



Diversity and Inclusion Annual Report to Board of Trustees

Institution: Winston-Salem State University
Report Cycle: Fiscal Year 2020-2021
Submission Date: August 31, 2022



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.

Background

The 2017 Appropriations Act (SB257) contained a provision requiring the Board of Governors to study institutional equal opportunity (EO) policies and the services provided on each campus.

The UNC System hired Conduent HR Consulting to aid in the study. Conduent performed an analysis based on quantitative data provided by the institutions and qualitative data gathered through focus groups. The results were provided in a January 2018 report, *The University of North Carolina Equal Opportunity and Diversity & Inclusion Study*.

After the Conduent report, the UNC Board of Governors adopted a policy and regulation (both 300.8.5) on Diversity and Inclusion within the University of North Carolina¹. Policy 300.8.5 provides the basis for this report:

V. Reporting and Dissemination Requirements

A. Reporting to Boards of Trustees. Each constituent institution, through its chancellor, D&I Officer, or other chancellor designee, shall provide a report at least annually to the board of trustees on D&I-related information as identified by the president or president's designee. The board of trustees may request or require additional or more frequent information to be reported related to D&I operations, programs, and activities.

This is the second annual report in response to the aforementioned UNC System policies.

Current Approach

WSSU currently has a decentralized approach to diversity, equity, and inclusion. This approach reflects the university's effort to incorporate the advancement of DEI into the culture and operations of the university. DEI is not the responsibility of an individual, a group, or a department. Rather, the advancement of DEI is the responsibility of everyone in the WSSU community.

Notwithstanding WSSU's approach, the UNC policy requires the Chancellor to identify a D&I Officer and an Inclusion Executive. For the period of this report, the responsibilities of the D&I Officer were fulfilled by Quentin Gunter, the interim EEO Officer and the Equity and Inclusion Program Specialist. The Inclusion Executive was Ivey Brown, the Chief Legal Officer.

As the university has recently engaged in the process to change its mission and is on the verge of implementing a new strategic plan, university leadership is evaluating whether the current structure for DEI leadership is appropriate. Any changes in structure or strategy will be reported in the next annual report.

Definitions

Policy 300.8.5 also provides definitions applicable to the policy. For this report, the following definitions are used as provided in UNC System Policy 300.8.5:

- **Diversity** means the ways in which individuals vary, including, but not limited to, backgrounds, personal characteristics, ideas, beliefs, cultures, and traditions that distinguish one individual or group from another, which may include, but are not limited to, Federal, State, University, and constituent institution protected classes.
- **Inclusion** means the enablement of individuals, including those from underrepresented

groups, to fully and equitably have access to, and participate in, the University's programs, services, facilities, and institutional life.

- **Diversity and Inclusion (D&I)** collectively means the intentional efforts undertaken to create an institutional culture and a working and learning environment that offers acceptance, support, and respect for a diversity of individuals as they pursue their academic, research, and professional ambitions and interests.

In addition to the terms provided in the UNC System policy, WSSU uses additional terms and concepts to reflect the university's approach to DEI. For more information, please see the WSSU Diversity, Equity, and Inclusion website at <https://www.wssu.edu/about/offices-and-departments/legal-affairs/diversity,-equity,-inclusion/index.html>.

¹ The policy and regulation are found in the Appendix.

PART 1: The impact of the institution's diversity and inclusion (D&I) programs and activities with respect to 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 2020-21.

UNC System-wide D&I metrics have not been developed as of the date of this report. As such, Part 1 of this report will focus on WSSU activities goals concerning DEI.

WSSU currently has a decentralized approach to DEI. As such, efforts are just as likely to be developed within departments and divisions as they would be developed by the executive leadership of the campus. For example, the Department of Health, Physical Education, and Sports Studies worked to create a department-specific DEI statement. This decentralized approach recognizes and encourages the idea that DEI is not the responsibility of a specific department or role; *DEI is the responsibility of all at WSSU*. As such, efforts to advance DEI should be ingrained in the culture, strategy, and operations of the campus.

Given the decentralized approach to DEI, the overarching goal for the 2020-2021 fiscal year was to establish a campus-wide framework for DEI to leverage and align DEI efforts across campus. This goal was accomplished through three (3) notable strategies and accomplishments.

