum Institute's Diversity, Equity, and Inclusion in Research (DEIR) certificate for faculty and staff. | Same title. | DEI-related activities have been removed. Develops new short courses, creates partnership with university departments and external clients, secures new instructors, is involved with Data Matters, and has begun supporting the development of institute level performance metrics. |
| (Office of Research) Program Specialist | 25% or less effort was dedicated to the Odum Institute's Diversity, Equity, and Inclusion in Research (DEIR) certificate for faculty and staff. | Same title. | DEI-related activities have been removed. Oversees program administration for the Odum short courses, supports Data Matters, and provides administrative oversight for the graduate level Certificate in Survey Science. |
| (Office of Research) Center for Health Promotion and Disease Prevention's Business Officer 3 | 15% effort designated for DEI-related activities | Same title | DEI-related activities will be removed from position description and other responsibilities will be added. |
| (Central Administration) Assistant Director of Student Access, Success and Engagement | The Assistant Director role focused on increasing educational opportunities for students (middle school through college) by providing | To be determined. | Position transferred to CHEOP and will continue to be responsible for Project Uplift and Project Uplift Plus. Additional responsibilities in accordance with Section 300.8.5 to be |

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| | programming, education, outreach and oversight for student access, success and engagement initiatives. | | determined. Position is currently vacant. |
| (Central Administration) University Office Diversity and Inclusion -Program Coordinator Access, Success and Engagement | Assisting the Assistant Director in developing programs, supporting strategic initiatives, and special projects related to creating an inclusive campus community. Responsible for the development, coordination, and implementation of creative and comprehensive educational programs that incorporate identity, leadership, and community into programming and student development. | Program Coordinator, Access, Success, and Engagement | Reports to Assistant Director position, above. Funding for this position will be transferred to Carolina Higher Education Opportunity Programs ("CHEOP"), a center reporting to the Associate Provost for Academic and Community Engagement. CHEOP will assess its needs to determine the responsibilities to be assigned to this position. |
| (Central Administration) Assistant Director of Student Access, Success and Engagement | Create educational opportunities for students (middle school through college) by providing programming, education, outreach and oversight for student access, success and engagement initiatives, strategic and programmatic planning for the Office of D & I. | Coordinator of Student Success and Well-being | Position transferred to Student Wellness where it will continue to be responsible for the Carolina Male Empowerment Network and MLK celebration, both in alignment with revised Section 300.8.5, along with various new responsibilities geared towards success and well-being of all students. |

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| (Central Administration) Director of Education, Community Engagement and Belonging | Responsible for conceptualizing and implementing strategies that guide diversity, equity, and inclusion education and training for students, faculty and staff at the University. | Senior Leadership and Organizational Development Consultant | Position transferred to OHR. Responsible for designing and implementing new learning offerings and programs for managers and employees, for the delivery of classes on a range of topics. Position will also provide consulting, coaching and tailored solutions to departments. |
| (Central Administration) Asst. Director of Education, Community Engagement and Special Initiatives | Responsible for conceptualizing and assisting with implementing strategies that guide diversity, equity and inclusion training for students, faculty and staff at the University. Responsible for facilitating conversations using sustained or intergroup dialogue techniques to assist departments, units and programs with difficult issues. | Training Specialist | Position transferred to OHR. This position will be responsible for re-envisioning, developing and managing the HR Rep onboarding program. This position will collaborate closely with HR delivery partners to provide a positive and welcoming experience for new HR Reps. It will provide refresher training on critical topics as well as training on advanced content. |
| (School of Nursing) Associate Dean for Inclusive Excellence | Promotes a diverse, inclusive, civil and welcoming environment that embraces and values the racial, ethnic, gender, age, cultural differences, and cultural sensitivity in teaching, practice and research. Plan, create, implement and evaluate programs to recruit and retain | Associate Dean for Collective Well-Being | Promotes a civil and welcoming environment that embraces and values the similarities and differences that exist among members of the School's community. The position also promotes well-being in teaching, scholarship, services, and practice. |

