

**Diversity, Equity, and Inclusion Annual Report**  
**to Board of Trustees**  
**August 30, 2022**

Summary

Following the UNC Policy Manual Sections 300.8.5 and 300.8.5[R], “Regulation on Diversity and Inclusion,” the constituent institutions of the UNC System are required to present to their Board of Trustees (BOT) an annual report on the institution’s diversity and inclusion (D&I) operations and activities. The following report highlights critical areas as determined by UNC Policy.

Part one, examines the impact of the institution’s diversity and inclusion (D&I) programs and activities concerning System-wide D&I metrics and institutional goals. For example, the UNC System has not deployed D&I metrics for member institutions to benchmark their achievements. So, in this report, UNC activities are linked to the established Strategic Plan, *Carolina Next: Innovations for Public Good; Goal 1: Building Our Community Together*, which the university adopted in 2020.

Part two, provides information on the number of positions and FTEs with D&I responsibilities. Indicating the percentage of each associate with D&I obligations. There have been additional changes to institutional structure and personnel since the 2019-2020 UNC system report.

Part three, provides a report on accounting for institutional budget expenditures. D&I operations and activities are broken out by personnel and non-personnel amounts that include salaries and fringe benefits, any portion of wages, and fringe benefits that non-state allocations.

Part four, focuses on signature D&I programs that serve a critical role in helping the institution accomplish its learning and D&I objectives and their purpose, including data on outcomes relevant to feedback and implementation. This report does not necessarily cover every program at the institution but selects several very significant programs that highlight the exceptional work of the institution.

The University of North Carolina at Chapel Hill has used an inclusive framework, that is focused on the goals of the Strategic Plan specifically Goal 1: Building Our Community Together. As highlighted in this report, the faculty, staff, students, and administrators are working intentionally to create a more inclusive and equitable environment that creates a sense of belonging for all.





**THE UNIVERSITY OF  
NORTH CAROLINA SYSTEM**

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## **Diversity and Inclusion Annual Report to Board of Trustees**

**Institution: University of North Carolina Chapel Hill**  
**Report Cycle: Fiscal Year 2020-21**  
**Submission Date: August 31, 2022**

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In accordance with the UNC Policy Manual Sections 300.8.5 and 300.8.5[R], “Regulation on Diversity and Inclusion,” the constituent institutions of the UNC System are required to present to their Board of Trustees (BOT) an annual report on the institution’s diversity and inclusion (D&I) operations and activities.

## **PART 1: System-wide D&I metrics and institutional D&I goals**

*Describe institutional D&I goals and provide relevant available data on outcomes. If institutional D&I goals have not yet been developed or implemented, then describe the institution's plan to collect this data and expected date of implementation. The System-wide D&I metrics are in development and not required to be reported for FY 2021-22.*

**Described below are Universities D&I goals that are also a part of the Institutional Strategic Plan.**

As part of Carolina Next: Innovations for Public Good, the campus strategic plan, the university works to significantly improve support services available to students. The strategic plan's top initiative, Build Our Community Together, focuses on bringing the campus to a place where all students, faculty, and staff can flourish. Priorities include effective student recruitment, enrollment, retention, and graduation.

The first strategic initiative of Carolina Next is "Build Our Community Together." The University Office for Diversity and Inclusion (UODI) has primary responsibility for providing University-wide leadership on best practices and strategies to build and sustain an inclusive campus community related to three components of the strategic initiative. The institutional D&I goals that follow are pulled from the strategic initiative that UODI/UNC promotes through principles of equity and inclusion in recruitment, through diversity education and functions, and development programming.

### **Institutional Strategic Priority 1**

**Strategic Objective 1.1: Invest in policies, systems, and infrastructure that promote belonging, community and transparency throughout the University community.**

*Redefine the role, strategy and organization of the University Office for Diversity and Inclusion as a central unit that works across schools and units to systematically examine university policies, practices and infrastructure to advance diversity, equity and inclusion on campus. Accomplishing this will enable us to develop a robust campus infrastructure that support and enhances the diversity, equity and inclusion work occurring across campus.*

#### **Outcome:**

The University selected a new Vice Provost for Equity and Inclusion and Chief Diversity Officer, reporting to both the Chancellor and Provost, in mid-2021 to lead Carolina's efforts to build a more diverse, equitable and inclusive community in which all students, faculty and staff know that they belong and are equipped to thrive in a global society ([see related story](#)).