1. DEI Resolution

To solidify and exemplify the university's dedication to DEI efforts, the executive leadership team passed a resolution proclaiming the university's support for diversity, equity, inclusion, and belonging. The specific mention of "belonging" as a supplement to DEI is a first for DEI statements or resolutions in the UNC System. The resolution is further displayed on the university's website¹ for public consumption. This statement allows current and potential students, employees, donors, and partners to understand WSSU's DEI philosophy. The resolution in its entirety follows:

Resolution of Support for Diversity, Equity, Inclusion, and Belonging

Whereas Simon Green Atkins recognized education as a necessity for recently enslaved people to partake in the nation's prosperity; and

Whereas Simon Green Atkins founded Slater Industrial Academy in 1892 to provide education access to those who were marginalized; and

Whereas Winston-Salem State University (WSSU) traces its roots to the founding of Slater Industrial Academy and continues the work of Simon Green Atkins; and

Whereas WSSU's very existence is rooted in the advancement of diversity, equity, inclusion, and belonging; and

Whereas diversity, equity, inclusion, and belonging efforts are continuously exhibited in various ways by the faculty, staff, and students; and

¹ Not all UNC institutions have easily accessible diversity statements or resolutions on their websites.

Whereas the WSSU Leadership Team agrees to support and advance diversity, equity, inclusion, and belonging throughout the university.

Now, therefore, be it resolved that the leadership of WSSU recognizes the following as the university's statement on diversity, equity, inclusion, and belonging:

Winston-Salem State University recognizes the critical importance of diversity, equity, inclusion, and belonging in fulfilling the university's mission and strategic commitments.

As the university was founded to provide access to marginalized people, diversity, equity, inclusion, and belonging have been embedded within all aspects of the institution and are inextricably intertwined with the university's culture

Winston-Salem State University will continue to advance the cause of diversity, equity, inclusion, and belonging as it aims to enhance the lives and livelihoods of the campus community, the people of North Carolina, and persons around the world.

Be it further resolved that the leadership of WSSU will review the university's statement on diversity, equity, inclusion, and belonging annually to make changes as appropriate.

2. DEI Website

In establishing a framework for DEI, WSSU wanted to ensure the world was able to observe the actions and efforts of the university in the DEI and belonging space. To help provide clear direction about the university's efforts, options, and guarantees in DEI, the university created a dedicated space on its website for DEI. The six (6) pages of information begin with the university's DEI resolution on the landing page. From there, users can navigate through four (4) main headings: *What is DEI?*, *DEI at WSSU*, *Resources for DEI*, and *Training in DEI*.

The *What is DEI?* page provides information about the university's theory of diversity. Also included is information on the dimensions of diversity, the role of equity, and the critical role of inclusion. This information helps website visitors develop a working understanding of concepts of DEI necessary to navigate the pages and interact with the university in DEI spaces.

DEI at WSSU includes a landing page reserved for the recognition and acknowledgment of individuals and programs that further the university's DEI mission beyond the campus. This page links to a campus Diversity, Equity, and Inclusion Calendar. Individuals and groups can identify campus events as having a DEI component when spaces are reserved on campus. Those events show up on this calendar for anyone wishing to participate in or observe DEI activities on campus. The university also provides links to information about ways WSSU faculty and students engage in life-changing research for our communities by exploring ways to improve daily life, health, and economic opportunities for diverse populations.

The *Resources for DEI* page provides information about student opportunities in DEI. In addition to inviting diverse speakers for students and having a robust study abroad program for students, WSSU has numerous student groups focused on areas aligned with DEI. Even organizations without an expressed DEI focus may do programming and activities that aid the institution in the fulfillment of DEI goals.

Employees also have the ability to create Affinity Groups through this page. An Affinity Group (AG) is an informal, voluntary, employee-led group created to foster a diverse, inclusive, and supportive workplace. AGs work to fulfill the University's missions, values, goals, and strategies through the lens of an identified group or cause. The AG also apprises the Executive Leadership Team of issues, concerns, and accomplishments related to the group or cause at the university, local, national, and international levels. The webpage allows individuals or groups to seek recognition as an AG from the Chancellor through an automated form.

The *Training in DEI* page provides immediate links to various training offered by the university. These include Equal Employment, Opportunity and Diversity Fundamentals, Title IX, and DEI Search Committee Training. Members of the University community are also invited to submit ideas for new training that may serve the University's DEI efforts.

Finally, *Resources for DEI* also includes a Cultural Holiday Calendar as well as a short primer on Gender Non-Specific Pronouns. The website also houses the annual diversity and inclusion annual reports required by UNC Policy 300.8.5 and the university's EEO Plan.

