



**THE UNIVERSITY OF
NORTH CAROLINA SYSTEM**

**UNC SYSTEM OFFICE
RACIAL EQUITY INITIATIVE
UPDATE REPORT**

July 21, 2021

University of North Carolina System
Chapel Hill, North Carolina

Executive Summary

The UNC System seeks to ensure that its institutions foster diversity and inclusion. It is not only the right thing to do; it is also fundamental to the success of our universities and our state.

Following a report of the Racial Equity Task Force in December 2020, the UNC System began implementing the report's recommendations and advancing additional initiatives to strengthen diversity and inclusion across the System.

The UNC System is committed to continuous improvement in these areas. This summary is an update on the progress as of July 2021.

The action items completed are:

- ✓ Hired a senior executive at the System Office with direct reporting to the President to oversee implementation of new measures and ongoing diversity and inclusion initiatives.
- ✓ Advocated strongly for the inclusion of Historically Minority-Serving Institutions in the North Carolina Teaching Fellows. Fayetteville State University, North Carolina Agricultural & Technical State University, and the University of North Carolina at Pembroke were subsequently added to the program by the NC Teaching Fellows Commission.
- ✓ Created the Executive Leadership Institute(ELI), with the first cohort graduating in 2021 and the second cohort beginning in 2021. Of the 24 members of each cohort, half are African American. The ELI aims to develop talent within the System and diversify the ranks of UNC System leaders.
- ✓ Adopted System-wide diversity and inclusion metrics in collaboration with the Diversity & Inclusion Council.
- ✓ Issued student mental health initiative report and began implementing strategies with support from a \$5 million grant from the Governor's Emergency Education Relief Fund.
- ✓ Contracted with ProtoCall for tele-mental health and crisis counseling services for all students across the UNC System.

- ✓ Awarded behavioral health grants to several campuses to strengthen existing behavioral health programs.
- ✓ Selected to participate in national SHEEO Transfer Policy Standards Project to develop equity-focused community college transfer standards that contribute to equitable attainment.
- ✓ Convened all Black Male initiatives to establish a UNC System model for Black Male Achievement programs and activate programs at two additional campuses.
- ✓ Launched MPAACT (Math Pathways for African American Collegiate

Transformation) initiative to improve outcomes of black male students in mathematics courses.

- ✓ Revised the System-wide Use of Force policy to ban the use of choke holds.
- ✓ Developed training programs for campus law enforcement officers on implicit bias, crisis intervention teams, and use of force.
- ✓ Ensured that all campus law enforcement officers are equipped with body-worn cameras while on duty.

Section I: Background

The Racial Equity Task Force (hereafter, referred to as RETF or task force) was established in June 2020 to examine racial inequities in North Carolina’s public higher education system; explore how those disparities impact the experiences of students, faculty, and communities; and arrive at an actionable path forward to build a culture of equity and inclusion across the System. It included representatives from the Board of Governors, students, faculty, and staff throughout the UNC System. The task force identified three critical focus areas to inform its work: student recruitment, enrollment, and outcomes; employee recruitment, retention, and promotion; and safe, diverse, and inclusive campuses.

The task force issued its [final report](#) in December 2020 and presented it to the UNC Board of Governors in January 2021. The report offered six recommendations and a total of 28 proposed action steps. The recommendations are summarized below:

1. Diversity and Equity Staffing to Support Inclusion and Belonging
2. Representation and Retention at All Levels of the University
3. Data and Accountability
4. Diversity, Equity, & Inclusion Education
5. Programs and Activities in Support of Racial Equity and Inclusion
6. Campus Policing

In January 2021, the UNC System Office hired a Senior Associate Vice President (SAVP) for Equity, Engagement, and Employee Relations to provide leadership in response to the task force’s report and recommendations. While organizationally aligned in the System Office Human Resources Division, this position is a member of the President’s leadership team with direct access and reporting to the President of the UNC System. President Hans structured the position in this manner in recognition that the recommendations cross all functional and programmatic areas of the System.