The [University Office for Diversity and Inclusion](#) further developed the campus-wide infrastructure to support the education, training and equity work necessary to build a more inclusive Carolina. Such support included rebuilding the office's staff to enhance service to the campus community and preparing to launch new initiatives. New hires included a Senior Director for Education, Operations and Initiatives, along with two other directors and an assistant director in key program areas as well as an executive assistant.

The Carolina Collaborative for Resilience supported the "Culture of Care: Racial trauma, Healing and Community Resilience" a three –event webinar series that provides space for

education, coping and healing around identity-based and racial trauma issues. The Center for Faculty Excellence and Student Affairs were collaborative partners to launch this event.

***1.1.2: Engage the Carolina community to understand what constitutes a sense of belonging on campus and develop best practices for creating such an environment. Part of this critical work will include developing and delivering a series of campus and community seminars on topics such as having difficult conversations, anti-racism and anti-Semitism.***

**DEI Fellows Program** — the University Office of Diversity and Inclusion launched the DEI Fellows Program, selecting 21 sophomores and juniors interested in advancing diversity, equity, inclusion and belonging at Carolina and in their home communities. Campus experts coach fellows on leadership skills during the yearlong program. Fellows receive mentoring from subject matter experts through weekly workshops and panels, engage in community-based active learning and participate in career networking and coaching. Placements pair fellows with campus offices, departments, schools and business units so they can apply their skills in real-world settings.

**Outcome:**

Fellows were hosted at the UNC LGBTQ+ Center, Eshelman School of Pharmacy, Violence Prevention Unit, Department of Exercise and Sport Science, Undergraduate Admissions and University Office for Diversity and Inclusion for their active learning placements. Fellows engaged in a wide variety of projects from, conducting equity audits on curriculum, to reviewing diversity and inclusion focused admissions policies at peer institutions, to developing and designing training curricula for targeted affinity groups at Carolina. Fellows were able to leverage their active learning placements, which has led to new Diversity, Equity, Inclusion and Belonging (DEIB) focused fellowships, internships and student leadership opportunities.

**The Race, Racism and Racial Equity Symposium —**

Co-sponsored by Diversity and Inclusion, the Jordan Institute for Families and the School of Social Work, this program expanded from one popular inaugural event in 2020 into three virtual symposia. The program's goal remains showcasing faculty, staff, postdoctoral and graduate student scholarship while fostering cross-disciplinary collaboration. Presenters connected race, racism and racial equity issues with the arts, criminal justice, education, the environment and the labor market.

**Strategic Objective 1.2: Enhance the educational benefits of diversity, equity and inclusion through effective student recruitment, enrollment, retention and graduation**

***1.2.1: Continue to invest in current initiatives designed to support and promote underrepresented student recruitment, enrollment, retention and success such as the Carolina College Advising Corps, Project Uplift, Uplift Plus, Summer Bridge, Carolina Firsts, the Carolina Covenant, Peer Mentoring, NC Renaissance and the Initiative for Minority Excellence.***

**Outcome:**

**Summer Bridge Program:** The Summer Bridge Program is a six-week, transition program that helps 50-60 incoming, first-year students adjust to Carolina by providing academic enrichment, community building and co-curricular and experiential learning activities. Any student who has been admitted to UNC Chapel Hill and is a North Carolina Resident is eligible to apply. The cost of housing and tuition are covered by the program.

**Outcome:**

As of July 2022, cohorts 2018-2021 have an average GPA of 3.23. The retention rate from first year to second year continues to be on average 98%, with most cohorts reporting 100%. The 2017 cohort is on track to have a 100% 6-year graduation rate.

**The Carolina Advising Corps:** The Carolina College Advising Corps places recent Chapel Hill graduates as admissions and financial-aid advisers in underserved high schools to reinforce the advantages of a college education and guide prospective students through the admissions process.

**Outcome:**

In 2020-2021, 57 advisers served nearly 15,000 graduating seniors at 78 high schools in 32 counties across the state. Eighty percent of those high schools were in rural locations.

**The Carolina Student Transfer Excellence Program (C-STEP)** partners with 14 N.C. community colleges – most in rural counties – to ensure the university meets the needs of talented transfer students before they arrive. C-STEP works with the Eastern Band of Cherokee Indians and Southwestern Community College, expanding the program to the most economically distressed counties in southwestern North Carolina. Thanks to support from the North Carolina GlaxoSmithKline Foundation, C-STEP now offers more opportunities for low-income, North Carolina students interested in STEM fields.

**Outcome:**

To date, 85% of C-STEP students have graduated from UNC-Chapel Hill..