3. Contract Language

While WSSU's commitments to DEI were evidenced in the newly created website, the university also took steps to integrate the commitment into business operations. Contractors wishing to engage in business with WSSU using the university's contracts now have to sign contracts with the following provision added:

EEO/DEI Commitment. This contractor shall abide by WSSU policies on Equal Employment Opportunity, Non-Discrimination, Diversity, Equity, and Inclusion. These policies prohibit discrimination against qualified individuals based on race, color, national origin, creed, religion, sex, sexual orientation, age, veteran status, disability, genetic information, or political affiliation, except where religion, sex, or age are bona fide job-related employment requirements. Moreover, the contractor is encouraged to take affirmative action to employ and advance in employment individuals without regard to race, color, national origin, creed, religion, sex, sexual orientation, age, veteran status, disability, genetic information, or political affiliation, except where religion, sex or age are bona fide job-related employment requirements.

This language has been included in all WSSU contract templates and purchase orders since August 2021.

The Strategic Plan

As the directions for this report ask for outcomes for the previous fiscal year, it is imperative to note the university has finished initiatives under the previous strategic plan, and the new strategic plan will be unveiled in September 2022. While the details of the plan have not been publicly released, the new plan commits the university to become a leader in equity and inclusion. Provost Anthony Graham reports that the institution must evolve with changing societal conditions. WSSU's student demography has shifted from a traditional-aged residential undergraduate population to a non-traditional commuter population comprised of community college transfer students, students who have been readmitted after stopping out, and adult learners (>25 years old). WSSU's student population continues to evolve as the institution experienced a 6% increase in

Hispanic undergraduate students from fall 2020 to fall 2021 and a 7% increase in the number of students who self-identify as “two or more races” from fall 2020 to fall 2021; moreover, WSSU’s graduate student enrollment in fall 2021 reached its largest number of students in the history of the institution. With a more diverse student body and an increasingly diverse workforce, WSSU will strategically design culturally responsive campus operations. As a culturally engaging campus, WSSU will acknowledge the unique knowledge and skills that each learner brings to the community and will leverage those gifts to create an enriched environment; thus, faculty and staff commit to “unleash the genius” of each learner. Several strategies and tactics have been identified, and a scorecard will track the university’s progress.

Outcomes/Data

Last year’s report focused on approximately fifteen (15) quantitative outcomes related to DEI measures. These data were tracked and reported as part of the previous strategic plan. As the university finds itself between strategic plans, metrics for success for this report come from the 2022 UNC System Employee Engagement Survey. According to the measures of Diversity, Inclusion, & Belonging at WSSU reported by the survey, employees reported largely positive responses with respect to departments welcoming diversity in all forms. Most employees reported a sense of belonging, and just as many believed the university is making good and measurable progress towards becoming a more diverse and inclusive institution. Employees were largely positive and expressed feelings of having clear and effective procedures for dealing with discrimination², but the university notes more can be done in this area. Finally, most employees feel the university is committed to building a culture that actively promotes diversity and inclusion for students, faculty, and staff. WSSU’s average in the Diversity, Inclusion & Belonging section mirrors the benchmark data of the 2022 UNC Core Population. An excerpt from the overall benchmark scorecard follows.

UNC System Employee Engagement Survey ModernThink 2022 UNC System Employee Engagement Survey Winston-Salem State University Excerpt from Overall Benchmark ScoreCard	2022 Overall			Benchmarks		
	Positive Response	Neutral Response	Negative Response	2022 UNC Core Population	2022 UNC Core Population	2022 UNC Core Population
				+	+/-	-
Diversity, Inclusion & Belonging						
In my department, we welcome diversity in all of its forms.	82	13	5	80	13	7
I feel a sense of belonging at this institution.	63	23	14	62	25	13
We are making good and measurable progress towards becoming a more diverse and inclusive institution.	63	27	10	59	29	12
This institution has clear and effective procedures for dealing with discrimination.	56	30	14	58	27	15
My institution is committed to building a culture that actively promotes diversity and inclusion for students, faculty, and staff. (Diversity and inclusion means the intentional efforts undertaken to create an institutional	63	27	10	65	25	10

² Part of the confusion may stem from a general misunderstanding of the various standards of rights and discipline for EHRA employees, SHRA employees, tenured faculty, and non-tenured faculty. While avenues of reporting to EEO and the EEOC are the same, the outcomes may differ based on the severity of the allegation, free-speech rights, and tenure protection.

culture and a working and learning environment that offers acceptance, support, and respect for a diversity of individuals.)							
Diversity, Inclusion & Belonging - Average	65	24	11		65	24	11

There are other measures of success that are not easily quantifiable but deserve mention. During the period of this report, WSSU has been mentioned in over twenty (20) news articles with direct reference to initiatives, gains, or accolades in DEI. Some articles of note include:

- WSSU was named one of the nation's best historically Black colleges and universities for LGBTQ+ students.
- A unique approach to recruiting students has helped Winston-Salem State University's Doctor of Physical Therapy (DPT) program become one of the most diverse in the nation.
- WSSU Department of World Languages and Culture will now offer the STARTALK intensive Chinese summer program in a digital format. Beginning July 12, the three-week program that explores the Mandarin language and Chinese culture will be available to high school and college students from anywhere in the world.
- WSSU has been recognized once again as a Top 10 Military Friendly School for its caring and supportive learning environment for veteran and military students.
- A team of Winston-Salem State University faculty recently concluded research that showed minorities and the disabled faced pervasive barriers during the COVID-19 pandemic.
- Dr. Cynthia Williams Brown is at the center of the fight against health inequities.
- Sophomore Rajah Caruth will be the first professional driver in a NASCAR series to represent an HBCU. Caruth is one of only three professional Black drivers in a NASCAR series.
- The U.S. Department of Education awarded WSSU \$1.8 million to facilitate the Next Generation Black STEM Teachers program. The project is a consortium of five Historically Black Colleges and Universities. Its goal is to increase the number of highly-trained Black STEM teachers in rural and urban school districts.
- Winston-Salem State University has been awarded a \$28.2 million grant by the U.S. Department of Education to create and activate a program that will help students prepare for post-secondary education. "The Gear Up program's purpose is to serve low-income students across several counties," said Kathy Stitts, Ph.D., who is the project's principal investigator and WSSU's associate provost for undergraduate education and dean of the university college. "It starts in middle school and runs through college. The program educates and prepares students and their families about options as they make decisions about postsecondary education.

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).*

In support of *The University of North Carolina Equal Opportunity and Diversity & Inclusion Study* of 2018, WSSU identified five (5) employees that perform institution-wide EO/D&I work more than half-time. These employees were funded by the State at the cost of two hundred twenty-one thousand two-hundred ninety dollars (\$221,290).

Since that initial report in 2018, the identification of roles being reported related to DEI work now excludes roles performing service or compliance-related duties (including legal counsel, Title IX, and employee relations consultants). As compliance duties and positions are not included in reporting DEI efforts, then the university reports no positions with D&I functions at least half-time.

Nevertheless, individuals are performing and supporting DEI work in spaces across campus and in the community. Data on efforts like serving as advisors to DEI -focused organizations or efforts utilizing strategies to make culturally appropriate connections with students are not requested nor provided for this report. As such, the focus on D&I-based positions should not be interpreted as minimization or devaluation of the efforts of those working in D&I spaces daily.

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.

As there are no individuals identified in Part 2 with DEI responsibilities at least more than 0.5 FTE, there are no personnel costs included in this report. WSSU's commitment to diversity, equity, inclusion, and belonging is so inextricably intertwined in the fabric of the institution that reporting expenditures as outlined in this template proves difficult if not impossible. For example, WSSU routinely admits and supports underrepresented minority students at a higher percentage than the UNC System. For the Fall of 2020 and Spring of 2021, underrepresented minorities represented 80% of WSSU's student population. Underrepresented minorities comprised 33.6% of the student population of the UNC System in the Fall of 2020 and 33.3% of the population in the Spring of 2021. The work done by all to support, educate, and develop these students cannot be reflected in the format requested.

Last year's report noted that WSSU leveraged at least seven million dollars in grants to engage in diversity, equity, and inclusion work with students, faculty and staff, and the community. That work included community programs to promote critical conversations, broadening participation efforts in high-need workforce areas, and equity research to deploy broader impacts.

This report highlights the 7-year \$28.2 million Gear Up Grant the university recently received. The grant is the largest in the university's history, and its purpose is to serve low-income students across several NC counties. Students begin the program around seventh grade as a cohort engaged with academic support, mentoring, tutoring, programming, and other activities. By the time they enter college, there is an increased likelihood of success and positive impact on the students as well as their families and communities.

As DEI encompasses various dimensions, this report also highlights the \$175,000 grant from the Lumina Foundation as part of the university's Adult Learner Initiative. The grant supports the WSSU ACCESS Program. The Program offers Black adult learners a pathway to baccalaureate degree completion by investing financial resources to offer the Interdisciplinary degree (IDS) degree as an online program to ensure greater access.

This ability to leverage and supplement the university's commitment to diversity, equity, inclusion, and belonging through externally funded sponsored programs allows the university to scale several diversity, equity, and inclusion initiatives not otherwise feasible with funding limitations.