The SAVP for Equity, Engagement, and Employee Relations along with several System Office co-leaders from Student Affairs, Safety and Emergency Operations, University Advancement, and Strategy and Policy have formed a team to lead various working groups developing implementation strategies for the recommendations.

Section II: UNC System Office Initiatives Aligned with the Racial Equity Task Force Recommendations

The following summaries highlight initiatives already under way at the System Office that align with and support the recommendations of the Racial Equity Task Force. The lead System Office division is noted for each initiative.

Recommendation 1: Diversity and Equity Staffing to Support Inclusion and Belonging

Executive Leadership. President Hans established a senior executive-level position that is coordinating diversity and inclusion efforts related to the task force recommendations. Darryl Bass, SAVP for Equity, Engagement, and Employee Relations, was hired in this position last winter and began work at the System Office on Jan. 1, 2021. (*Human Resources*)

Per University policy established in 2019, each institution has identified individuals who have been delegated the responsibility to serve as Equal Employment Opportunity (EEO) Officer, Diversity & Inclusion (D&I) Officer, and Inclusion Executive. (*Human Resources*)

Faculty Fellow. The System Office is in the process of creating a Faculty Fellow position that will focus on diversity and inclusion. The UNC Faculty Fellows program engages experienced faculty who are specifically interested in academic affairs issues. The program gives these faculty mentored learning opportunities and recruits them to enhance the effectiveness of the UNC System, both at the System Office and at the institutional level. Fellows are offered a unique opportunity to become familiar with System-wide, state, and national challenges in public higher education. (*Academic Affairs*)

Recommendation 2: Representation and Retention at All Levels of the University

Teaching Fellows. Numerous studies have established a clear correlation between a diverse teacher workforce and positive outcomes for student achievement – a finding that underscores both the importance and the urgency of increasing the diversity of the teacher pipeline in North Carolina. At current capacity, the Teaching Fellows program makes up a fraction of the larger teacher pipeline, but even so, remains committed to the larger statewide efforts to substantively increase teacher diversity. (*Strategy and Policy*)

In authorizing the expansion to three additional educator preparation programs, the General Assembly has directed the NC Teaching Fellows Commission to make a “diverse selection” and the Commission committed to evaluating applying institutions on multiple measures relating to diversity. President Hans strongly advocated for the Commission to include HBCU/HMSI institutions to the program.

In June, the North Carolina Teaching Fellows Commission selected Fayetteville State University, North Carolina A & T State University, and University of North Carolina at Pembroke to serve as additional partner institutions for the North Carolina Teaching Fellows Program. The three universities were selected based on the criteria outlined in state law, including educator effectiveness, impact on student learning, passage rates for required licensure exams and early, frequent internship experiences for educator prep students, among other factors. In addition, the North Carolina General Assembly directed the commission to focus specifically on an institution’s ability to foster and promote a diverse teaching workforce.

The mission of the NC Teaching Fellows Program is to recruit, prepare, and support students attending North Carolina’s top education programs for preparation as highly effective STEM or special education teachers in the state’s public schools. Fellows will receive up to \$4,125 per semester in forgivable loans if they commit to teach in science, technology, engineering and math, or a special education area. The program is specifically designed to attract high-quality teachers to underperforming schools by offering an accelerated loan forgiveness schedule for teaching fellows who agree to teach in a low-performing school in North Carolina.

The NC Teaching Fellows Program also includes the University of North Carolina at Chapel Hill, University of North Carolina at Charlotte, North Carolina State University, Elon University, and Meredith College. Since 2018, approximately 300 fellows have participated in the program.

Equity Fellows Pilot Program. The UNC System Office will create a Student Success Equity Fellows Program to help underrepresented populations get off to a solid start in college and persist to graduation. This program capitalizes on the exceptional work and talent of the College Advising Corps (CAC) by recruiting corps members that have finished their commitment to CAC to serve as first- and second-year student success coaches at UNC System institutions. These recent college graduates, who will have two years of experience working with aspiring college students, will move from college *access* advising to college *success* advising. Fellows will receive a stipend and a graduate assistantship, with full tuition and fee remission, in a graduate degree program at a UNC System university.