**Carolina Covenant:** UNC-Chapel Hill's approach to increasing low-income completions draws from holistic admissions practices; individualized academic and personal support; and financial aid that meets full demonstrated need. (Only one other public university meets 100 percent of students' full need.) In 2004, the Carolina Covenant launched as a ground-breaking program for academically qualified low-income students that provides a debt-free path to graduation through grants, scholarships and work-study jobs. Partnering with student success services on campus, the Covenant offers mentoring, academic and personal support services to guide students to on-time graduation. Support includes pipeline programs such as the Undergraduate Rural Pathway Medicine Project that serves high-performing, low-income students pursuing health careers by

working in rural communities. Covenant Scholars excel and prepare to make a positive impact after graduation

**Outcomes:**

Since the Carolina Covenant started in 2004, the program has enrolled over 10,000 scholars and contributed to dramatically improved graduation rates among lowest-income students, especially for black and African-American men. Support programs assist students from traditionally underrepresented backgrounds during all aspects of college life. A \$250,000 grant from the Strada Education Network supports a new initiative to address disparities in summer funding and career development experiences for Covenant Scholars.

**Summer Undergraduate Pipeline:** The Summer Undergraduate Pipeline (SUP) is the recruitment arm of The Graduate School's Diversity and Student Success program with the goal of building upon the DSS mission to diversify Carolina's graduate student population. SUP works directly with the various summer undergraduate research programs at Carolina as a way of creating connections and providing tools necessary for the transition into a graduate career.

**Outcome:**

Summer Undergraduate Pipeline initiative served over 225 students during the summer of 2021; this was an 62% increase over the previous summer.

**Diversity and Student Success:** Diversity and Student Success is a program supported by The Graduate School. The Graduate School broadly defines diversity to include graduate and professional students who are racially/ethnically diverse, first-generation, international, LBGTQIA+, or are military-affiliated. Through partnership and enrichment, Diversity and Student Success provides student- and campus-centered initiatives to support graduate and professional students at UNC-Chapel Hill. Diversity and Student Success (DSS) is comprised of several retention initiatives for students: Carolina Grad Student FIRSTS, Global Grads, Initiative for Minority Excellence, Military-Affiliated Grads, and Queer Graduate and Professional Students.

**Outcomes:**

The five initiatives yielded over 1,500 participants from Fall 2020-Summer 2021, which was an 48% decrease from 2019-2020 likely due to COVID restrictions; however, DSS also hosted broad-based events for an additional 1,300 participants in 2020-21 with a 176% increase over the previous year.

**Enhanced Metrics for Diversity & Inclusion:** UNC continues to implement several surveys (COACHE, Employee Engagement, UNC System Race and Equity Survey, and the Student Experience in the Research University) to gauge the experiences of faculty, staff, and students. Consistent use of the instruments allows the institution to better understand campus climate and sense of belonging patterns over time.

## Outcomes:

### COACHE Data

In 2021, UNC continued its participation in the Collaborative on Academic Careers in Higher Education (COACHE) survey with aims to gauge and improve faculty experiences. Among tenured/tenure track faculty, male faculty were more likely than female faculty to report that they were able to balance the teaching, research, and services duties expected of them (63% vs. 51%), while white faculty were more satisfied with their balance of teaching, research, and services duties than faculty of color (60% vs. 49%).

Similarly, male faculty were more likely than female faculty to agree that they could find the right balance between professional and personal/family life (67% vs. 47%). Faculty of color were less likely to agree that they had found the right balance in their professional/personal lives compared to white faculty (45% vs. 62%), a disparity that grew by six percentage points since the 2018 COACHE survey.

### SERU Data

The Student Experience in the Research University (SERU) survey instrument continues to be an essential part of comprehending the campus climate. In 2019, underrepresented minority students indicated feeling less positive about the campus climate across several measures compared to peers. SERU from 2020-21 focused on senior only thus might not be a good indication of the overall climate as UNC switched to administering SERU in even-numbered years during the pandemic; updated findings from the 2022 administration are forthcoming with data expected to arrive in the fall, allowing for the identification of patterns over time.

### The Demographics Dashboard

The dashboard developed by Institutional Research, Planning, and Assessment in 2018 was updated for 2021 enrollment, providing trends of over 10 years by student race/ethnicity, gender, first generation status, family income, and other characteristics.

In 2021, 36% of incoming first-year and transfer undergraduates from North Carolina were from rural counties, and the university is committed to increasing that number even as total undergraduate residential enrollment remains steady. That commitment aligns with other initiatives to increase college access for rural North Carolinians. By 2021-22, UNC-Chapel Hill will produce 1,108 rural graduates, an increase of 9.4% (95 additional rural completions over a base of 1,013).

