



ANNUAL CERTIFICATION & REPORT  
EQUALITY WITHIN THE UNIVERSITY OF NORTH CAROLINA  
August 29, 2025

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 to reaffirm the University's longstanding commitment to equality in accordance with Section 300.8.5 of the UNC Policy Manual, *Equality Within the University of North Carolina* ("Equality Policy"), adopted on May 23, 2024, the June 17, 2025 memorandum, *Directives to Boards of Trustees Regarding September 1, 2025 Equality Policy Certification*, from the Chair of the Board of Governors and the Chair of the Committee on University Governance, and the 2025 Equality Policy Certification Template provided by the University of North Carolina System Office.

The Equality Policy requires the chancellor and director of student affairs (or equivalent officer) of each constituent institution to certify and report annually on his or her constituent institution's initial and continued compliance. We appreciate this annual certification process as an opportunity to review our campus practices for any administrative errors or other issues that could wrongly suggest noncompliance with the Equality Policy.

As such, I certify the following on behalf of my constituent institution:

- I. I certify that The University of North Carolina at Chapel Hill ("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.
- II. UNC-Chapel Hill continues to act consistently with the actions described in our 2024 Annual Certification & Report and the certifications contained there remain true, noting the following additional or modified actions:
  - A. Updated Position Responsibilities of Realigned Roles:

Prior Job Title	Prior Job Description	New Job Title	New Job Description
(The College of Arts and Sciences) Senior Associate Dean for Diversity, Equity, and Inclusion	Led the College in implementing strategic initiatives in the College diversity plan. Guided and advised on DEI matters. Provided strategic direction for training initiatives. Built resources to support research related to DEI. Convened and supported faculty members for DEI related cluster hires. Cultivated leadership potential of faculty to sustain progress and open new directions in DEI work.	Senior Associate Dean for Faculty and Staff Development	This position leads the College in implementing strategic initiatives related to recruitment and retention, community building and strengthening, and professional and leadership development. Specifically, this position focuses on supporting and providing guidance on best practices for recruitment, creating retention strategies, promoting, tracking, and advising on leadership and professional development opportunities for faculty and staff, and collaborating with College leadership to support faculty and staff related issues.
(The College of Arts and Sciences) Program Manager (working title: Program Manager for Diversity, Equity and Inclusion)	Managed the major activities associated with the College's DEI Strategic Plan, monitored data and trends in DEI with higher education, and supported the day-to-day operations for DEI initiatives.	Associate Director of Facilities and Operations	This position oversees indoor and outdoor facilities for Campus Recreation programming and operations; serves as a member of the Campus Recreation senior leadership team; and represents the department in university committees. This position also assists with the development and implementation of the departmental strategic plan; oversees risk management strategies, policies and compliance; and assists with budget development and management for capital facility projects and renovations.

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(Gillings School of Global Public Health) Associate Dean for Inclusive Excellence (1.0 FTE)	Provided senior-level leadership for the School, modeling support for diversity, inclusion, civility, and understanding of context within UNC-CH and the UNC system. Provided consultation on achieving inclusive excellence, and led initiatives to promote inclusive excellence across the School.	Associate Dean for Wellbeing (secondary to a Teaching Associate Professor position)	In addition to the teaching duties associated with the Teaching Associate Professor role, this position also facilitates the development, implementation, evaluation, and continuous improvement of wellbeing initiatives across the school, focusing on improving the physical, mental, financial, emotional, and social health and wellbeing of faculty and staff.
(Gillings School of Global Public Health) Inclusive Excellence Outreach Manager	Primary focus of position was coordinating diversity programming to attract identified student populations.	Assistant Director of Admissions	This position assists with developing and implementing a school-wide recruitment plan; creating and managing admission initiatives to drive new student enrollment; managing prospective student inquiries; and overseeing all recruitment events and the campus visit program.
(Gillings School of Global Public Health) Graduate Research Assistant	Provided support to the Inclusive Excellence office and various personnel.	Proposal Development Graduate Research Assistant (currently vacant)	This position works on research proposals being prepared for submission to external funding agencies. The position's primary responsibilities are copy-editing; ensuring proposals meet requirements of funding programs; collecting, editing, and formatting non-technical proposal documents; and assisting in creating graphics and other materials for proposals.
(Hussman School of Journalism and Media) Associate	Top priority was to foster a sense of belonging and	Associate Dean for Access, Belonging,	This position is responsible for implementing initiatives that foster an inclusive



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Dean for Access, Belonging, Inclusion, Diversity, and Equity	inclusion for undergraduate and graduate students, staff, and faculty.	Inclusion, Dignity, and Excellence	learning environment and cultivate student leadership skills; collaborating with faculty, staff, and student organizations to enhance the educational experience; creating supportive networks that empower students to thrive; and managing employee wellness, engagement, recognition, and professional development initiatives.
(Hussman School of Journalism and Media) 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	This position provides administrative and programmatic support for student success activities at the school; collaborates with faculty, staff, and student organizations to enhance the educational experience for students; and manages employee wellness, engagement, recognition, and professional development programs.
(The Graduate School) Director for Diversity and Student Success	Directed 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.	Assistant Director for Student Success	This position supports and collaborates with the Director in creating and implementing academic, professional, and social programs addressing student needs; assessing student needs; working with campus partners; participating in committees, working groups, and task forces; and consulting with students to identify student needs and making referrals as appropriate.
(School of Law) Associate Dean for	Was responsible for planning, directing	Associate Dean for Student Affairs	This position is responsible for planning, directing, and



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Admissions, Equity, and Student Affairs	and implementing strategies to recruit students to UNC Law and develop them outside of the classroom while in law school. Oversaw the Admissions Department (which includes Financial Aid) and the Office of Student Development, and was the position held accountable for all DEI efforts.		implementing strategies to recruit students and develop them outside of the classroom while enrolled and establishing beneficial relationships with law school candidates, students, peer law schools across the country, national and state service providers, and key contacts throughout the University. This position oversees admissions, financial aid, student development, and the registrar. This position also communicates regularly with the Dean, senior administrators, faculty, staff, and students as well as key University administrators, including the Chancellor and Vice Chancellors.
(School of Law) Director of Diversity Initiatives (in Career Development Office)	Provided counseling and programming designed to inform and assist law students and alumni interested in opportunities for our students to contribute to diversity in addition to general career counseling and event programming/participation.	Director of Student Career Success	This position facilitates career exploration and job search processes for all students, recent graduates, and alumni. This position is responsible for providing career advising to students and managing a portfolio of career planning and professional development programs, events, and administrative processes.
(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 (0% assigned to DEI work)	This role assists in developing and implementing the strategic plan for Odum's education and research training programs including developing curricula on research methods; securing and supporting instructors;