Selected first-year students will receive hands-on support to identify specific goals, measure progress, and address obstacles to achievement. Fellows will both support students and hold them accountable for making progress toward their goals. To help with the first-to-second year transition, fellows will continue to work with students in their sophomore year, helping them narrow their focus and interests. In doing so, the fellows will reduce achievement gaps and

expand the capacity of System campuses to serve underrepresented students. *(Strategy and Policy)*

Executive Leadership Institute. The ELI has been established to develop a diverse group of executives within the System and build a pipeline for succession planning. The program includes a specific focus on applicants from Historically Minority-Serving Institutions, helping ensure a diverse pool of applicants will be available for consideration for senior administrative positions. Of the 24 members of ELI's inaugural cohort, 16 were female, 12 were African American, one was Native American, and nine came from HBCU/HMSI institutions. Similarly, among this year's incoming cohort of 24 participants, 15 are female, 12 are African American, three are Asian, one is Hispanic, and eight come from HBCU/HMSI institutions. *(Human Resources, HMSI Committee)*

World-class research and executive education faculty from across the UNC System have partnered to deliver a challenging, engaging, and best-in-class leadership curriculum with measurable outcomes. The program is delivered in three modules over 10 months, each designed to deepen expertise essential for success at the executive level.

Compensation. Newly proposed modifications to current UNC System policies would permit elimination of prior salary as a basis for reviewing and approving salary actions related to promotional opportunities, including internal and external competitive events and faculty promotions. This will put internal hires on a more level playing field with external hires as far as salary approvals and promote increased equity for salary decisions by focusing on the market value of the new position and the candidates' current qualifications, rather than prior salary history. *(Human Resources)*

Human Capital. The HMSI Committee recommended continuing work on salary equity in light of the disparities presented on the SHRA Scorecard. Based on the research of Human Resources staff, many HMSIs do not struggle to compete with other local employers. When unable to hire locally, though, they struggle to offer wages competitive enough to attract candidates from outside the area. Furthermore, even as the salary bands set at the System level increase, HMSIs generally do not have the discretionary funding required for actual salaries to keep pace with the bands. Revisions to the enrollment funding formula may assist in bridging this funding deficit. Regardless, the Committee recommends further development of strategies to increase discretionary funding in order to progress towards salary equity. *(HMSI Committee)*

Recommendation 3: Data and Accountability

Diversity and Inclusion Metrics. As required by UNC Policy 300.8.5[R], the Diversity and Inclusion Council recommended, and President Hans approved, five System-wide annualized diversity and

inclusion metrics. The metrics, which will be tracked and reported annually by the System Office, are:

1. **Representation of Student Enrollment:** Student enrollment compared to state population
2. **Faculty:** Retention and persistence rates among different faculty groups
3. **Staff:** Retention and persistence rates among different staff groups
4. **Undergraduate Students:** 1st and 2nd year retention and persistence rates
5. **Evaluate Student Success:** 4-, 5-, and 6-year graduation rates by race/ethnicity, gender, and income compared to overall system graduation rates

The System Office Data and Analytics Group has developed methodologies to begin capturing this data. The System Office will continue to work with the D&I Council on data collection and reporting of the metrics. Some of these metrics are already publicly available on the System Office data dashboard (see immediately below). (*Human Resources, Academic Affairs*)

System Office Interactive Data Dashboards. In July, the System Office updated its website to include new [interactive data dashboards](#) that are accessible to the public. These dashboards provide a variety of data on student enrollment, transfer students, freshmen admissions and performance, graduation and persistence rates, and degrees. Data sets on enrollment and graduations and persistence rates can be filtered by race/ethnicity, gender, and Pell Grant recipient status (which is an indicator of economic status). The dashboards will be updated on an ongoing basis. (*Academic Affairs, Communications*)