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| | disadvantaged and/or under-represented ethnic and gender minority faculty, students and staff. | | |
| (Pharmacy) Associate Dean for Organizational Diversity and Inclusion | Responsible for advancing diversity and inclusion strategies for the School through the development, implementation, management, and leadership of the Office of ODI. | (0.5 FTE) Associate Dean for Culture and Wellbeing | Responsibilities will focus on faculty, staff, and student wellbeing as described in the new 2025-2030 Strategic Plan Priority of "Inspire an Engaged Community." |
| (School of Social Work) Associate Dean for Diversity, Equity and Inclusion | Worked collaboratively with the UNC Office of Diversity, Equity, and Inclusion to further diversity, equity and inclusion efforts within the School of Social Work. | Associate Dean for Student Success and Belonging | This position will lead efforts to ensure students are academically, socially, and emotionally successful from matriculation to graduation. |
| (Kenan-Flagler) Program Manager for Diversity, Equity & Inclusion | Manage the calendars for the DEI Office, the Associate Dean of DEI, and the Executive Director of DEI. Lead project management for DEI Initiatives. Author emails and other forms of communication from the DEI office, handle information requests and correspondence. | Program Manager, Office of Community Engagement & Excellence | Tasks will include, but are not limited to, community engagement programming and event planning and execution, conducting competitive analyses, shepherding special projects, managing communications, financial reconciliation, and reporting. Assist with developing approaches to fostering community engagement for the faculty and staff. Oversees management of all (large and small scale) vendor contracts. |
| (School of Medicine) | The Director of Research and Evaluation defined | Director of Educational Scholarship | The Director of Educational Scholarship and |

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| Director of Research and Evaluation | the research strategy for the Office of Diversity, Equity, and Inclusion (ODEI). It provided important guidance to help DEI efforts be evidence-based and targeted towards the intended outcomes. The position lead program evaluation efforts and conducted and documented complex analyses and evaluations for the ODEI team. It produced analytics and worked with program leaders to develop solutions that improved the quality of programs and initiatives. The position advised on DEI data collection and management projects. | and Faculty Director of Educational Effectiveness | Faculty Director of Educational Effectiveness will collaborate with the Offices of Medical Student Education (OMSE)'s leadership team to develop and implement strategic initiatives to improve education, processes, and outcomes. Responsibilities will include providing expert consultation and assistance in producing and publishing educational scholarship, especially related to the education of medical students; participating on committees (e.g., curriculum committees, CQI committees, etc.) to enhance awareness of activities and to encourage that initiatives are designed with evaluation and publication in mind; form infrastructure for Office of Educational Scholarship to determine how to access OMSE data; direct grant activities by scanning for appropriate funding opportunities and consulting with faculty to create teams to write applications and perform funded activities; and, lead awareness of current educational scholarship nationally by reviewing relevant |
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| | | | publications and distributing content to appropriate faculty, staff and students. |
| (School of Medicine) Director of Strategic Initiatives | The Director of Strategic Initiatives held a leadership role in the operations and programming of the DEI Office working to build an inclusive work and learning environment for faculty, students, and staff in the UNC School of Medicine (SOM). This position reported to the Vice Dean for Diversity, Equity, and Inclusion (VDDEI). It provided high-level counsel on best practices for creating and facilitating DEI strategy, initiatives, programs, and policies that encouraged diversity, equity, and belonging across the SOM. The Director of Strategic Initiatives lead the design, coordination, evaluation, and execution of the SOM Strategic Plan DEI initiatives and oversaw the ODEI budget to ensure that all office initiatives had proper funding. | Sr. Director of Strategic Initiatives, Office of Faculty Affairs and Leadership Development | The Sr. Director of Strategic Initiatives will help establish the strategic directions for the Office of Faculty Affairs and Leadership Development (FALD) in alignment with the School of Medicine's strategic plan. The position will provide important guidance to ensure that FALD's evidence-based efforts achieve the intended outcomes. The Director will lead in shaping the quality and focus of FALD's programs and initiatives, providing a roadmap for achieving and sustaining excellence in the support and development of faculty and staff. The Director will also be responsible for other special projects as assigned. |
| (School of Medicine) Associate Director for the Office of | The Associate Director for the Office of Scholastic Enrichment and | Director of Curricular Pathways | The Assistant Director of Curricular Pathways will be responsible for the |