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.

In addition to inviting diverse speakers for students and having a robust study abroad program for students, WSSU has over 100 student groups, and 20% of those are expressly focused on areas aligned with DEI. Even organizations without an expressed DEI focus may do programming and activities that aid the institution in the fulfillment of DEI goals. The descriptions of the following student programs and events are provided by the student organizations; the list is illustrative rather than exhaustive.

African Student Association General Body Meeting

This general body meeting will consist of a discussion on how it is to grow up in an African household. The goal of this discussion is to educate people who may have been raised differently to see how different parts of African countries may have similar or different aspects of their way of living.

Weekly Worship Service

This is our organization's weekly meeting where we spend time worshipping Jesus through song, scripture reading, and other elements that are incorporated into the service. Since this is an organization for college students, it is led mainly by student members who aim to make worship more inclusive and enjoyable for their peers. Snacks are also given at meetings.

Black Brilliance Bazar

This program brings students, student entrepreneurs, and local entrepreneurs together to network, support, and discuss the importance of black businesses.

Candid Yams: Womanhood in Film

Candid Yams will focus on segments of movies that focus on the topic of Womanhood in the film which will include a panel and host.

Freshmen SGA Black History Month Movie Night

Freshmen SGA will host a Black History Month Movie night in DJR 100 7:00pm. We have a choice to watch one of these three movie choices, Hidden Figures (2016), Selma (2014), or The Hate You Give (2018). There will be an RSVP for the freshmen class. The movie will be played on the screen in the room.

EmpowerHERment Week: Black History Month Celebration

Celebrate Black History Month with us throughout the week as we recognize achievements by African Americans in arts & music.

Black Artist Gallery Walk

The gallery walk will consist of participants rotating around the room to 10 different artists or stations. At each station, participants will be given a brief history of the artist along with the reading of one of their poems.

MLK Building the Dream Banquet

Each year representatives from Wake Forest and Winston-Salem State Universities form a joint Dr. Martin Luther King Jr. programming committee. Annually, we award the “Building the Dream” award to one professor or administrator and one student from each respective university. This award will be given to a person who embodies the qualities that Dr. King epitomized and actively exercises these qualities in his or her community (on and off campus).

Beyond Black and White: Social Justice and Policing

2020 and 2021 have highlighted the role of racial and social justice in policing. How have these events impacted society and our community? Come join the conversation! This activity was made possible through funds provided by North Carolina Campus Compact through the NC Collegiate Citizenship Project.

Thurgood Marshall College Fund Scholarship, Internship, and Leadership Institute Information Session

TMCF is the nation’s largest organization exclusively representing the Black College Community. Through scholarships, capacity building and research initiatives, innovative programs, and strategic partnerships, TMCF is a vital resource in the K-12 and higher education space. The organization is also a source for top employers seeking top talent for competitive internships and solid, top careers. TMCF Manager of Talent Acquisition, Jasmine Chance will facilitate this session.

Brother 2 Brother Empowerment Session

The Winston-Salem State University Male Initiatives program will offer a monthly Brother 2 Brother Empowerment Session to ensure our men are empowered, equipped, and engaged with resources that will promote academic and personal excellence.

Critical Race Theory: Will You Continue to Live in the MATRIX of This World?

The topic of this event will be on Critical Race Theory and will feature an interview with Dr. Ivory Toldson, the current Director of Education and Innovation and Research for the NAACP and past Executive Director for the White House Initiative on HBCUs during the Obama Administration.

Black in Beauty: Exploring Careers in the Beauty Industry

HBCU 20x20 is proud to partner with The Estee Lauder Companies to host Black in Beauty: Exploring Career Pathways in the Beauty Industry on April 21, 2021, at 6 pm EST. This panel discussion will highlight Black professionals from the Estee Lauder Company and their brands, the various career pathways available, and what one must do to prepare for a career in the beauty industry.

From e-commerce to sales, to marketing and communications, to tech and science, The Estee Lauder Companies has opportunities for students and alumni, and we’ll learn about them during this hour of conversation.

The instructions for this report call for an indication of how feedback or related data on outcomes may be captured in the future. WSSU recognizes an opportunity to collect and share impact data moving forward. As WSSU currently has a decentralized approach to D&I with work carried out by various groups and individuals across campus, some mandatory reporting across campus may prove difficult. Still, there is a recognized need to ensure program organizers are thinking about assessing and evaluating impact during the planning stages of events.

Moreover, until UNC System D&I metrics are established, those responsible for providing

guidance and collecting data for WSSU's decentralized efforts can only speculate about the relevancy of data needed and whether the university is currently structured and resourced to collect information to appropriately inform the UNC System.