Data and Accountability. Some data are collected on a regular basis as part of each institution's Equal Employment Opportunity / Affirmative Action plans and federal IPEDS annual reporting. In addition to the Diversity and Inclusion metrics (see above), the System Office has begun to collect and review System-wide recruitment and turnover data to ascertain where institutions are as it relates to supporting Representation and Retention at All Levels of the University. The Finance Division Insight planning group has been engaged in planning for increased availability of information on race and ethnicity among students and employees across the UNC System. (*Human Resources, Academic Affairs, Finance*)

Recommendation 4: Diversity, Equity, & Inclusion Education

Equal Employment Opportunity and Diversity Fundamentals (EEODF) Training. Equal Employment Opportunity and Diversity Fundamentals (EEODF) is required for all supervisors. (Per House Bill 834, NC G.S. 126-16.1, EEODF is required for all state government and university employees who were hired, promoted, or appointed to a position of supervisor or manager on

or after July 1, 1991.) This information is provided for situational awareness. (*Human Resources*)

Diversity and Inclusion Training Survey Results. A survey was conducted in May 2021 to all constituent institutions across the System, which found that the majority are offering voluntary training relative to diversity and inclusion for their current staff and new hires. A similar survey was conducted during the previously mentioned time frame that focused on students and indicated that most of the campuses offer diversity and inclusion training to students. (*Human Resources, Student Affairs*)

Training Resources Library. The System Office is exploring development of a diversity and inclusion training library in which institutions can access open-source training programs for use on their campuses to supplement existing programs and resources. This ongoing project can be built out in collaboration with the D&I Council. (*Human Resources*)

Recommendation 5: Programs and Activities in Support of Racial Equity and Inclusion

Student Mental Health. Student mental illness is one of the most cited reasons that students drop out of college. The System Office has launched efforts to address student health needs, with the goal of ensuring student success, eliminating barriers for students seeking mental health care and increasing capacity of institutions to deliver services to a wide range of students. The outcome of these efforts will lead to improved delivery of mental health services for all students, including students of color. (*Strategy and Policy, Academic Affairs*)

Higher Education Emergency Relief Fund (HEERF) III Funding.

In March 2021, President Hans directed campuses to prioritize their federal recovery funds in five key areas, including student mental health services. Recognizing that symptoms of anxiety and depression have increased significantly among students, with even more notable increases among our students of color, campuses were encouraged to use HEERF funds to support the mental health needs of their campus communities and to improve the delivery of mental health services for undergraduate and graduate students and employees of color, as recommended by the Racial Equity Task Force.

\$5 million GEER Grant

The System Office secured a \$5 million grant from the Governor's Emergency Education Relief Fund (GEER) to increase training, resources, and expertise to better support its students, faculty, and staff. Examples of potential investments include the development of a shared pool of psychiatric providers across the UNC System, micro-grants to distribute to at-risk student subpopulations who have financial need and are in need of off-campus mental health care, and

implementation of a System-wide off-campus referral network. The UNC System will also extend access to North Carolina's community colleges and independent colleges and universities for training for faculty and staff, giving them the skills to identify and respond to at-risk students, as practicable.

Student Mental Health Initiative

In May 2021, the System Office released its report, "[Healthy Minds, Strong Universities: Charting a Course to More Sustainable Student Mental Health Care.](#)" In response to the Board of Governors' directive to assess and make recommendations on the status of student mental health services and resources, the System Office convened a group of experts from across the System who focused on three key areas: Measurement and Outcomes, Promising Practices and Innovation, and Finance. The final report includes recommendations in each key area. The System Office is now developing implementation strategies.

Tele-Mental Health and Crisis Counseling

Last fall, the System office contracted with ProtoCall to provide all students across our 17 institutions access to 24/7 professional tele-mental health and crisis counseling services. This service is funded by the System Office at no cost to the campuses or students. In addition to serving as a direct resource for students, ProtoCall crisis counselors also serve as backup to campus mental health professionals who have been overwhelmed by the increase in student mental health needs during the pandemic.