**Strategic Objective 1.3: Prioritize diversity, equity, and inclusion in teaching, research and service, and in hiring, evaluation, retention and promotion of underrepresented faculty and staff.**

***1.3.1: Establish the University Diversity, Equity and Inclusion Council, composed of Chief Diversity Officers (or representatives charged with this work) from each of the respective schools, colleges and units to work strategically with the University's Chief Diversity Officer, meeting monthly and sharing opportunities, challenges and successes.***

The [University Diversity, Equity and Inclusion Council](#), which the Chancellor and Provost charged in 2020, advises the Vice Provost for Equity and Inclusion and Chief Diversity Officer and serves as liaisons to schools, the College of Arts & Sciences and other units. The 35-member council helps implement goals articulated in [Carolina Next: Innovations for Public Good](#) and promote knowledge, skills and best practices, as well as advises the Chancellor and Provost on structural changes.

**Outcome:**

In 2021, the Council charged several subcommittees to research key issues and share potential solutions for consideration as formal recommendations:

**University Policy Equity Review** — Review existing campus-wide policies and procedures to determine potential inequities that would affect all campus community members.

**University Data and Metrics** — Review data and metrics for students and employees to determine potential disparities in recruitment, retention, graduation and promotion.

**Education and Community Engagement** — Conduct a comprehensive review of existing educational training programs for students, faculty and staff; recommend comprehensive cultural education programs for students, faculty and staff; and suggest best practices for institutional change.

**Organizational Development and Leadership Accountability** — Survey and understand current practices, recommendations and plans for the structure, educational development and best practices for schools, units and administrators.

***1.3.2: Systematically assess and evaluate the University's equity and inclusion, anti-bias and inclusive teaching trainings. Enhance these programs using best practices and provide campus-wide education and training opportunities for students, faculty and staff.***

**Outcome:**

Expanded managing bias training — Building on the success of an initial equity and inclusion training course completed by faculty and staff in 2021, Diversity and Inclusion expanded its online offerings to add a suite of trainings available to faculty, staff, students and senior administrators. Campus stakeholders also participated in tailored workshops and retreats

covering topics including “Understanding Microaggressions,” “Psychological Safety and Inclusion,” “Power and Positionality” and “Inclusive Leadership and Effective Teams.”

***1.3.5: Develop, implement and measure new strategies to recruit and strengthen infrastructure to retain diverse faculty and staff.***

For the first time, the University offered a pro bono coaching program for faculty members representing diverse backgrounds in 2021. In collaboration with an executive higher education consulting firm, the Office of the Provost and the Vice Provost for Equity and Inclusion and Chief Diversity Officer provided 93 faculty members ranging from assistant professors to full named professors with formal coaching. Participants logged 227 total coaching hours in either group (nearly 39%) or individual (61%) sessions. Nearly 88% of faculty surveyed afterward said they would consider working with a professional coach again in the future.

***1.3.6: Institutionalize recommendations from TEAM ADVANCE to develop and sustain leadership pathways and mentoring opportunities for women and underrepresented faculty who aspire to leadership roles at Carolina, with similar leadership pathways and mentoring opportunities for staff created as well***

**Outcome:**

The Executive Vice Provost offered multiple promotion and tenure workshops in 2021 to diverse faculty groups, including those in [Targeting Equity in Access to Mentoring \(TEAM\) ADVANCE](#) and the Carolina Postdoctoral Program for Faculty Diversity. Seventy-three faculty participated in the program’s Peer Mentoring Circles; 55 were early career and 18 were mid- or senior career. Nine small groups of early-career faculty met monthly for discussions facilitated by two experienced mid- or senior-career faculty facilitators through a curriculum supported by professional development workshops. A qualitative study revealed the value of safe spaces for discussion, interdisciplinary networking, connecting with peers of similar social identities and building relationships with senior faculty.

Women ADVANCE Leadership supports mid-career faculty in developing career goals, building a support network and defining leadership identity. Besides learning about leadership values, strengths and influence, 29 of 30 participants started leadership change projects, including re-establishing the Chancellor’s Caregiving Working Group and departmental initiatives to advance diversity, equity and inclusion in policies and practices.

As of December 2021, over 100 faculty had received TEAM ADVANCE Faculty Mentor Training, which supports faculty of all career stages in enhancing their skills and capacities for mentoring junior faculty. Participants learned how racial and gender inequities can affect faculty success and qualities of effective mentors, as well as articulated their own mentoring philosophy. Trainers also collaborated with The Graduate School in 2021 to expand instruction in a workshop series for faculty who mentor graduate students.