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			planning and scheduling course offerings; developing new course modules; and offering consulting assistance to faculty, staff, and students to aid them in designing and implementing evaluation programs for the research projects in the social and behavioral sciences.
(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 (0% assigned to DEI work)	This position oversees program administration for the Odum short courses, workshops, and related educational and training programs, including operational planning for and managing those programs.
(Office of Research) Center for Health Promotion and Disease Prevention's Business Officer 3	15% effort was designated for DEI-related activities	Same title (0% assigned to DEI work)	This position serves as a member of the leadership team and advisor to the center's director. This position oversees implementation of the center's 5-year strategic planning initiative; serves as member of the CDC's Prevention Research Center steering committee; serves as the finance director of the center; manages the proposal workflow of the center's researchers; and serves as a liaison to the Research Administration Support Group in the Office of the Vice Chancellor for Research.
(Central Administration) Assistant Director of Student Access,	The Assistant Director role focused on increasing educational	Assistant Director of Carolina Higher Education Opportunities Program (CHEOP)	This position transferred to Carolina Higher Education Opportunities Program and is responsible for providing programming, education,

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Success and Engagement	opportunities for students (middle school through college) by providing programming, education, outreach and oversight for student access, success and engagement initiatives.	(Provost Office) (vacant since May 2024)	outreach and oversight for a variety of student access, success, and engagement programs including Project Uplift, Project Uplift Plus, and NC-HCAP Pre-College and College Initiatives. Additionally, this position is charged with developing a strategic programmatic plan for the unit based on student needs and monitoring and assessing program effectiveness.
(Central Administration) University Office Diversity and Inclusion -Program Coordinator Access, Success and Engagement	Assisted the Assistant Director in developing programs, supporting strategic initiatives, and special projects related to creating an inclusive campus community. The position was 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, CHEOP (Provost Office) (currently vacant)	The position manages and provides day-to-day oversight of Project Uplift, Uplift PLUS, Academic Year PLUS, and NC-HCAP Pre-College and College initiatives. This role is responsible for developing, implementing, and growing new and existing academic and enrichment programs in CHEOP; enhancing CHEOP's visibility across student, faculty, and state-wide partners; conceptualizing, coordinating, and administering events; and managing student personnel, policies, and procedures associated with the programs.
(Central Administration) Assistant Director of Student Access, Success and Engagement	Created educational opportunities for students (middle school through college) by providing programming, education, outreach	Coordinator of Student Success and Well-being (Student Wellness office)	This position is a member of the broader health education, health promotion and student success efforts of Student Wellness and is responsible for providing evidence-based health education, health



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	and oversight for student access, success and engagement initiatives, strategic and programmatic planning for the Office of D & I.		promotion, skill building and behavioral change support for students; managing the planning, implementation, and evaluation of strategies, programs, and services under their purview using a public health framework; providing outreach and trainings on student health, well-being and academic success topics; supporting students through small group and individual mentoring and coaching; and collaborating with colleagues across Student Affairs and the broader campus to expand the reach of the department and its health promotion efforts toward the goal of creating and sustaining a health promoting campus culture.
(Central Administration) Director of Education, Community Engagement and Belonging	Was responsible for conceptualizing and implementing strategies that guide diversity, equity, and inclusion education and training for students, faculty and staff at the University.	Training Specialist, Organization and Professional Development team (Office of Human Resources) (currently vacant)	Responsible for designing and implementing new learning offerings and programs for managers and employees; the delivery of classes on a range of topics; and providing consulting, coaching and tailored solutions to departments and teams. This position is also developing and managing a mentoring and coaching program for employees.
(Central Administration) Asst. Director of Education, Community Engagement and Special Initiatives	Was responsible for conceptualizing and assisting with implementing strategies that guide diversity, equity and	Training Specialist, Organization and Professional Development team (Office of Human Resources)	This position is responsible for re-envisioning, developing and managing the HR Rep onboarding program; collaborating closely with HR delivery partners to provide a

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	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.		positive and welcoming experience for new HR Reps; identifying learning needs of HR Reps and management; and providing refresher training on critical topics as well as training on advanced content. This position also coordinates courses for university employees on a variety of professional development topics.
(School of Nursing) Associate Dean for Inclusive Excellence	Was responsible for promoting 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. Planned, created, implemented and evaluated programs to recruit and retain disadvantaged and/or under-represented ethnic and gender minority faculty, students and staff.	Associate Dean for Collective Well-Being (currently vacant)	This position is responsible for promoting 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.
(School of Pharmacy) Associate Dean for Organizational Diversity and Inclusion	Was responsible for advancing diversity and inclusion strategies for the School through the development, implementation, management, and	(0.5 FTE) Associate Dean for Culture and Wellbeing	This position is responsible for guiding the development and implementation of organizational cultural intelligence and well-being to enhance the school's impact; providing leadership and guidance to advance organizational goals; fostering

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	leadership of the Office of ODI.		collaboration; driving innovation; and ensuring alignment with the school's strategic priorities.
(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 leads efforts to ensure students are academically, socially, and emotionally successful from matriculation to graduation. This position provides leadership for inclusive participation and learning, ensuring a free and open exchange of thoughts and ideas, building a community that is supportive of student success, and creating pathways for experiences, resources, and opportunities for students. This position is also responsible for supporting essential accreditation criteria for the SSW, including ensuring the quality and consistency of social work education programs.
(Kenan-Flagler Business School) Program Manager for Diversity, Equity & Inclusion	Managed the calendars for the DEI Office, the Associate Dean of DEI, and the Executive Director of DEI. Led project management for DEI Initiatives. Drafted emails and other forms of communication from the DEI office, handled information requests and correspondence.	Program Manager, Office of Community Engagement & Excellence	This position's responsibilities include providing program management; community engagement programming and event planning and execution; conducting competitive analyses; shepherding special projects; managing communications, financial reconciliation, and reporting; and serving as the organization's scheduling and organization liaison.
(School of Medicine)	The Director of Research and	Faculty Director of Educational	This position collaborates with the Offices of Medical



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Director of Research and Evaluation	Evaluation defined 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 led 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.	Scholarship and Educational Effectiveness (secondary administrative position for a faculty member)	Student Education (OMSE)'s leadership team to develop and implement strategic initiatives to improve education, processes, and outcomes. Responsibilities 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 create awareness of current educational scholarship nationally by reviewing relevant 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	Sr. Director of Strategic Initiatives, Office of Faculty Affairs and	This position helps establish the strategic directions for the Office of Faculty Affairs and Leadership Development (FALD) in alignment with the

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	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.	Leadership Development	School of Medicine's strategic plan. The position provides important guidance to ensure that FALD's evidence-based efforts achieve the intended outcomes. The Director leads 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 is also responsible for other special projects as assigned.
(School of Medicine) Associate Director for the Office of Scholastic Enrichment and Equity	The Associate Director for the Office of Scholastic Enrichment and Equity made significant immediate contributions to planning, executing, and evaluating new and existing programs	Director of Curricular Pathways	The Assistant Director of Curricular Pathways is responsible for the operations of curricular pathways, including the MED program, rural health track programming, and any potential future pre-medical pathway programming. This

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	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.		position is also responsible for managing change processes, assisting in programmatic evaluation and data oversight, and assisting with accreditation maintenance. This position collaborates with multiple stakeholders to align pathways curricula to the core MD program curriculum, contributes to student and clinical site recruitment, executes successful cycles of the program with students and faculty, develops and maintains relationships with students participating in these programs, and engages 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 support trainees in the SOM, was responsible for maintaining up-to-date records for each	Administrative Support Specialist	This position provides 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 is responsible for facilitating and managing the application and selection process for programs, assisting with marketing and communications for programs, assisting with the planning and implementation of programs and events, and



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	program, and worked with program leadership to execute and improve the SOM programs		assisting with evaluation efforts. This position also provides 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, Office of Faculty Affairs and Leadership Development	This position provides program/project administration in targeted areas of assignment, supporting the School of Medicine in achieving stated program goals and objectives. The position provides consultation and program/project administration for staff development pathway programs; partners 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 programs and resources.