NC Governor's HBCU Internship Program. The purpose of this initiative is to connect students matriculating at North Carolina's Historically Black Colleges and Universities (HBCUs) with the state's Fortune 500 companies. The goal is to increase the capacity of North Carolina's HBCUs to connect their graduates to the private sector thus retaining talent in North Carolina. Through this program, HBCUs will gain more exposure and businesses will have access to a talented and diverse pool of potential employees. For 2021, 46 students were selected to participate in the program with internships at Lenovo, Wells Fargo, Blue Cross Blue Shield, Coca-Cola Consolidated, and other Fortune 500 companies across the state. There are a total of 10 corporate partners and each of the 10 HBCUs in the state have student interns in the program. (*Academic Affairs*)

Black Male Achievement Initiative. The System Office is convening all Black male achievement initiatives at institutions in the UNC System quarterly for the purpose of sharing ideas/information, leveraging resources and strategies, discussing current trends, and collaborating on events or activities. (*Academic Affairs*)

The goal of this initiative is to establish a UNC System model for Black Male Achievement programs that will boost access to institutions in the UNC System, increase grade point averages, and improve graduation rates through the implementation of concentrated academic and social support tools. This initiative includes activating a Black Male Achievement Program at two additional UNC System institutions.

Math Pathways for African American Collegiate Transformation. The goal of this initiative is to improve access, experiences, and outcomes for African American male students, utilizing Math Pathways as an anchor for this work. A System-wide task force and several sub-committees will investigate the ways in which the work of the Math Pathways recommendations can inform/support the achievement of black male students in gateway and entry-level mathematics courses. *(Academic Affairs)*

The Math Pathways initiative was launched in late 2020 through collaboration with Academic Affairs (Dr. Michelle Soler) and Student Affairs (Dr. Toya Corbett). Math Pathways for African American Collegiate Transformation (MPAACT, pronounced “IMPACT”) builds on the UNC System Math Pathways Taskforce Recommendations, agreed upon by the 17 UNC System institutions. MPAACT seeks to 1) leverage, coordinate, and expand existing efforts across institutions to identify and address the unique barriers to success for African American men in required math courses; 2) minimize course repeat rates and improve perceptions of the relevance and utility of mathematics in achieving personal and professional goals; and 3) examine societal influences and impacts on success for African American men in math courses.

SHEEO Transfer Policy Standards Project. Community college is the first step into higher education for many students of color. North Carolina will work with the State Higher Education Executive Officers Association (SHEEO) on an initiative to promote the development and adoption of statewide and System-wide transfer standards that contribute to equitable attainment. SHEEO and several technical assistance providers partner with states to develop equity-focused transfer reforms and target strategies to close attainment equity gaps. *(Strategy and Policy, Academic Affairs)*

Student Success Innovation Lab Completion Grants. The Student Success Innovation Lab helps UNC System institutions develop and test new strategies for promoting student success. One such SSIL project funds several institutions (including UNC Pembroke, Fayetteville State University, and Winston-Salem State University) to provide completion grants to students who are close to graduation but have an unpaid university balance and have exhausted all other sources of financial aid. *(Strategy and Policy)*

N.C. Policy Collaboratory / HMSI COVID-19 Research and Initiatives. The HMSI Committee joined with the N.C. Policy Collaboratory at UNC-Chapel Hill to award \$6 million in COVID-19 funding to the UNC System’s six Historically Minority-Serving Institutions. Each institution participated in a variety of COVID-19 projects, including research of antibodies, community testing, and other related activities that support minority and rural populations. The Collaboratory’s COVID-19 research projects provided new data and information to state lawmakers and policymakers to help guide the state’s response to the pandemic.

Supporting HBCU/HMSI Capital Needs.