**A Focus on Diversity Outcomes:** The University continues to use survey data to comprehend the perspectives of faculty and students regarding progress related to diversity related outcomes. The monitoring of Federal data also guides metrics pertaining to faculty and staff employment.

**Outcomes:**

SERU Data from 2020-21 focused on senior undergraduate students, focusing on graduate outcomes. Of these students, 87% minority and 89% White students agreed that their understanding was broadened and refined through discussion and dialogue with classmates and professors who were different from themselves. Both 89% of minority and White students agreed that their experiences at Carolina improved their ability to lead, serve, and work with people from different backgrounds.

COACHE Data from 2020-2021 showed 81% of all faculty agreed that there is visible leadership at the institution for the support and promotion of diversity on campus. However, when looking at the finding by race, 85% White faculty agreed while only 67% of minority faculty agreed.

The Federal Integrated Postsecondary Education Data System (IPEDS) captures metrics on the University staffing. Data demonstrate a third of a percentage point increase in minority faculty from 2019-20 to 2020-21 as well as a half of a percentage point increase in Tier 1 and Tier 2 administrators; the percentage of minority staff remained consistent across the timeframe.

**PART 2: The number of positions and FTEs with D&I responsibilities, indicating the percentage of each associated with D&I responsibilities**

*Indicate the staffing provided to support the institution’s D&I program. This includes positions that have designated D&I-related work duties, whether centrally administered or located in various schools, colleges, or divisions. **This report is not intended to capture portions of positions less than half-time (0.50 FTE) unless the part-time position is fully dedicated to D&I functions.** It is recognized that many faculty and staff throughout the institution may spend some degree of effort on or contribute to institutional D&I activities, even though these activities do not represent the primary focus of their position; however, these should not be included in this report. Service- or compliance-related activities should not be included (eg, ADA accommodations compliance would not be included, but programming and outreach about or for disabilities communities would be included).*

Position Title	School/Division	Percent of Work Time Assigned to D&I Activities	Brief Description of D&I Related Activities
Senior Director	Office for Diversity & Inclusion	100%	Manages the operations and staff of the University Office for Diversity and Inclusion (UODI).
Vice Provost for Equity and Inclusion/Chief Diversity Officer	Office for Diversity & Inclusion	100%	Responsible for campus-wide strategic planning and advising senior leadership on matters related to D&I. This includes work across all divisions and academic schools.
Program Coordinator for Student Access & Success	Office for Diversity & Inclusion	100%	Coordinates student diversity recruitment initiatives such as Tarheel Target, Project Uplift and Project Uplift Plus.
Student Engagement Coordinator (Temp)	Office for Diversity & Inclusion	100%	Supports student diversity access and success programming and coordinates ACE (Achieving Carolina Excellence).
Program Assistant (Temp)	Office for Diversity & Inclusion	100%	Supports programming such as MLK Banquet and Lecture, R3 Symposium, and other events.
Communications Specialist	Office for Diversity & Inclusion	100%	Designs and delivers content and communications on diversity, equity and inclusion across campus.
Director of Education, Community Engagement and Belonging	Office for Diversity & Inclusion	100%	Design and implementation of diversity, equity and inclusion educational offerings, programs, and experiential activities, and for the coordination and/or

			implementation of special projects and programs aimed at bolstering diversity, equity, inclusion, and cultural awareness, and engaging diverse constituents through fostering partnerships and collaborations.
Student Engagement Coordinator (Temp)	Office for Diversity & Inclusion	100%	Supports student diversity access and success programming, including ACE, Project Uplift, Uplift PLUS, and MLK
Assistant Dean for Inclusive Excellence	Gillings School of Public Health	100%	Responsible for facilitating initiatives related to diversity and inclusion within the School of Public Health.
Director of Education and Training Inclusive Excellence	Gillings School of Public Health	100%	Coordinate training and education related to diversity and inclusion for faculty, staff and students within the School of Public Health.
Program Coordinator	LGBTQ Center	50%	Coordinates programming for the LGBTQ Center.
Director	American Indian Center	100%	Oversite and organization of the education and research of the center
Program Coordinator	American Indian Center	100%	Coordinates programming for center
Director	Latinx Center	100%	Oversite and organization of the education and research of the center
Program Coordinator	Latinx Center	100%	Coordinates programming for center
Director	Asian American Center	100%	Oversees research, education and activities for the center
Associate Director	Asian American Center	100%	Assist the director with programming and initiatives for the center
Program Coordinator	Asian American Center	100%	Coordinates programming for center
Director	Sonja Haynes Stone Center	100%	Responsible for leadership and support for centers and institutes in their academic and community engagement