#### B. Performance of Personnel in Realigned Roles

University administration reviewed available performance information for personnel in the realigned roles, including performance ratings for academic years 2023-24 and 2024-25, performance goals for each year, and faculty workload plans. More detailed performance information for the realigned roles was provided in closed session to a subcommittee of our Board of Trustees on August 26, 2025.

#### C. Additional Eliminated Roles

In addition to the eliminated positions described in the 2024 Equality Policy Certification, the University abolished 41 vacant positions that had a percentage of their principal function assigned to diversity, equity, and inclusion activities, as described below.

1. College of Arts and Sciences
  - i. 35 Assistant Department Chairs (secondary positions previously assigned as diversity liaisons)
2. William and Ida Friday Center
  - i. Program Coordinator (variety of administrative duties, 10% assigned to DEI work)
  - ii. Project Officer (variety of administrative duties, 5% assigned to DEI work)
3. School of Medicine
  - i. Diversity Liaison, Department of Genetics (secondary appointment)
  - ii. Director of Diversity and Inclusion, Department of Health Sciences (secondary appointment)
  - iii. Vice Department Chair for Diversity, Equity and Inclusion, Department for Pharmacology (secondary appointment)
  - iv. Project Coordinator, Women's Health Research Center (variety of administrative duties, 10% assigned to DEI work)

**III. To achieve further compliance, UNC-Chapel Hill has taken the following additional concrete actions towards compliance with the Equality Policy:**

**A. Education Provided to Campus Regarding Equality Policy Implementation**

The University has taken the following steps to inform employees about requirements for compliance with the Equality Policy:

- The Provost met individually with the deans of each school, outlining expectations around complying with the Equality Policy. These discussions entailed detailed plans for each school to eliminate programs and activities in conflict with the Equality Policy and to realign programs and employee responsibilities accordingly.
- The Vice Provost followed up by meeting individually with the deans and leadership teams of each school and the vice chancellors of administrative divisions to outline the requirements of the Equality Policy and to set forth plans to make required programmatic and staffing changes. These meetings also included representatives from the Office of Human Resources (OHR) and the Office of University Counsel (OUC).
- The Vice Provost, OHR, and OUC also met with leadership from several units to outline expectations around appropriate communications and web content.
- Staff from University Communications and Marketing and OUC worked closely with schools and units to ensure compliance with the Equality Policy. Representatives from OUC presented to communicators across campus on new requirements and held follow-up meetings to address specific questions. Communications professionals across the campus were asked to help identify programs and activities that needed additional attention and to coordinate further discussions to make required adjustments to programs, activities, and materials.
- Campus leadership met with employees formerly engaged in programs aligned with diversity, equity, and inclusion goals and outlined the requirements of the Equality Policy, detailing what programs would be eliminated.
- The Chancellor and the Vice Chancellor for Human Resources and Equal Opportunity and Compliance provided information about the Equality Policy at the University's September 2024 Employee Forum Meeting.
- The Chancellor and the Provost spoke about the Equality Policy at the University's September 2024 Faculty Council Meeting.



- The Chancellor spoke about the Equality Policy with a variety of media outlets during media availability at the September 2024 Board of Trustees meeting and in interviews surrounding University Day in October, including the Daily Tar Heel, News and Observer, WRAL and PBS North Carolina. From May through September of 2024, University Communications ran a series of stories in the University News publication about the Equality Policy, including policy requirements and direct implications on University programs and activities. This publication is provided to all University employees.
- The Vice Provost participated in student town hall meetings to provide information about the Equality Policy and the implications for the campus community.
- System President Hans and Chancellor Roberts met with the Alumni Committee on Racial and Ethnic Diversity to explain the new policy.
- The University updated its mandatory training for search committee members to include the requirements of the Equality Policy.
- The Student Affairs Leadership Team discussed the Equality Policy with all directors and senior leaders in the division, reviewed the specific language in the policy, and directed all department heads/directors to have conversations with the staff in their respective departments to ensure they were aware of and in compliance with the policy. Additionally, all units with websites were directed to confirm that the language on their sites was consistent with the Equality Policy.
- The Enrollment Division, which had previously updated admissions policies and procedures and reviewed all websites and the UNC Catalog for appropriate language, asked each staff member to acknowledge in writing their understanding of the Equality Policy. Each director within the division reviewed the policy in a full staff meeting and welcomed questions. The Vice Provost also invited all staff to contact her directly with questions.
- Information Technology Services (ITS) completed a review of position descriptions to ensure that they comply with the Equality Policy. Similarly, ITS has reviewed job recruitment procedures and documentation to reaffirm that ITS practices comply with those requirements. These requirements and procedures associated with job recruitment, position modifications, and related human resources actions are communicated to all ITS Managers regularly. ITS also conducted a review of ITS-issued policies for alignment with the Equality Policy and will continue to regularly conduct policy reviews to monitor for ongoing compliance. Further, in regularly held ITS meetings of all ITS staff, ITS leadership discussed the Equality Policy, expressed the expectation that all staff read and understand it, and directed ITS executives and managers to engage their teams for questions and comments.
- Within the office of the Vice Chancellor for Innovation, Entrepreneurship, and Economic Development, the Equality Policy was introduced and discussed during monthly principal area leaders meetings with the expectation that directors would share the information with their respective teams. Policy updates, along with time for questions and answers, were provided in two quarterly all-hands meetings and quarterly skip-level meetings (in which non-leadership staff had an opportunity to speak directly with the Vice Chancellor). The Equality Policy was also addressed at the yearly retreat with principal area leaders.
- The Senior Associate Vice Chancellor for Human Resources discussed the Equality Policy requirements with the OHR Cabinet (consisting of directors of all OHR functional units) and reviewed the implications of the policy requirements on their respective areas. He followed up with one-on-one discussions with each director to address questions and issues regarding implementation. OHR also presented information about the Equality Policy to the HR Council, which consists of HR officers from all schools and administrative divisions.
- The Associate Vice Chancellor for Equal Opportunity and Compliance (now University Compliance Office) discussed the Equality Policy at weekly all-staff meetings and reviewed any relevant implications on the policies and duties under the office's purview.
- The College of Arts and Sciences held a series of meetings and educational sessions with faculty and staff, department chairs, and individuals who had been engaged in past diversity



efforts to explain the Equality Policy and what changes must be made to programs, activities, and practices to ensure compliance. Meetings included discussions with OHR, the Provost's Office, and OUC. Follow-up meetings occurred with individuals and groups as needed.