2021 Budget Priorities. The Board of Governors and System Office put forward an aggressive capital priorities request to the 2021 General Assembly to address the significant backlog in repair and renovations needs across all institutions, including our HBCU/HMSI campuses. The System Office also is working to develop plans to increase Historically Underutilized Businesses (HUB) opportunities and participation on our capital projects. (*Finance Government Affairs*)

HMSI Repair and Renovation Funding. Working alongside the Committee on Budget and Finance, the HMSI committee was successful in securing a new repair and renovation funding model that appropriated increased allocations and provides a minimum funding level, identified as a “floor,” and reserve funds for R&R projects for HMSIs. The new funding model should help address the longstanding underfunding of facilities at HMSIs. The Board approved a funding formula that provided the following model parameters:

- \$2 million floor (min. per university)
- 2.50% floor (min. per university)
- 2.50% UNC System reserve

(*HMSI Committee, Finance*)

Advancement and Private Philanthropy. The Historically Minority-Serving Institutions Committee introduced a new data modernization and shared services project. The new system provided institutions with constituent relationship management (CRM) databases that are more efficient, more effective, and better aligned with industry best practices. Funded through a \$700,000 commitment from the President’s Strategic Initiative reserve, the new data mart project is currently under development and will be implemented in the coming year. When the data mart project is complete, it will provide enhanced data analytics, mapping, and predictive modeling tools currently used in fundraising at larger institutions. These fundraising planning enhancements will enable the HMSIs, UNC Asheville, UNC School of the Arts, and NC School of Science and Mathematics to better manage and track their campaigns, increasing fundraising and enhancing alumni and donor engagement. (*Advancement*)

Marketing and Branding HMSI institutions. With limited state and private funding resources, the HMSI universities have had to reduce or eliminate opportunities to market programs and promote academic and success stories.

In 2021, the “Access to Excellence” marketing project was launched in partnership with PBS North Carolina. The project will provide the universities the opportunity to tell their stories – distinctly and collectively – to a statewide audience. PBS NC will premiere an hourlong program centered

on the six universities in October 2021. The goals of marketing the HMSI institutions will continue to focus on the following: 1) employment and ROI on a college education; 2) partnerships and collaborations with industry, researchers, and other institutions; 3) access and affordability, uncovering the cost advantages of attending a HMSI; and 4) innovative programs and culture. (*HMSI Committee, Advancement*)

Recommendation 6: Campus Policing

The System Office Department of Safety and Emergency Operations has been actively engaged in developing training for campus law enforcement officers and taking additional steps to enhance campus safety. Some of these actions predate the Racial Equity Task Force’s final report and recommendations. The action items below are categorized to align with the Task Force’s report (*System Office Department of Safety and Emergency Operations*).

Data Collection. The UNC System campus police chiefs met with the Senior Associate Vice President for Equity, Engagement, and Employee Relations and concluded that the goal of better data collection is aligned with accreditation efforts. The chiefs are confident that most of the data is currently collected and disclosed via multiple reports filed at the state and national levels and are publicly posted; the remaining data can be collected with an established accreditation manager. Currently, each campus has an accreditation manager or a designated person serving in this role, which is a requirement to obtain accreditation from the Commission on Accreditation for Law Enforcement Agencies (CALEA) or the International Association of Campus Law Enforcement Administrators (IACLEA).

Relevant data will be collected annually by the campuses and will be reviewed independently by the Senior Associate Vice President for Equity, Engagement, and Employee Relations to report or capture any bias that can “potentially” underestimate the role of race in police-student encounters. This process will help address longstanding disparities in how people of color are treated by law enforcement.

Criminal Justice Diversion Programs. The discussion of criminalization of incidents involving students generated a detailed and sensitive conversation between the UNC System Office, campus Chiefs of Police, Student Government Association leaders, and the SGA-elected member of the UNC Board of Governors. The SAVP for Safety & Emergency Operations convened individual meetings with each campus Police Chief, the ASG president, and Student Government leaders of each campus. The Chiefs of Police said they adhere to utilizing student affairs resources, such as counseling services and the student conduct process, for criminal offenses that are less egregious. The Chiefs also emphasized that more egregious criminal acts such as weapons possession on campus, sexual assaults, and distribution of drugs lead to unsafe

environments, and these criminal actions are identified by the local District Attorneys as serious violations that meet the prosecution guidelines. The Chiefs expressed that, depending on the nature and level of offense, their department will work with the District Attorney's offices and student affairs to assist with available pre-trial diversion programs as an alternative to prosecution. This approach helps students receive education and tutorial services, victim awareness classes, and programs such as substance use education and counseling. Ultimately, this approach allows students to graduate or go forward with their college careers without criminal records if they complete the necessary pre-trial diversion requirements.