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| Scholastic Enrichment and Equity | Equity made significant immediate contributions to planning, executing, and evaluating new and existing programs for the office. The Associate Director was charged to lead diversity initiatives, primarily through co-directing the flagship MED Program, professional development and training in diversity and inclusion efforts, planning and hosting events dedicated to diversity and inclusion, and promoting the office's efforts through mediums, including but not limited to, web, social media, and print publications. | | operations of curricular pathways, including the MED program, rural health track programming, and any potential future pre-medical pathway programming. The role of this position will also include collaboration with multiple stakeholders to align pathways curricula to the core MD program curriculum, contribution to student and clinical site recruitment, execution of successful cycles of the program with students and faculty, development and maintenance of relationships with students participating in these programs, and engagement in continuous quality improvement through evaluation and data-driven decision making. |
| (School of Medicine) Program Coordinator | The Program Coordinator for Trainee Initiatives was responsible for coordinating DEI programming related to clinical trainees (i.e. residents and fellows) and postdoctoral scholars affiliated with the SOM. The position served as the primary point of contact for programs designed to recruit and | Administrative Support Specialist | Position will provide administrative support for the School of Medicine's Simmons Scholars, Rising Star, Leading Transformation in Academic Medicine (LTAM), and Association for Professional Women in Medical Sciences (APWIMS) programs. This role will be responsible for facilitating and managing the application and |

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| | support trainees in the SOM, was responsible for maintaining up-to-date records for each program, and worked with program leadership to execute and improve the SOM programs | | selection process for programs, assist with marketing and communications for programs, assist with the planning and implementation of programs and events, and assist with evaluation efforts. Position will also provide administrative support for the School of Medicine's Coaching Academy, including logistical support for the Leader as Coach program, Coach Training program, 1:1 coaching, and community events. |
| (School of Medicine) Executive Assistant | The Executive Assistant for the Office of Diversity, Equity, and Inclusion (ODEI) provided administrative support to the leadership of ODEI, including the Vice Dean for Diversity, Equity, and Inclusion. This position served as the point of contact for internal and external stakeholders, including senior leaders in the school of medicine, faculty, and staff. The Executive Assistant also managed the day-to-day operations of ODEI. | University Program Specialist | The University Specialist will provide program/project administration in targeted areas of assignment, supporting the School of Medicine in achieving stated program goals and objectives. Position will provide consultation and program/project administration for staff development pathway programs. Partner with the Director of Postdoctoral Workforce Development to provide advice, consultation, and administrative functions to support the development of the Cultivating Mentors Workshop series and other mentoring |

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| | | | programs and resources. |
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C. Other Content or Programmatic Changes