APPENDIX

UNC Policy Manual; Chapter 300 Personnel Policies

300.8.5 Policy on Diversity and Inclusion Within the University of North Carolina

. Purpose

The Board of Governors adopts this policy to support and facilitate efforts across the University to advance diversity and to foster an inclusive environment that engages, respects, and values all members of the University community and to ensure such efforts are carried out effectively.

. Definitions

For purposes of this policy, the following definitions shall apply:

A. “Chancellor” means the administrative and executive head of a constituent institution of the University of North Carolina, as described in Section 502 of *The Code*.

B. “Constituent Institution” means any one of the 17 degree/diploma-granting institutions that comprise the University of North Carolina.

C. “Diversity” means the ways in which individuals vary, including, but not limited to, backgrounds, personal characteristics, ideas, beliefs, cultures, and traditions that distinguish one individual or group from another, which may include, but are not limited to, Federal, State, University, and constituent institution protected classes.

D. “Inclusion” means the enablement of individuals, including those from underrepresented groups, to fully and equitably have access to, and participate in, the University’s programs, services, facilities, and institutional life.

E. “Diversity and Inclusion (D&I)” collectively means the intentional efforts undertaken to create an institutional culture and a working and learning environment that offers acceptance, support, and respect for a diversity of individuals as they pursue their academic, research, and professional ambitions and interests.

F. “Equal Opportunity (EO)” means the right of individuals to be considered for admission to, employment by, and promotion within the institution on the basis of merit, experience, and qualifications, without unlawful or impermissible discrimination with respect to federal, State, University, and constituent institution protected classes.

G. “President” means the chief administrative and executive officer of the University of North Carolina, as described in Section 501 of *The Code*.

. Statement of Commitment

The University features equality of opportunity in education and employment as a core value. To support this value and to meet the University’s educational, research, and public-service goals in an increasingly diverse and global society, the University needs the talents and skills of all qualified and available individuals. To this end, the University is committed to building a culture and community that actively supports and promotes diversity and inclusion for its students, faculty, and staff, and for members of the general public who access our programs, services, and facilities.

. Accountability

A. Division of Responsibility. Responsibility for diversity and inclusion efforts shall be shared by the UNC System Office and the constituent institutions as determined by the president or president’s designee. Responsibilities shall also incorporate appropriate reporting to the boards of trustees, the president, and the Board of Governors to ensure that individual and collective efforts have a measurable and meaningful effect.

B. System-Wide D&I Metrics. A common set of D&I metrics across the University system is necessary to conduct trend analysis, leverage experiences and successful approaches across constituent institutions, identify areas for future investments, and drive accountability for outcomes from D&I investments. To this end, the president shall set a defined number of system-wide D&I metrics that all constituent

institutions shall track. These metrics shall complement the D&I goals specific to the distinctive mission of each constituent institution.

. Reporting and Dissemination Requirements

A. Reporting to Boards of Trustees. Each constituent institution, through its chancellor, D&I Officer, or other chancellor designee, shall provide a report at least annually to the board of trustees on D&I-related information as identified by the president or president's designee. The board of trustees may request or require additional or more frequent information to be reported related to D&I operations, programs, and activities.

B. Reporting to the System Office and Board of Governors. Each constituent institution shall provide to the System Office, upon request of the president or president's designee, relevant information regarding the EO and D&I operations, programs, and activities of the constituent institution.

C. Dissemination of D&I Policies and Information. Constituent institutions shall periodically provide information describing their institutional D&I policies and programs to students, faculty, and staff, consistent with any requirements set by the president or president's designee.

. Other Matters

A. Effective Date. This policy shall be effective on the date of adoption by the Board of Governors.

B. Relation to State Laws. The foregoing policy as adopted by the Board of Governors is meant to supplement, and does not purport to supplant or modify, statutory enactments which may govern the activities of public officials.

C. Relation to Other University Policies. The foregoing policy as adopted by the Board of Governors is meant to supplement, and does not purport to supplant or modify, other University policies, regulations, and guidelines related to equal opportunity, free speech, and free expression.

D. Regulations and Guidelines. This policy shall be implemented and applied in accordance with such regulations and guidelines as may be adopted from time to time by the president.

The UNC Policy Manual: 300.8.5, Adopted 09/20/19

300.8.5[R] Regulation on Diversity and Inclusion Within the University of North Carolina

. Purpose. This regulation outlines specific requirements and procedures related to the implementation of Section 300.8.5 of the UNC Policy Manual, Policy on Diversity and Inclusion Within the University of North Carolina (the policy). This includes the definition of roles and responsibilities and sets forth procedures related to the oversight of D&I activities and related reporting to monitor the effectiveness of these efforts.