Assistant Director	Sonja Haynes Stone Center	100%	Manages the McNair Scholars program
Instructional Design Specialist	Sonja Haynes Stone Center	100%	Planning and organizational efforts for the African diaspora lectures and festivals
Director	Upward Bound	100%	Responsible for overseeing day to day operations of the Trio Programs
Assistant Director	Upward Bound	100%	Assist director with recruitment and program operations
Associate Dean for Diversity, Equity and Inclusion	Kenan-Flagler Business School	80%	Responsible for providing leadership and facilitating programs and initiatives related to DEI across school.
Executive Director of Engagement & Inclusion	Kenan-Flagler Business School	100%	Responsible for providing leadership and facilitating programs and initiatives related to diversity and inclusion across schools.
Program Manager, DEI	Kenan-Flagler Business School	100%	Responsible for providing programming and special projects related to DEI across the school.
Vice Dean for Diversity, Equity & Inclusion	School of Medicine	80%	Responsible for providing vision and leadership for the SOM's mission related to Diversity, Equity, and Inclusion
Director of Multicultural Affairs & Student Success	School of Medicine	100%	Responsible for providing leadership, structure, and accountability to medical student support programs and affinity groups
Director of Scholastic Enrichment & Equity	School of Medicine	100%	Responsible for providing direction and management for all programs, initiatives, and personnel in the Office of Scholastic Enrichment and Equity
Associate Director, Scholastic Enrichment & Equity	School of Medicine	100%	Responsible for Directing the SOM's Medical Education Development (MED) Program

Associate Dean for DEI Faculty Access & Success	School of Medicine	30%	Responsible for overseeing efforts to address both broad and specific issues of faculty diversity and success.
Director of Strategic Initiatives	School of Medicine	100%	Responsible for supervising the execution of the SOM Strategic Plan DEI initiatives and overseeing the ODEI operational needs
Director of the Office of Rural Initiatives	School of Medicine	100%	Responsible for providing direction and management for all programs, initiatives, and personnel in the Office of Rural Initiatives
Director of Underrepresented (UR) Trainee Access and Success	School of Medicine	30%	Manages the Resident Diversity Initiative aimed at increasing the number of qualified candidates from under-represented residents and the Larry D. Keith Visiting Student Clerkship to develop under-represented scholars for future faculty.
Director of Underrepresented (UR) Postdoc Access and Success	School of Medicine	40%	Responsible for leading the recruitment, retention, and professional development of postdoctoral scholars in the School of Medicine
Director of Diversity Affairs for Health Sciences	School of Medicine	20%	Responsible for representing the Department of Health Science on the ODEI Leadership Team and advocating for the students, faculty, and staff in the Depart. of Health Sciences to ensure that they are appropriately represented in ODEI's work.
Director of Research and Evaluation	School of Medicine	80%	Responsible for defining the research strategy for the Office of Diversity, Equity, and Inclusion (ODEI) and providing guidance to help DEI efforts be evidence-based and targeted towards the intended outcomes.
Associate Dean for Inclusive Excellence	School of Nursing	75%	Provides leadership and mentoring in diversity and inclusion initiatives including

			but not limited to curriculum development and revision, conflict resolution, educational offerings related to diversity and inclusion, and promoting a culture that values all where respectful discourse is welcome.
Associate Dean of Diversity, Equity and Inclusion	School of Social Work	30%	Promotes diversity, mentoring, and leadership initiatives in the School of Social Work.
Associate Dean, Organizational Diversity and Inclusion	Eshelman School of Pharmacy	50%	Guide the D&I strategy development, progress, and the relevant metrics across the entire School. i.e. strategic partnerships, curriculum in the School of Pharmacy.
Program Manager, Organizational Diversity and Inclusion	Eshelman School of Pharmacy	100%	Leads the D&I Operations of the School of Pharmacy
Associate Dean for Diversity, Equity and Inclusion	College of Arts & Sciences	75%	Setting the vision for DEI for the College, advocating on behalf of underrepresented and minority faculty and staff in relation to equity in mentoring and service loads, and related activities.
Diversity, Equity and Inclusion Fellow	School of Education	35%	DEI Book club; DEI newsletter; weekly meetings to discuss DEI issues; consultant as needed, i.e. syllabus review and course content; intervention and prevention activities re: to DEI
Associate Dean for Inclusive Excellence and Equity Initiatives	Adams School of Dentistry	30%	The Assistant Dean is to inculcate the importance among school leaders of setting and reporting diversity and inclusion goals.
Director of Diversity Initiatives	School of Law	40%	Lead D&I activities for the Career Development Office - diversity recruitment, diversity receptions, other D&I-focused employment opportunities