- The Office of the Vice Chancellor for Research initially held a meeting with all of its directors in which the Equality Policy was discussed in detail. Follow-up questions were addressed on a one-on-one basis. A second meeting with all center and institute directors was held several months later.
- The School of Law directed its leadership team to implement the policy in their respective areas and educate their teams on the Equality Policy's requirements.
- The School of Medicine followed the necessary steps to align impacted roles and worked directly with those employees and their supervisors to communicate and collaborate on any adjustments needed to ensure compliance with the Equality Policy. Communications on this topic were issued to leadership and communications professionals to make them aware of the changes and the need for compliance by email, during a meeting of the Dean's Academic Council, and to all chairs of basic science and clinical departments within the school.
- The Dean of the UNC Gillings School of Global Public Health conducted a briefing during the faculty/staff meeting with details about the new policy and steps Gillings was taking to comply. During this meeting, school leadership shared UNC System guidance regarding implementation of the Equality Policy and refreshed the community on first amendment and free speech policies and resources. Department and unit leaders were directed to discuss in detail with their units how the changes would impact policies and practices within each unit. The Dean's Council, which includes all department chairs and administrative leaders in the school, discussed compliance efforts during a subsequent meeting, and each member of the Council was directed to share more detailed information with employees in their units and to discuss implementation nuances specific to the areas they lead. Leaders were asked to direct follow-up questions to the dean, vice dean, or assistant dean for human resources. The topics covered during these meetings were recruitment and hiring of faculty and staff, student recruitment and admissions, administration of scholarships and student aid, communications, including webpages, newsletters, and flyers for events, and marketing for school-based organizations (emphasizing that all Gillings constituents are welcome). A further follow-up discussion occurred during a faculty and staff meeting several months later to reinforce awareness of the policy.
- The School of Social Work has communicated and implemented the requirements of the Equality Policy in a variety of ways. First, school leadership distributed a copy of the policy to the entire school community in late summer 2024, followed by a school-wide discussion with leadership focused on compliance with the policy. Second, throughout the academic year, faculty and staff participated in school-wide "lunch and listen" sessions, which included training and discussion on both the Equality Policy and the prohibition against compelled speech. Additionally, the school's human resources director provides an overview of these policies to search committees at the outset of all major faculty and staff searches. The Vice Dean has reinforced these compliance requirements in discussions with search committee members. In the upcoming academic year, the school plans to send a reminder about both policies to all faculty and staff and hold refresher sessions with the Dean's Executive Committee and the Senior Administrative Council, which includes all faculty and staff in leadership roles within the school.
- The School of Data Science and Society (SDSS) dean leadership meetings held discussions about implementation of the Equality Policy in the school and conducted a thorough review of all policies and procedures to ensure compliance with the Equality Policy. The school's human resources team conducted a comprehensive review of position descriptions and implemented appropriate updates. Curricula for both the B.S. and online master's programs were reviewed to ensure alignment with the Equality Policy. The school's communications team reviewed the SDSS website and all listed programming and made necessary adjustments. The Equality

Policy is posted on the SDSS Employee Hub – a SharePoint site available to all faculty and staff that serves as a central resource for school information and University policies relevant to all employees.

- The School of Nursing shared the Equality Policy with both its Cabinet and all academic leaders.
- The Adams School of Dentistry (ASOD) hosted an all-faculty meeting with representatives from the Provost's Office who led a discussion on the implications of the Faculty Workload Policy and the Equality Policy, emphasizing institutional neutrality, nondiscrimination, and the importance of inclusive hiring and advancement practices. The ASOD guidelines on appointments, promotions, and tenure, post-tenure review guidelines, and hiring protocols, have been updated to ensure evaluations are conducted consistent with the Equality Policy and the principles of individual dignity and institutional neutrality. Hiring committees for both faculty and staff positions have received updated guidance and training to avoid compelled speech.
- The School for Civic Life and Leadership ran an orientation program for approximately 140 first-year students on civil discourse and freedom of expression. The faculty involved in the orientation prepared by discussing the ideas of academic freedom and freedom of expression as presented in the UNC Policy Manual's Policy on Free Speech and Freedom of Expression within the North Carolina System and referred to in the Equality Policy. The School presented these ideas to students and offered a list of resources, including the System's policy on free speech. Additionally, in a faculty meeting, SCiLL faculty discussed the importance of upholding academic freedom, free speech, civil discourse, and the freedom of expression in the classroom. SCiLL faculty are committed to these principles in their teaching. Some even list these commitments in their syllabi. Finally, SCiLL has affirmed its commitment to ensuring non-discrimination in employment practices and has reviewed best practices in the context of searches.
- The Graduate School focused primarily on updates to its website to ensure it is clearly stated that all programming is open to all in support of student success. The school paid particular attention to the two functional units that directly engage with students: Student Affairs (which includes admissions as well as student success programming) and Professional Development. In addition, the Graduate School's human resources lead has paid careful attention to hiring practices to ensure that position descriptions and other aspects relevant to hiring and HR actions are in compliance with the policy.
- For the School of Education, the Associate Dean for Academic Affairs and the then-interim Dean met with the Provost's Office to discuss the Equality Policy at the outset of the 2024-35 academic year. In its September 2024 meeting (including all School of Education faculty), school leadership shared a link to the policy and discussed policy requirements and implementation with faculty.
- The Eshelman School of Pharmacy discussed the Equality Policy at the August 2024 Dean's Council meeting, and a "report out" was cascaded out to the school. Additionally, the Executive Vice Dean provided a verbal update on the policy at the school's town hall meeting.

B. Updated Webpages and Mission Statements for Programs, Curriculum, and Objectives that Comply with the University's Commitment to Institutional Neutrality and Equality Under UNC Policy 300.8.5.

UNC-Chapel Hill has put significant effort into ensuring its communications and programs reflect our commitment to institutional neutrality, equality, and compliance with federal and state law and UNC System policy. Due to the decentralized nature of our operations and the thousands of websites the University manages, this effort is ongoing. We are committed to continuous review of and improvement in our communications.



## 1. Initial Process

Staff from University Communications and Marketing and OUC worked closely with schools and units to ensure compliance with Equality Policy. Representatives from OUC presented to communicators across campus to brief them on new requirements and held follow-up meetings to address specific questions.

The Office of University Communications and Marketing wrote stories about the policies that were posted on [unc.edu](http://unc.edu) and shared via The Well newsletter to help educate the campus on compliance. Stories included:

- [Update on Board of Governors DEI Policy Change, Budget](#)
- [UNC System Shares Guidance Regarding DEI](#)
- [How Carolina is Complying with UNC System's DEI Policy](#)

## 2. Webpage and Communications Updates

### a. Updates to [unc.edu](http://unc.edu) and other central resources:

- Removed the Office of Diversity and Inclusion's website.
- Changed language related to diversity and inclusion on [By the Numbers](#) page to highlight inclusive excellence. Removed the [diversity page](#).
- Removed the "diversity" drop-down category from events on the university calendar, so events are no longer tagged or categorized in that manner.
- Changed events that may appear targeted to one demographic to say "open to all" on the university calendar.
- Discontinued the "diversity and inclusion" category for stories posted on [unc.edu](http://unc.edu).
- Updated program missions to focus on the success of all students, faculty and staff.
- Updated committee names and charges to focus on the success of all students, faculty and staff.
- Updated job titles and descriptions to focus on the success of all students, faculty and staff.
- Updated scholarship descriptions to comply with UNC policy.
- Updated admissions language to comply with UNC policy.
- Removed statements on department websites that conflicted with institutional neutrality.
- Discontinued the "U.S. Diversity" requirement under the Making Connections general education curriculum. This change accelerates an ongoing transition from the old "Making Connections" to the new "[IDEAs in Action](#)" general education curriculum.
- Conducted a faculty-led revision of the "Power, Difference, and Inequality" Focus Capacity requirement with the "IDEAs in Action" curriculum. The Committee endorsed changing the title to "Power and Society," and streamlining the [learning outcomes for that Focus Capacity](#) to explain the requirement more clearly.