- a. Central Administration –
 - i. University Office of Diversity and Inclusion has been eliminated.
- b. Central Administration/Office of Research
 - i. Odum Institute's Diversity, Equity, and Inclusion in Research (DEIR) certificate for faculty and staff has been discontinued.
 - ii. The Nutrition Research Institute will review its criteria for its Accelerator Fund so that all faculty are eligible.
 - iii. Centers that had DEI committees or workgroups have confirmed that they either no longer meet, have been formally ended, or have transitioned to other work.
- c. Kenan-Flagler Business School –
 - i. The School's Diversity, Equity, and Inclusion Office has been eliminated.
- d. The College of Arts and Sciences –
 - i. The Dean's Diversity Advisory Committee and strategic plan for DEI "Action Steps for Equity," including the grants program, will be discontinued on or before August 31, 2024.
 - ii. The Diversity Liaison program will be sunset by December 31, 2024.
- e. School of Medicine –
 - i. The Office of Inclusive Excellence and Community Engagement, the Office of Rural Initiatives, and the Office of Scholastic Enrichment and Equity have been closed.
 - ii. Faculty and staff involved in diversity, equity, and inclusion efforts at the department level are being transitioned to other clinical, administrative, research, education, and strategic activities.
 - iii. All training programs are being reviewed to ensure compliance with the concepts listed in G.S. 126-14.6(1)-(13).
- f. Gillings School of Global Public Health –
 - i. The Inclusive Excellence Action Plan (from 2019) is being concluded. A new strategic plan, tentatively titled "Organizational Success and Community Wellbeing," is in progress. Its components will include education (student success, contemporary pedagogy that engages all students, and up to date curriculum), infrastructure to support the well-being of all faculty, students, and staff, and climate (gathering monitoring, and sharing data back with our community for CQI and responsive programming).
 - ii. All Inclusive Excellence committees within departments are refocusing on student success, organizational success, and community wellbeing.
 - iii. The Alumni Association Inclusive Excellence Committee (a volunteer committee) is being reconstituted to align with the new strategic plan.
- g. Hussman School of Journalism and Media –
 - i. The Access, Belonging, Inclusion, Diversity, and Equity Committee is being refocused to: Access, Belonging, Inclusion, Dignity, and Excellence. and will be reviewing its charter documents and guiding principles, as well as its tasks, responsibilities, and structure, to ensure alignment with revised Policy 300.8.5. The ABIDE Committee works to create a more welcoming and inclusive community at the school, to give faculty and staff tools for better teaching and better

ways to support students, it promotes student works, assists with disseminating information, and leads discussions about curricular changes, among other important activities.

- h. School of Law –
 - i. The Diversity, Equity, and Inclusion Committee has been transformed to be the Committee on Community and is charged with developing initiatives that enhance the sense of inclusion and community belonging, and the overall wellness and mental health of students, faculty, and staff.
 - ii. The Director Diversity Initiative is a service which trains and matches applicants for corporate board services with a focus on all types of identity and representation. The program is being re-branded the Director Development Initiative and will continue its activities utilizing the definition of diversity in Policy 300.8.5.
- i. Eshelman School of Pharmacy –
 - i. Eliminated the Office of Organizational Diversity and Inclusion
- j. School of Government -
 - i. Revising websites and marketing content to include or refer to the definition of diversity specified in the revised Section 300.8.5.
 - ii. Ensure that eligibility to enroll in courses for public officials is focused on professional duties, prerequisites, and other neutral criteria (rather than demographic characteristics, for example).
 - iii. Ensure that MPA student affinity groups are open to any interested student.
 - iv. Reviewing and, if necessary, revising the charge for the MPA Program's Diversity Committee (a student-led committee).
- k. School of Information and Library Science –
 - i. The IDEA Committee, which was a school-wide committee, led by faculty that addressed diversity, equity, inclusion and accessibility issues and initiatives in the school, including oversight of the SILS Diversity Certificate (see below). This committee is now charged with revamping the committee to comply with the new policy and to align with our mission of intellectual freedom, equal access to information, and combating misinformation and disinformation.
 - ii. SILS Diversity Certificate will be considered by the (formerly) IDEA Committee for revamping and realignment with the new policy and our values and mission; it may be significantly changed or eliminated. It is currently on hiatus and will not be offered again in its current form.
 - iii. SILS Alumni Inclusion and Diversity (SAID) dean's advisory board will reconsider its charter and mission and how it will support the school.
- l. Adams School of Dentistry –
 - i. Responsibilities of the former Assistant Dean for Inclusive Excellence and Equity Initiatives (vacant since September 2022) were temporarily reassigned to the Assistant Dean for Relational Excellence and the Assistant Dean for Recruitment and Engagement and are being reconsidered to ensure alignment with Section 300.8.5.
 - ii. It is anticipated that certain activities will be transferred to the offices of Academic Affairs and Student Life, which are undergoing reorganization, to better support student success. New resources are being invested in an embedded CAPS counselor and a new financial aid counselor.
- m. School of Education –

- i. The ad hoc committee for Diversity, Equity Inclusion and Belonging (comprised of faculty, staff, and student representatives) was discontinued effective July 1, 2024.
- ii. The SoE will develop a new committee tasked with maintaining supportive community and belonging among its faculty, staff, and students.
- iii. Additionally, the SoE has an Undergraduate Advisory Council (UAC) which in the past has included multiple committees, including a diversity, equity, inclusion, and belonging committee. Going forward, the UAC will not be organized into committees that have a specific focus, and their work will continue to support success and belonging for all students.