Associate Dean for Equity, Admissions and Student Affairs	School of Law	20%	Member of DEI Council; lead D&I activities for unit - serve on DEI Committee, work with faculty, staff and students to identify and implement D&I-focused initiatives; ensure D&I accreditation standards are met; lead D&I activities for admissions and recruitment purposes
Director of Student Services	School of Law	30%	Provide support to student organizations and affinity groups regarding D&I initiatives; member of the DEI Committee; assist with pipeline development and initiatives
Director of Center for Banking and Finance	School of Law	30%	Heads the Director Diversity Initiative - DDI works to increase the representation of women, people of color, and others who would add diversity to corporate boards of directors through its database of potential diverse directors and slate of programming for diverse directors interested in corporate board service.
Business Services Coordinator	School of Law	50%	Provide administrative and programmatic support to the Center for Banking and Finance and the Director Diversity Initiative
Director of Diversity	Hussman School of Media & Journalism	40%	Serve as a member of the Dean's Cabinet and Executive Leadership Team and DEI Council. Work with the School's ABIDE Committee to develop and implement strategic objectives to monitor progress to promote diversity, equity, inclusion, and belonging in the School including information sharing, climate/culture, curriculum, and recruitment/hiring/retention.

<p>Director for Diversity, Equity &amp; Inclusion</p>	<p>UNC Undergraduate Admissions &amp; Enrollment</p>	<p>40%</p>	<p>Serve on leadership teams for Undergraduate Admissions Office and UNC’s Enrollment Unit, serves as key spokesperson on DEI. Plan, execute, and co-facilitate D&amp;I learning sessions and discussions</p>
<p>Librarian for Inclusive Excellence and chair, University Libraries Inclusion, Diversity, Equity and Accessibility (IDEA) Council</p>	<p>University Libraries</p>	<p>100%</p>	<p>Provides consultation to support library staff, departments, and units as they strive to increase equity and inclusion in services, programs, and scholarship. Leads the development, implementation, and assessment of equity and inclusion initiatives, including the Libraries’ Reckoning Initiative.</p>

**PART 3: An accounting of institutional budget expended on D&I operations and activities, broken out by personnel and non-personnel costs and by funding source**

*This section must include all staff included in Part 2 above. Personnel costs should reflect only the portion of the position's time associated with D&I activities over the fiscal year. Distinguish expenses by funding source.*

Type of Expense	State Funds	Non-State Funds	Total Expenditures
Personnel Expenditures	2,973,127.19	3,130,450.40	6,103,577.59
Non-Personnel Expenditures	96,724.72	1,924,515.29	2,021,240.01
<b>Total Expenditures</b>			

**PART 4: A list of signature D&I programs that serve a critical role in helping the constituent institution accomplish its learning and D&I objectives, along with their purpose and any data on outcomes, including relevant participant feedback**

*This list is not intended to be exhaustive but should reflect the most significant D&I programming. If feedback or related data on outcomes is not available, indicate how this data may be captured in the future.*

**Program:** Carolina Postdoctoral Program for Faculty Diversity

For almost 40 years, the Carolina Postdoctoral Program for Faculty Diversity has prepared scholars from different backgrounds for faculty careers and the tenure process. Over 204 scholars have participated since 1983, and 69 of them were hired into tenure-track faculty positions at Carolina.

The postdoctoral program welcomes scholars in all disciplines across campus, and the [12-member 2021–2023 cohort](#) includes specialists in epidemiology, pharmacy and marketing. The mission: prepare scholars from diverse backgrounds for possible tenure-track appointments at Carolina and other research universities by guiding fellows through the academic career process. The two-year fellowship includes an annual stipend, travel and professional development.

**Outcomes:**

As of 2020–2021, 125 of the hires over the course of the hiring program’s history were tenured UNC-Chapel Hill faculty members. Eighteen others had left, retired or were deceased; an additional 40 resigned to accept another competitive offer.

**Program:** Team Advance

[Targeting Equity in Access to Mentoring \(TEAM\) ADVANCE](#), based in the Center for Faculty Excellence, conducted mentoring and development across career stages programs for over 200 faculty members in 2020–2021 as part of its second full year of programming. Early results of this National Science Foundation-funded initiative have helped catalyze a culture of active, equitable and effective mentoring for faculty.