### b. Kenan-Flagler Business School

#### i. UNC Kenan-Flagler

- Eliminated the school's Diversity, Equity and Inclusion Office.
- Removed the Diversity tag for content from the website.
- Removed Diversity from the topic drop-down on [News](#), [Events](#) and [MBA Perspectives](#).
- Removed the Diversity tag from the topic dropdown on the [Research page](#): <https://www.kenan-flagler.unc.edu/research/>.

#### ii. Undergraduate Business Program



- Edited the [Inclusive Community](#) page, the home base for information, to reflect the broad ways the school thinks about community beyond a specific focus on race and gender.
- Shifted information on the [Building Community Together](#) page to focus on building community rather than DEI offerings.
- Made some adjustment to the [Ways to Engage](#) page including the title to shift the focus to engagement rather than identity-specific connections.

iii. **Master of Accounting Program**

- Changed the DEI page to an Inclusive Community, removing all reference points to DEI and focuses on “open to all” tones – rebranded to integrity, inclusion and belonging.
- Removed the “diversity” drop-down categories.
- Removed and adjusted the language of the MMP student organization.
- Adjusted Student Experience page, removing all reference points to DEI.
- Removed DEI language from all existing PDFs.
- Adjusted meta descriptions accordingly.
- Clarified events are open to all.

iiii. **MBA Programs**

- Clarified that all events are open to all on websites and marketing materials.
- Removed “Diversity, Equity and Inclusion” page from MBA website; redirected to [Inclusive Community](#) page.
- Changed language and removed minority categories on [Full-Time MBA class profile](#).
- Removed any reference to “holistic application process” in MBA admissions language.
- Added note to [external admissions/fellowship partnerships](#) that eligibility is open to all.
- Discontinued capturing demographic data in contact records for email campaigns (prospective student emails).
- Removed content about external scholarships that limits eligibility to protected identities.

c. **The College of Arts and Sciences**

i. **Central website: college.unc.edu**

- Discontinued and removed from the website the Dean’s Diversity Advisory Committee and strategic plan for DEI “Action Steps for Equity,” including the grants program.
- Removed the webpage college.unc.edu/diversity.
- Removed category tags related to “diversity” on the College of Arts and Sciences website.

ii. **Individual unit websites**

- Removed the Diversity Liaison position from all College unit websites.
- Removed pages or content on a webpage concerning diversity, equity and inclusion statements or initiatives from the following units’ webpages: Economics; Environment, Ecology and Energy; Psychology and Neuroscience; Sociology.
- Updated website language and content for statements, mission and values; for the College’s diversity, equity and inclusion initiatives; and/or for campus offices for diversity and inclusion for the following units: African American and Diaspora Studies; Asian and Middle Eastern Studies; Biology; Biomedical Engineering; Center for Student Success; Communications; Dramatic Arts; Economics; Environment, Ecology, and Energy; English and Comparative literature; Chemistry; Geography; Music; Physics and Astronomy; Political Science; Psychology and Neuroscience; Sociology; Statistics and Operations; Study Abroad.
- Updated language for programs or initiatives to be clearly marked as “open to all”: Center for Student Success; Institute for the Arts and Humanities; Mathematics; Psychology and Neuroscience; Study Abroad.

**d. School of Medicine**

- Discontinued and removed web information for the Office of Inclusive Excellence and Community Engagement, the Office of Rural Initiatives, and the Office of Scholastic Enrichment and Equity.
- Transitioned faculty and staff involved in diversity, equity, and inclusion efforts at the department level to other clinical, administrative, research, education, and strategic activities and websites updated to reflect these changes.
- Reviewed all training programs to ensure compliance with the concepts listed in G.S. 126-14.6(1)-(13) and websites have been updated accordingly.
- Removed values statements on diversity.
- Updated websites for student organizations to state that the views on the page are the student organization's and not those of the school.
- Removed statements of a political nature that violate institutional neutrality.

**e. Gillings School of Global Public Health**

**i. Mission and Values page:**

- Edited language on the [Mission and Values page](#) to clarify the definition of health equity and to drop one outdated sentence.

**ii. Global updates to [sph.unc.edu](#):**

- Clarified that events on [Gillings Event Calendar](#) are open to all.
- Edited [MPH landing page](#) to remove language indicating that students would join a diverse and inclusive student body.
- Added editor's notes to past news stories highlighting discontinued programs to make it clear that they do not exist.
- Removed all "Inclusive Excellence" pages and related subpages.
- Edited pages to reflect that the school had eliminated the inclusive excellence unit, including two former staff positions and associated programming.

**f. Hussman School of Journalism and Media**

- Revised web copy as needed to clarify its commitment to building and fostering a community that welcomes and respects a broad range of perspectives and diversity of thought in alignment with institutional neutrality and equality concepts under UNC Policy 300.8.5.
- Renamed the former "Diversity and Inclusion" section of its website to "Our Community" and prominently outlined the school's commitment and approach to building an exemplary culture.
- Revised language throughout the "Our Community" section of the website as needed to reflect its commitment to a welcoming and inclusive environment and to clarify the purpose and inclusivity of specific programs and opportunities.
- Removed a list of working goals developed prior to the policy change.
- Updated references to the former Access, Belonging, Inclusion, Diversity and Equity (ABIDE) committee with the committee's new name — Access, Belonging, Inclusion, Dignity and Excellence. The ABIDE committee's revised mission, which focuses on student success outside of the classroom in addition to employee engagement, professional development, well-being and recognition, is described on the "Our Community" landing page and where the committee's funding opportunities are listed.
- Contextualized the school's plan of action (established years prior to the policy change to address diversity-related concerns of its accrediting body) by noting when it was developed and that the elements of the plan have since been adapted in accordance with the policy change.
- Changed the title of the former Bloomberg Business Journalism Diversity Program to Bloomberg Journalism Program to reflect a more compliant opportunity, and descriptive language was revised accordingly.



- The title of the former CBC-UNC Diversity Fellowship Program was changed to CBC-UNC News Media Multiplatform Fellowship to emphasize journalistic skill-building across platforms as the primary theme.
- The title of the former “Chuck Stone for Diversity in Education and Media” was changed to “Chuck Stone Program” to help clarify that the program is open and inclusive to students from all backgrounds.
- On the “Resources” section of the site website, a reference to the University’s former Equal Opportunity and Compliance Office was updated to reflect its new name; a link to an inactive doctoral fellowship program was removed; and a list of links to external style guides and resources was removed.