. System Office D&I Liaison. The president shall designate a senior officer^[1] at the UNC System Office (System Office) who shall serve as the System Office D&I Liaison (Liaison). The Liaison shall, at a minimum:

A. Act as the primary point of contact at the System Office for D&I-related inquiries, including inquiries from the constituent institutions and the Board of Governors;

B. Serve as the System Office representative and liaison to the system-wide D&I Council and perform those functions as further described in section V, below;

C. Facilitate the aggregation and comparative analysis of D&I-related data and information reported annually by each constituent institution to the president and the Board of Governors;

D. Coordinate the administration of the policy and its various requirements; and

E. Coordinate D&I efforts and programs directed at serving System Office staff.

The Liaison's responsibilities may be carried out by an existing senior officer at the System Office or by a newly created role, at the discretion of the president.

. Institutional D&I Officer

A. Each constituent institution's chancellor shall designate a senior-level administrator as its D&I Officer who shall, at a minimum:

1. Assist the chancellor in policy development and strategic planning to promote and advance D&I;

2. Oversee the development of D&I strategy and the definition of D&I goals and performance measures specific to the institution and its community;
3. Ensure production of required reports on the progress and outcomes of the institution's D&I operations, programs, and activities;
4. Advise on training, outreach, educational programs, and other strategies for students, faculty, staff, and other stakeholders to promote and advance diversity and inclusion throughout all levels and areas of the institution;
5. Be available to make presentations and to participate in meetings with employees or students, and their representative groups, as well as community organizations and other members of the general public;
6. Support the development of D&I-related campus communications;
7. Ensure ease of access to D&I-related information by members of the institution's community, as appropriate;
8. Serve as the institutional representative on the D&I Council; and
9. Seek out personal opportunities for ongoing professional training to remain current with industry trends and leading practices in the rapidly evolving D&I field.

B. These responsibilities shall be performed in collaboration with the institution's EO Officer and in alignment with the institution's Affirmative Action Plans and other EO-related policies, programs and activities. Efforts shall be coordinated where possible.

C. The appointed D&I Officer shall have or be required to develop directly relevant experience in: designing and implementing D&I strategies, plans, and programs, preferably within higher education; facilitating effective relationships across diverse constituencies; defining metrics and analyzing quantitative and qualitative indicators of success; building mutual understanding among diverse sets of stakeholders; managing change and communicating effectively; and developing training plans and delivering training.

D. The reporting relationship of this role, and whether this is an existing or newly created position, is at the discretion of the institution's chancellor.

E. When deemed appropriate by the respective chancellors, this role may be shared among constituent institutions to promote enhanced efficiency.

. Institutional Inclusion Executive

A. Each constituent institution's chancellor shall designate a single senior-level administrator as the institution's Inclusion Executive. As appropriate, the Inclusion Executive, the D&I Officer, and/or the EO Officer roles may be assigned to the same position or to different positions. The Inclusion Executive shall, at a minimum:

1. Provide oversight on behalf of the chancellor to ensure that the activities of both the institution's EO and D&I functions are coordinated and executed in a complementary and efficient manner and that goal-setting and resource allocation is tied to the achievement of measurable outcomes;
2. Facilitate communication and coordination among various divisions, departments, and constituents within the institution that have EO and D&I responsibilities;
3. In conjunction with the institution's D&I Officer, ensure that D&I program standards and quality assurance activities are carried out as outlined in Section VIII of this Regulation, and;
4. Participate in institution-level EO and D&I-related councils or committees to ensure connection and knowledge-sharing between EO and D&I initiatives.

B. The reporting relationship of this role is at the discretion of the institution's chancellor. This role may or may not directly supervise the individual EO and/or D&I function, but shall be assigned the executive oversight duties as described above.

. Establishment and Responsibilities of a UNC System D&I Council

A. The president or president's designee shall establish a D&I Council comprising the D&I Officers from each of the 17 constituent institutions, the System Office D&I Liaison, and representatives of other

constituencies to be determined by the council in consultation with the president or president's designee.

B. The council shall be an advisory body for the University System with general assistance from the System Office. It shall be headed by a chair elected for a two-year term by a majority vote of D&I Council peers and approved by the president or president's designee.

C. The council shall develop its charge, subject to approval by the president. Any subsequent updates or proposed changes to the council's work shall also be subject to approval by the president or president's designee.