D. Savings & Recommended Reallocations:

- a. Central Administration: University Office of Diversity, Equity, and Inclusion was budgeted at \$1,799,459. \$808,145 was realigned with the positions above. Of the remaining:
 - i. \$30,000 in non-personnel expenses transferred with reassigned staff to other areas;
 - ii. \$20,000 will be used for student leaders' career and life skill development;
 - iii. \$15,000 will be used for PeopleGrove software, a centralized platform that makes it easy for students to access all the career support services they need;
 - iv. \$39,900 will also cover half of an executive assistant role to support student leadership;
 - v. \$80,000 will support salary equity increases in Office of Human Resources Organization and Professional Development;
 - vi. \$138,095 will be used to fund a new Employee Management relations position in the Office of Faculty Affairs;
 - vii. \$73,150 will be used for a business services coordinator in Center for Faculty Excellence;
 - viii. \$115,710 will be used to fund a Transformational Manager to assist in evaluating student success efforts across the university which may include recommendations on structural changes within the UNC-CH to best support student success.

E. Redirected Use of Funds:

| Savings (\$\$\$) | Prior Use of Funds | Redirected Use of Funds |
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| Central Administration: \$1,799,459 | Personnel expenses for the University Office of Diversity and Inclusion | Approximately \$808,145 is being reallocated along with positions being transferred. Additional detailed reallocations are set forth in Section D.a, above. It is intended that the remaining funds will be used for student success initiatives that align with |

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| | | the upcoming institutional reaccreditation Quality Enhancement Plan. |
| School of Education: \$46,290 | Partial staff position (vacant since August 12, 2023) | New faculty hires |
| School for Information and Library Science: \$35,192 | Partial staff position (vacant since August 12, 2023) | To be determined. |
| Gillings: \$410,128 (includes benefits) | Inclusive Excellence personnel as described above. | Savings will be reinvested into the strategic plan for organizational success and community wellbeing which will be led by the new Faculty and Staff Affairs unit. |
| Pharmacy: \$21,000 | Office of Organizational Diversity and Inclusion (various) | Student success activities within the Office of Student Affairs, including supporting the embedded CAPS counsellor and newly-hired student financial aid counsellor (shared with Adams School of Dentistry). |
| School of Medicine: approximately \$2.4 million | Personnel and programming expenses for the Office of Inclusive Excellence and Community Engagement, the Office of Rural Initiatives, and the Office of Scholastic Enrichment and Equity. | Approximately \$1.56 million is being reallocated to realigned positions within the Office of Medical Student Education or the Office of Faculty Affairs and Leadership Development. |
| The College of Arts and Sciences: \$510,100 | Dean's Office Strategic/Unit Grants, Diversity Liaison program, other (trainings, misc.) | Funds are being reallocated to Center for Student Success and graduate student stipend support. |
| School of Social Work: \$12,000 | Central DEI position | A portion of the funds are being redirected to support a new role: Associate Dean for Student Success and Belonging. |
| Kenan-Flagler Business School: \$75,500 | Operating budget for Office of Diversity, Equity, and Inclusion | Funds are being redirected to the Office of Talent & Administration. |
| Adams School of Dentistry: \$79,533 | Salary and benefits for Assistant Dean with .35% FTE effort | Will be used for new Human Resources position. |

The University of North Carolina at Chapel Hill

Chancellor Lee Roberts



Lee Roberts
Date: 8/30/2024

Provost Christopher Clemens



Christopher Clemens
Date: 8/30/2024