Seventy-three faculty participated in the program’s Peer Mentoring Circles; 55 were early career and 18 were mid- or senior career. Nine small groups of early-career faculty met monthly for discussions facilitated by two experienced mid- or senior-career faculty facilitators through a curriculum supported by professional development workshops. A qualitative study revealed the value of safe spaces for discussion, interdisciplinary networking, connecting with peers of similar social identities and building relationships with senior faculty.

**Outcome:**

As of December 2021, over 100 faculty had received TEAM ADVANCE Faculty Mentor Training, which supports faculty of all career stages in enhancing their skills and capacities for mentoring junior faculty. Participants learned how racial and gender inequities can affect faculty success and qualities of effective mentors, as well as articulated their own mentoring philosophy. Trainers also collaborated with The Graduate School in 2021 to expand instruction in a workshop series for faculty who mentor graduate students.

**Program:** The Commission on Race and the Way Forward

During 2021, the [Commission on History, Race and a Way Forward](#) focused on activities including the following:

**Outcomes:**

- Continued to research the names of people reflected on the campus landscape. Following the renaming of four buildings in 2020 ([see related story](#)), the commission recommended 10 more names for removal to the Chancellor.
- Hosted a [webinar kicking off discussions](#) to educate the campus community about the history of the [Unsung Founders Memorial](#), a gift from the Class of 2002, and its future at Carolina.
- Continued partnering with the Kenan-Flagler Business School and engaging with family members and Chapel Hill Black community leaders on a [project to honor the approximately 100 enslaved people](#) buried in Barbee Cemetery at the Dubose House in Meadowmont. Plans include new signage reflecting a comprehensive site history.
- Continued to develop a land acknowledgement in consultation with the [North Carolina Commission of Indian Affairs](#).

**Program:** Summer Research

Students Learning to Advance Truth and Equity — In its second year, this [initiative](#) expanded teaching and summer research activities to provide students with more opportunities to learn about race, racism and racial equity. Nearly 50 faculty served as teaching fellows, incorporating initiative content into 48 undergraduate courses reaching 1,400 students. Eighteen departments in the College of Arts & Sciences offered these courses, along with the School of Education, School of Social Work and the UNC Hussman School of Journalism and Media.

Course topics included historical context about race and the meanings of monuments and memory in the American South. Students explored archives that address slavery at U.S. universities and attended lectures by artists whose work confronts racial inequality today. The initiative supported teaching fellows who used program content in classes.

The initiative awarded 10 undergraduate fellowships across 11 disciplines and paired those students with five faculty fellows to engage in summer learning opportunities through original and faculty-mentored research. Students met weekly with mentors to develop research plans and receive feedback and guidance. Over 250 people also participated via Zoom in the inaugural fall 2021 undergraduate research symposium highlighting the summer students' scholarship.

**Outcome:**

Students responding to a survey overwhelmingly said the initiative courses and research activities pushed them to think more critically about race, racism and equity. They agreed the research projects they created or participated in helped their development as junior scholars.

Faculty reported students became more knowledgeable and thought more critically about these issues

**Diversity and Student Success Team** — The Graduate School’s nationally recognized Diversity and Student

Success Team empowers students to associate with underrepresented identity groups; provides underrepresented students with access to an interdisciplinary community of scholars who share their identity; and supports retention of underrepresented students. During the 2020–2021 academic year, the team offered over 140 events that served nearly 1,500 students in the Initiative for Minority Excellence and others who were part of efforts for graduate students with military affiliations, international or first-generation status, as well as for queer graduate and professional students.

**Structured Learning Communities** — In 2021, The Graduate School was awarded the Educational Testing Service/Council of Graduate Schools Award for Innovation in Promoting Success in Graduate Education for a proposal to develop structured learning communities to combat systemic racism. The goal is to build upon innovative diversity and equity efforts, address systemic racism and create an inclusive and welcoming climate for all graduate students. Examples include creating Black, Indigenous, People of Color (BIPOC) Graduate Student Learning Communities that provide students with tools to successfully navigate the academic continuum and working and learning environments. One project supports Master of Fine Arts students of color in bringing voice and visuals to the lived experiences of BIPOC graduate students.

i This report is based on the 2019 -2020 the Carolina Next: Innovations for Public Good, Build Our Community Together Annual Report. Data was compiled and summarized with the support of colleagues in the University Office for Diversity and Inclusion, College of Arts & Sciences, Office of the Provost, Office of the Chancellor, Office of Finance and Operations, Office of Human Resources and Equal Opportunity, and Office of Institutional Research, Planning, and Assessment