Policies and Procedures. The UNC System currently has an established Consensus Policy Working Group, including seven campus Chiefs of Police, System Office Assistant General Counsel, and the Senior Associate VP for Safety and Emergency Operations. Upon recommendation by the UNC System Chiefs of Police, the System Office has made this working group permanent. The Consensus Policy Working Group currently is developing and adopting policies, procedures, and training content holistically for all 16 UNC System campus police departments and the North Carolina Arboretum Police Department.

Vascular Neck Restraints or Carotid Restraint "Chokeholds." The most recent policy the Consensus Policy Working Group developed was a System-wide Use of Force policy and Use of Force reporting form that prohibit the use of vascular neck restraints or carotid restraint "chokeholds" – also known as a "sleeper hold." In light of national and local events surrounding the use of chokeholds, the Racial Equity Task Force inquired about the "use of force" policies of all UNC System campus police departments; use of chokeholds was immediately identified for policy review by all campuses. UNC System campus police departments have adopted a revised System-wide Use of Force policy which contains best practices as outlined by the International Association of Campus Law Enforcement Administrators (IACLEA) and guidance provided by the State of North Carolina Attorney General's Office. The revised policy includes a duty to intervene by all employees witnessing excessive force and bans the use of chokeholds and vascular neck restraints by officers unless deadly force is authorized.

Training. In partnership with the Consensus Policy Working Group, the System Office has implemented the following training programs at the UNC System Public Safety Training Center located at Samarcand:

Implicit Bias Training. Implicit bias training was agreed upon by all the 17 UNC System Chiefs of Police and will be incorporated into the Samarcand training curriculum. This training consists of a seminar in the psychological theory that unconscious stereotypes can lead people to make dangerous snap judgments. Unconscious bias training programs are designed to expose people to their implicit biases, provide tools to adjust automatic patterns of thinking, and ultimately address discriminatory behaviors.

Crisis Intervention Teams. The Samarcand Training Academy is scheduling Crisis Intervention Training for all UNC System police departments. This is a state-certified course working with mental health professionals to better equip officers when responding, and providing assistance to, those experiencing a mental health crisis. Two classes in March and June of 2021 were held, with 20 attendees each. A third class is scheduled for December. Many UNC System police officers were previously Crisis Intervention Training-certified prior to the establishment of this curriculum at Samarcand.

Verbal Influencing and Documentation of Use of Force Training. Verbal Influencing and Documentation of Use of Force Training for all UNC System campus police departments will be incorporated into the Samarcand Training Facility curriculum. This training is designed to improve communication, enhance professional, promote personal safety and decrease complaints and liability.

Accreditation. CALEA or IACLEA accreditation is a process of measuring public safety agencies, their policies, procedures, training, arrest statistics, hiring practices, and facilities, in an effort to meet a pre-determined national standard.

Accreditation is only awarded to a law enforcement agency upon demonstration of voluntary commitment to law enforcement excellence by living up to a body of standards deemed essential to the protection of the life, health, safety, and rights of the citizens it serves. The UNC System campus police departments' accreditation status is listed below:

- Eight campuses have met the required CALEA/IACLEA accreditation status
- Four campuses have submitted their application and initiated the self-assessment phase to become accredited.
- One campus is preparing for application submittal and the subsequent self-assessment.
- Three campuses are seeking funding, recruiting, or have established an accreditation manager or representative to allow for a future application submittal.

Currently, 75% of System institutions have either met accreditation or have applied to initiate the formal process. The UNC System campus police departments are leading law enforcement agencies in pursuit of accreditation within the state of North Carolina. Only 5% of county sheriff's departments and 12% of municipal police departments are accredited. Accreditation will enable our campuses to control liability insurance costs, increase community advocacy, provide greater accountability, and strengthen support from government agencies at the federal, state, and local levels while providing recognition and improving employee pride and morale.