**g. School of Law**

- Redeveloped the Diversity, Equity, and Inclusion Committee as the Committee on Community and is charged with creating initiatives that enhance the sense of community belonging, and the overall wellness and mental health of all students, faculty, and staff.
- Changed external diversity hiring programs to student success programs
- Changed the Director of Diversity Initiatives in the Career Development Office to Director of Student Success, counseling students as a general legal career counselor and works closely with the Director of Academic Success on supporting students struggling with their academic performance. The Director of Student Success reviews resumes and does mock interviews with all students.
- Changed the Director of Diversity Initiative to the Director of Development Initiative and operates using the definition of diversity specified in the revised Section 300.8.5.
- Added date stamps to stories to make it clear when they were posted.

**h. Eshelman School of Pharmacy**

- Dismantled the Office of Organizational Diversity and Inclusion.
- Deleted the website that listed former diversity initiatives.
- Deactivated the Well-Being Initiative for Women Faculty of Color program and the corresponding webpage has been deleted.
- Revised the [Community Culture and Climate Improvement Tool](#) to language that supports the principles of the Equality Policy.
- Refocused the summer program - Leading Excellence, Advancing Diversity (LEAD). This program is funded by a McKesson grant, and its original purpose was intended to help cultivate and recruit diverse talent to our PharmD program. The new focus is to build a pharmacy workforce that provides empathetic, high-quality, accessible care for all patients. The school is intentional about stating that the program is open to all college students.

**i. School of Government**

**i. Mission and values language**

- Updated all language related to “diversity” on the School’s website and MPA website and marketing content so it now includes or refers to the definition of diversity specified in the updated policy.
- Removed a page/about-menu item on sog.unc.edu related to the School’s commitment to diversity and inclusion.
- Currently updating the MPA web page formally titled, “Diversity, Equity, and Inclusion,” to “Belonging & Inclusion.”

**ii. Event listings (noting they are open to all community members)**

- Clarified that all events are open to all community members.



- Ensured the *Engaging Women in Public Service* (one-day conference which primarily focused on women of color in public service) was open to all interested (May 2024); canceled this program (and removed program web page) in May 2025.

ii. **Programs or committees that were updated or discontinued**

- In 2020, the SOG transitioned the Diversity Committee to become the Committee for an Inclusive Workplace. It is charged with making recommendations to the Dean to help create a more inclusive and respectful workplace for the school's employees. The school reviewed the group's charge, programming, and related website content and made some small adjustments consistent with the updated policy.
- Discontinued an employee-led monthly newsletter (*The Diversity Gazette*) and removed from website.
- Ensured that any online references to MPA student groups say they are open to any interested student.
- Reviewed and revised the charge for the MPA Program's Diversity Committee (a student-led committee).
- Discontinued the following courses for public official students (unpublished web pages, January 2025):
  - *Race Matters: Courageous Conversations for Leaders*
  - *Build an Equitable Organization: From Awareness to Action*
- Discontinued the (already defunct) divinc listserv.
- The following course and certification are subject to change pending proposed legislation: *Minority Participation Programs and Public Contracting*, which is a requirement for the Certified Economic Inclusion Officer certification (through the NC Minority and Women Business Enterprise Coordinators Network).

iii. **Past stories about programs referenced on webpage**

- Ensured date stamps were added to all news stories on [sog.unc.edu](http://sog.unc.edu).
- Updated the web page for the free program for elected official students on [Seeking Diversity: How Do We Do It Today?](#) to note that it was created in March 2023.

iv. **Other changes**

- The SOG offers programs for graduate students enrolled in the Master of Public Administration (MPA) program and for public official students enrolled in a wide range of short courses. The school has carefully reviewed all programs and ensured that online references to eligibility to enroll in courses for public official students is focused on professional duties, prerequisites, and other neutral criteria (rather than demographic characteristics).
- Reconvened a faculty committee to review the school's own neutrality guidelines for faculty and staff work (ongoing since August 2024). The faculty will consider proposed revisions in the coming months.
- Updated all MPA scholarship language to note that applications are open to all; the web description of the single scholarship with the word "diversity" in the gift agreement is being refreshed to refer to the definition of diversity specified in the updated policy (ongoing).
- Submitted to the Chancellor's office a waiver request for content in some required courses in the MPA program. After reviewing our request, the Chancellor's office concluded that the content did not require a waiver.
- Updating the APT policy to ensure compliance with current UNC System policy as it relates to equality.

j. **School of Information and Library Science**

- Updated the IDEA certificate to the Intercultural Competency Awareness Certificate to comply with the new policy and to align with our mission of intellectual freedom, equal access to information, and combating misinformation and disinformation.

**k. School of Nursing**

**i. Revisions to Curriculum, Programs and Committees**

- Updated website to reflect course name change for N301 from *Foundations of Relationship-Centered Care and Diversity and Inclusion* to *Building Effective Relationships in Healthcare*.

**ii. Updates to [nursing.unc.edu](http://nursing.unc.edu)**

- Updated language related to diversity and inclusion on the strategic plan webpage to emphasize inclusive excellence and the SON's goal of fostering a welcoming environment for all.
- Removed the Office of Inclusive Excellence and diversity webpages.
- Discontinued the diversity category for news stories published on [nursing.unc.edu](http://nursing.unc.edu).
- Ensured date stamps are visible on all past event listings and news stories to indicate when they were published.
- Ensured that events or opportunities are marked as being open to all.

**iii. Specific Updates for Admissions Application Information on the SON Website as well as in NursingCAS/Slate: NOTE: These revisions to admissions application were made in the 2023-24 cycle in response to the SCOTUS decision.**

- **Nursing (PhD):** Removed the term “culturally sensitive.”
- **Nursing (BSN/ABSN):** Removed the essay prompt regarding cultural competence.
- **Nursing (DNP & PGC):** Revised the first paragraph under “BASIS FOR DECISIONS” with the following:  
*Admission to the DNP program is necessarily a selective process. Meeting the posted criteria does not ensure admission. The Committee considers a myriad of factors including: the quality of performance in previous undergraduate and graduate study (as applicable), success in previous employment and related experiences, and personal qualifications including suitability for advanced study. The Admissions Committee weighs the applicant's accomplishments and potential for success in the program. The Admissions Committee recommends selected candidates to the Dean of The Graduate School.*
- Removed the following statement: Members of racial or ethnic minority groups and males are encouraged to apply.

**l. Adams School of Dentistry**

- Launched a new website [dentistry.unc.edu](http://dentistry.unc.edu) in late February, and ensured language throughout reflected inclusive excellence, student success and employee wellness.
- As part of a new strategic plan, updated the mission, vision and values and took into account the new guidance.
- Date stamped all website stories so any that were posted before the date cutoff show the date posted.
- Added that all are welcome to our list of student organizations, even ones that may seem to be targeted to specific groups.
- Updated web pages and curriculum listings to focus on health for all instead of health equity.

**m. School of Education**

- Ended the school of Education ad hoc diversity committee and it is no longer listed on the [committees page](#) on the school's intranet site. (this site will be omitted by the end of August and migrating to a Sharepoint site).