D. The council, in consultation with relevant officials of each constituent institution, shall be responsible for developing for the president's approval System-wide D&I metrics as well as standardized formats for reporting of D&I information to the System Office.

E. The council members shall collaborate on programming where feasible, make recommendations to the president or president's designee on any System-wide training requirements, and explore master agreements for relevant external vendor products/training solutions with general assistance from the System Office.

F. The council shall facilitate the sharing of knowledge and D&I best practices, collaborative problem-solving, and interactions between institutions and with the System Office.

G. The D&I Council shall recommend to the president or president's designee through the System Office D&I Liaison any potential revisions to the University's D&I policy and/or regulation as well as the creation or modification of measurement methods for D&I goals and metrics.

. Defining System-Wide D&I Metrics and Goals

A. Metrics. The D&I Council shall develop for the president's approval three to five System-wide annualized D&I metrics. Core statistical information that may be considered in the development of these metrics includes, but is not limited to: student, faculty, and staff demographics; academic achievement gaps; graduation and persistence rates; recruitment and retention of students, faculty, and staff; and campus climate assessments on diversity and inclusion based on institution-level or System-wide surveys.

B. Goals. In addition to the System-wide D&I metrics, the D&I Officer at each constituent institution shall, in collaboration with appropriate stakeholders, develop D&I goals and metrics specific to the institution and its community. As part of this process, it is the University's expectation that the D&I Officer actively seek input on an annual basis from the constituent institution's board of trustees as well as appropriate faculty, staff, and student governance organizations, on all proposed D&I goals and metrics.

VIII. D&I Program Standards and Quality Assurance. The institutional D&I Officer and the institutional Inclusion Executive shall together be responsible for establishing a process to ensure that feedback is collected from participants in D&I programs and that participants are informed of the appropriate institutional point of contact to address questions or concerns regarding D&I policies or programs. This shall include ensuring that all programs conform to all relevant University policies, regulations, and standards.

IX. Reporting to the Boards of Trustees. The constituent institution, through its chancellor, D&I Officer, or other chancellor's designee, shall provide a report at least annually to the institution's board of trustees, which, at a minimum, shall include the following:

A. The impact of the institution's D&I programs and activities with respect to System-wide D&I metrics and institutional D&I goals;

B. The number of positions and FTEs with D&I responsibilities, indicating the percentage of each associated with D&I responsibilities;

C. An accounting of institutional budget expended on D&I operations and activities, broken out by personnel and non-personnel costs and by funding source (e.g., state funded versus other funded); and

D. 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.

X. Reporting to the System Office. Each constituent institution shall provide to the System Office, upon request of the president or president's designee, relevant information regarding D&I operations, programs, and activities of the constituent institution. These items shall be reported in a format recommended by the D&I Council and approved by the president or president's designee. Such information, at a minimum, shall include the items described in section IX., subsections A., through D., above.

XI. Reporting to the Board of Governors Committee on Personnel and Tenure. No later than every 24 months, or sooner at the request of the committee chair, the president or president's designee shall provide an update to the Committee on Personnel and Tenure regarding the D&I activities of the constituent institutions.

XII. Opportunities for Dissemination of D&I Policies and Information

A. Information for Students. Constituent institutions shall include in student orientation programs, and periodically provide to students in printed and/or electronic form (e.g., web sites), information describing their institutional policies regarding D&I consistent with this policy. Any information provided should include the name and contact information of the institutional officer, office, or department with responsibility for ensuring compliance with the policy and for answering any related questions or concerns.

B. Information for Faculty and Staff. Constituent institutions shall include in new hire onboarding, and periodically provide to faculty and staff in printed and/or electronic form (e.g., web sites), information describing their institutional policies regarding D&I consistent with this policy. Any information provided should include the name and contact information of the institutional officer, office, or department with responsibility for ensuring compliance with the policy and for answering any related questions or concerns.

XIII. Other Matters

A. Effective Date. The requirements of this regulation shall be effective on the date of adoption of this regulation by the president.

B. Relation to State Laws. The foregoing regulation as adopted by the president is meant to supplement, and does not purport to supplant or modify, those statutory enactments, regulations, and policies which may govern the activities of public officials.

C. Relation to Other University Regulations and Policies. The foregoing regulation as adopted by the president is meant to supplement, and does not purport to supplant or modify, other University policies, regulations, and guidelines related to equal opportunity, free speech, and free expression.

^[1] A senior officer is an employee who is covered by Section 300.1.1 of the UNC Policy Manual.
The UNC Policy Manual: 300.8.5[R], Adopted 09/25/19