Equipment.

Body-Worn Cameras. The UNC System campus police departments support the use of body-worn cameras and believe they may result in enhanced transparency and accountability. The campus police departments believe body-worn cameras can result in higher rates of compliance to officer

commands during encounters and fewer complaints lodged against law enforcement. Campus law enforcement trainers and command staff can assess officer activities and behavior captured by body-worn cameras – either through self-initiated investigations or those that result from calls for service – to advance professionalism and training among officers and new recruits. Currently, all 16 UNC System campus police departments and the North Carolina Arboretum Police Department are 100% in compliance with the use of body-worn cameras. All campus law enforcement officers are equipped with and wear body-worn cameras when on duty.

Less Lethal Devices. The UNC System campus police departments support the need for less lethal devices in addition to firearms as a way to minimize the risk of injuries and death. Campus police departments have less lethal devices such as tasers, expandable batons, pepper spray, pepper ball rounds, and bean bags.

Mutual Aid. The discussion of independent contractors for security services or mutual aid with other law enforcement agencies captured strong interest among the System Office, the campus Chiefs of Police, Student Government Association Leaders, and the SGA-elected member of the Board of Governors. Student representatives across all 16 campuses expressed their preference for campus police departments over external security or law enforcement. The campus chiefs said they would place their campus law enforcement personnel with the external agencies during surge law enforcement periods (i.e., large planned and unplanned events). Additionally, there were a few campuses where external, non-sworn security is contracted for events, and law enforcement are not listed as the primary management of those assets. This concerned all the SGA members during the discussions. The chiefs will work with their affinity groups to better coordinate this effort.

Section III: Process Summary/Next Steps

Process

The System Office is keenly aware that the variety and scope of the Racial Equity Task Force recommendations and proposed action steps span all functional areas of the System Office. With this in mind, upon receiving the report, the SAVP for Equity, Engagement, and Employee Relations assembled a team of subject matter experts across the System Office, including Academic Affairs, Communications, Compliance and Audit Services, Human Resources, Safety and Emergency Operations, Student Affairs, Strategy and Policy, and University Advancement. The following co-leaders along with our SAVP for Equity, Engagement, and Employee Relations have been delegated responsibility to oversee the System Office's ongoing efforts:

- Dr. Toya Corbett, AVP for Division of Student Affairs
- Mr. Tim Minor, VP for University Advancement
- Dr. Shun Robertson, SAVP for P20 Policy and Programs
- Mr. Fred Sellers, SAVP for Safety and Emergency Operations

The System Office has reviewed the task force recommendations and proposed action steps thoroughly and developed a targeted approach to assessment and implementation planning. First, the team identified whether the action steps could be best assessed and implemented at the System level or at the institution level. Second, for all action steps, the System Office designated a "Working Group Business Unit" (i.e. HR, Student Affairs, Academic Affairs, etc.) with primary subject matter expertise related to that item. Third, the team identified System Office staff as "Work Group Leaders" who are leading the efforts for recommendations and action steps within their work group. These efforts include identifying initiatives already under way, beginning to assess the feasibility and costs associated with potential new initiatives, establishing deliverables, and proposing implementation trajectories (i.e., short, mid, or long term). Recognizing that action steps vary in scope, resources, costs, and deliverables, the team's efforts include prioritizing action steps to ensure that short-term progress is made while continuing to advance longer-term efforts.

Next Steps

President Hans and the System Office are committed to continuing this important work both at the System level and in collaboration with UNC System institutions. Moving forward, the System Office will:

1. Continue to engage with working groups and the Diversity and Inclusion Council.
2. Develop implementation strategies and project plans for further action steps (including prioritizing action items, feasibility assessment, and cost analysis).
3. Keep the UNC Board of Governors, the Racial Equity Task Force members, and all stakeholders updated on the ongoing efforts.