- Discontinued the Undergraduate Advisory Council (UAC) - diversity subcommittee. Overall, the council exists to generate positive community culture among current students and to act as School of Education ambassadors to campus.
- Transitioning the [Pillars language](#) from "equity" to "all."
- The Conceptual Framework for Preparing Educators page (visible [via the Wayback Machine](#)) presented a high-level approach to educator preparation in the School based on our previous accreditor's standards and has been modified over time. The School included the following language on the page:  
*A version of the following conceptual framework was first adopted by the UNC School of Education in 2005 — in preparation for the accreditation of the School by the National Council for the Accreditation of Teacher Education — and has been updated periodically since adoption. As of February 15, 2025, the conceptual framework is under review.*  
After review in summer 2025, it was determined the page was no longer needed and then unpublished.
- Marked events as open to all.

**n. The Graduate School**

- Reviewed MAPS and GCILM curricula and determined no changes were needed.
- Edited language related to diversity across all [gradschool.unc.edu](#) pages to emphasize openness to students of all backgrounds and focus on student success.
- Edited programs on [gradstudentsuccess.unc.edu](#) to clearly mark them as open to all.
- Changed program names, URLs, email addresses and logos to deemphasize diversity-related language (e.g., "Diversity and Student Success" to "Student Success") and emphasize our longstanding focus on student success.
- Reviewed eligibility and selection criteria for all fellowships managed by the school to ensure that race, ethnicity and other protected class status were not considered in award decisions.
- Removed links to grants and fellowships targeted to specific demographic groups.

**o. School of Social Work**

**i. Website Changes**

- Removed diversity language from opening paragraph on Our Commitment page.
- Removed inclusion and anti-racism sections, replaced with research impact and workforce development sections.
- Removed any mentions of the previously named DEI Committee due to a prior name change to the Cultural Humility Committee.
- Continuingly clarifying to community that events need to be open to all community members.
- Dated all website news stories.

**p. School of Data Science and Society**

- Changed the name of the workshop "Women in Science of Data and Mathematics" to [2025 Research Collaboration Workshop in Science of Data and Mathematics](#) (WiSDM) Conference. This event was marketed as and continues to be open to all.

**q. Student Affairs**

To comply with the new UNC System policy, all Student Affairs departments conducted reviews of their resources, communications, and websites to make program updates or language changes, as appropriate and stopped, paused or reviewed programs pending review of their mission, goals and scope.

- i. Reviewed and adjusted the following programs and events to ensure they are open to all:**



- Adjusted the Carolina Union Student Life and Leadership SPARK program to reflect that this leadership program is open to everyone.
  - Student Wellness programs
  - “Exploring Our Stories” orientation program content has been modified.
  - Removed gender identity and transgender participation guidelines for intramurals and sport clubs (Campus Recreation).
  - Violence Prevention and Advocacy Services
  - LGBTQ Center
  - Carolina Union
  - Handshake listings (UNC Career Center)
  - Heel Life listings
  - UNC Career Center events
- ii. **Modified mission and vision statements of the following units:**
- Counseling and Psychological Services
  - Campus Health
  - Fraternity and Sorority Life
  - Carolina Union
- iii. **Reframed health outreach programming to emphasize access for all rather than emphasizing services for at-risk populations in the following areas:**
- Counseling and Psychological Services
  - Campus Health
  - LGBTQ Center
  - Student Wellness
- iv. **Revised websites, presentations, and printed materials to remove content relating to diversity, equity, and inclusion in the following areas:**
- Student Affairs
  - Counseling and Psychological Services
  - Campus Health
  - Fraternity and Sorority Life
- v. **Reviewed policy documents for employers and external partners to ensure compliance:**
- UNC Career Center
- vi. **Reviewed links and resources from external organizations and removed links to materials not applicable to all students:**
- UNC Career Center
- vii. **Reviewed and adjusted student staff training sessions for:**
- UNC Career Center
  - Carolina Union
- viii. **Re-titled and edited position descriptions for:**
- Violence Prevention and Advocacy Services gender-based violence coordinator position
  - Student Wellness positions
- ix. **Ended or reviewing scholarships and awards:**
- Ended Diversity in Fitness scholarships (Campus Recreation).
  - Reviewing some gender-specific chancellor’s awards (Carolina Union).

- x. **Added editors' notes to student government websites that are recognized as University Sponsored Organizations:**
  - Undergraduate Student Government
  - Graduate and Professional Student Government
- xi. **Carolina Performing Arts / Southern Futures:**
  - Added dates and timeframes on Southern Futures project pages.
  - Added publication dates on stories under Carolina Performing Arts > Support > Our Donors.
- r. **University Development**
  - i. [Giving.unc.edu](https://giving.unc.edu)
    - Removed a section from the last comprehensive campaign, *the Campaign for Carolina*. It highlighted the positive impacts of diversity and diverse viewpoints on problem-solving at Carolina and suggested ways to support the work. It also featured stories and video highlighting Carolina as a diverse, equitable and inclusive campus where everyone belongs.
  - ii. [www.giving.unc.edu/diversity](https://www.giving.unc.edu/diversity).
    - Added date stamps to all stories, including discontinued programs, events or funds to clarify when it was posted.
    - Removed all call to actions (CTA), including giving to or supporting Diversity, Equity and Inclusion (DEI) at Carolina.
  - iii. [Carolinastories.unc.edu](https://carolinastories.unc.edu)
    - Added date stamps to all stories to clarify when content was posted as some historical stories may contain programs, events or funds that no longer exist.
  - iv. [Give.unc.edu](https://give.unc.edu)
    - Actively working with schools, units, centers, institutes and donors to resolve issues around funds supporting DEI. The Office of Stewardship and Donor Relations is reviewing hundreds of funds to ensure compliance with the UNC System, state and federal guidelines. All DEI-related funds are frozen, and no money can be expended while the review is ongoing. The following actions have been taken or are in process:
      - Deactivated several funds, including departmental funds, that supported DEI efforts on Carolina's campus.
      - Froze funds that support DEI.
      - Working with schools, units, centers and institutes to review funds.
      - Working with donors to ensure fund usage aligns with updated compliance standards.
      - Removed a curated list of funds related to DEI.
  - v. [ACRED](https://acred.unc.edu)
    - Added language to the Alumni Committee on Racial and Ethnic Diversity (ACRED) website to show that the alumni group is open to all persons in the Carolina alumni community.
    - Removed older language that could be misinterpreted as focused on only one group.
    - Added dates to the stories to show that some content was created before the Equality Policy and state and federal guidelines.
    - Currently updating language around highlighted funding opportunities.
  - vi. [CPAN](https://cpan.unc.edu)
    - Added language to the Carolina Pride Alumni Network (CPAN) website and program activities to show that the alumni group is open to all persons in the Carolina alumni community.

- Ensured all calendar events include a note informing viewers that they are open to the public but require registration to ensure adequate resources (seating, food, water, etc.).
- Added dates to stories and historic content to show that some were created before the Equality Policy and state and federal guidelines.

vii. CWLC

- Added language to the Carolina Women's Leadership Council website to show that the alumni group is open to all persons in the Carolina alumni community.
- Added dates to stories and content to show that some were created before the Equality Policy and state and federal guidelines.

viii. BOV

- Reviewed the Board of Visitors website. No edits are needed currently.

**s. University Libraries**

- Removed diversity statement.
- Adjusted events to clearly show they are "open to all" on the Libraries' calendar and in all publicity.
- Updated programs and initiatives to clearly align with policy by indicating that they are open to all.
- Added date indicator to discontinued or concluded projects.

**t. Office of the Vice Chancellor for Research**

In July of 2025, UNC Research launched a refreshed website, creating more engaging access for all researchers, students, and sponsors to research administration policies and information, as well as research content from across all disciplines. All pages within the refreshed website adhere to University and System guidance and comply with institutional neutrality and equality.

**3. Responsiveness to External Concerns**

The University has received several communications from external parties expressing concern that content or programing reflected on our webpages are not in compliance with the Equality Policy or related federal or state law. In all instances, we have thoroughly investigated the raised concern and, when applicable, adjusted our web content to reflect our compliance with current law and the Equality Policy. For example, after receiving concerns from an external party regarding links to third-party scholarship and grant opportunities, we researched all of the opportunities listed and we adjusted webpages for three different schools by removing references and links to external scholarship and grant opportunities that make selections based on race, gender, or any other protected characteristic. Additionally, upon receipt of the concern from an external party, we reexamined our relationships with other external organizations to ensure compliance with the Equality Policy. We continue to welcome these constructive dialogues.

**C. Review of Professionals with Vague or Unclear Titles Within Student Affairs Operations**

University administration reviewed over 650 positions from across the University with student affairs-related job codes. While we did not find titles to be vague or unclear, we reviewed each position's job summary and flagged 21 positions with unclear language in the job summary to review for compliance with the Equality Policy. For those 21 positions we took the following actions:

- Requested and received written certification from each affected unit that the identified position did not engage in any work that would violate the Equality Policy in the 2024-2025 academic year.



- Reviewed the performance information of each incumbent in the identified positions to confirm that their performance goals and overall review were not linked to activities or metrics that would violate the Equality Policy. We found that none of these employees had been subject to disciplinary action or received performance ratings below Meeting Expectations.
- Required the unit to immediately update the language in the position description to clarify the role and ensure alignment with the Equality Policy, where applicable.

D. Human Resources System Review

Our Human Resources Information Management (HRIM) team searched all active position descriptions in ConnectCarolina for positions with principal functions assigned to Diversity, Equity, and Inclusion (DEI). Of 19,075 regular active positions (of which 14,500 are currently filled), HRIM identified 69 positions, 0.36%, with a principal function assigned to DEI responsibilities. Of those 69 positions, 36 were vacant, but not abolished, and 33 are currently filled. To correct this and confirm this as an administrative error we took the following actions:

- Requested and received written certification from each affected unit that individuals in the identified position did not engage in any in any work that would violate the Equality Policy in the 2024-25 academic year.
- Reviewed the performance information of each incumbent in the identified filled positions to confirm that their performance goals and overall review were not linked to activities or metrics that would violate the Equality Policy.
- Required the unit to immediately either abolish the position or update the principal functions of the position(s) and omit the principal function assigned to DEI responsibilities. From this exercise 35 positions were updated, and 34 positions were abolished.
- Inactivated the DEI function from the principal function options in ConnectCarolina.

E. Additional Safeguards to Ensure Ongoing Compliance

The University commits to continued improvement, education, and engagement with our employees regarding compliance with the Equality Policy. This includes, but is not limited to:

1. Voluntary Ongoing Review: The University is committed to engaging in an ongoing review of all programs, activities, and communications to ensure compliance with the Equality Policy. Given the size of our institution and decentralized operations, we acknowledge that there may be additional administrative errors that we have not discovered, specifically in our web materials. We are dedicated to continual review and improvement.
2. The Chancellor will discuss the Equality Policy at his quarterly meeting with campus leaders and instruct them to ensure that their units understand the policy's requirements.
3. The University's Chief Audit Officer will include a review of compliance with the Equality Policy as part of each audit his office performs.
4. The University will incorporate information about compliance with the Equality Policy in the existing mandatory discrimination and harassment prevention training or will develop stand-alone training for employees on the Equality Policy.
5. OHR will hold a workshop for all HR officers on Equality Policy requirements and how to implement them in both hiring processes and employee job descriptions.
6. The University Compliance Office will include information about the Equality Policy in its annual notice outlining prohibitions against discrimination and harassment.

IV. To further monitor and assess our compliance, UNC-Chapel Hill's Board of Trustees established the subcommittee identified below and held a meeting on the following date and at the following location to discuss our Equality Policy compliance:

A. Subcommittee Members

- Robert Bryan III
- Perrin W. Jones, M.D.
- William M. Kotis III
- Jennifer Lloyd
- Vinay B. Patel, Chair

B. Date and Location of Subcommittee Meetings

The UNC-Chapel Hill Subcommittee on 2025 Equality Policy Certification met on August 26, 2025, from 10:00 a.m. to 12:00 p.m. via videoconference and South Building, Room 105.

C. Topics and Presentations Received by the Subcommittee

1. Equality Policy history and requirements.
2. Summary of process for completing UNC-Chapel Hill's 2024 certification, including positions that were eliminated and realigned, funding that was reallocated, and programmatic changes.
3. Description of the process for completing the 2025 certification, including eliminated positions, updates on the realigned positions, website changes, educational efforts, and performance data.
4. Outline of ongoing and future efforts to assure compliance.

D. Members of the Subcommittee Offered the Following Recommendations:

1. Identify the relevant accreditation requirements for each school (e.g., the Hussman School of Media and Journalism) and determine if there are any direct conflicts with the Equality Policy. If there are direct conflicts, develop a framework for alternative adherence to the accreditation requirement or, if necessary, consider withdrawal from voluntary accreditors that mandate impermissible practices.
2. Review the requests from schools seeking waivers for DEI-related coursework and address any issues regarding those courses.
3. Compile a list of state or federally required positions and activities that might otherwise be prohibited by the policy.
4. Determine whether we can deploy artificial intelligence to conduct reviews of websites, syllabi, and course materials to assure compliance with the Equality Policy, with safeguards in place to protect faculty intellectual property.
5. Address policies related to donor gifts and assure compliance with the Equality Policy. Provide a catalog of frozen or deactivated funds, with guidance on which require BOT approval versus court action to help expedite fund redeployment.
6. Assure we are not exclusively targeting certain groups for employment and review recruitment advertising to ensure outreach is broad-based and not limited to particular groups.
7. Verify that Admissions is compliant with the policy as it affects student recruitment and admissions. Include periodic blind audits of files and signed reader attestations to verify compliance with the *Students for Fair Admissions* ruling and related requirements.
8. Engage the Chief Audit Officer to assure compliance with the Equality Policy, including independent verification of savings, reallocated positions, and compliance activities to avoid reliance solely on self-reported data.



The University of North Carolina at Chapel Hill

Chancellor Lee Roberts

Signed by:

*Lee Roberts*

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Lee Roberts

Interim Provost James W. Dean, Jr.

Signed by:

*James Dean*

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James W. Dean

Date: 8/29/2025 | 2:07 PM EDT

Date: 8/29/2025 | 3:15 PM EDT