

The University of North Carolina Equal Opportunity and Diversity & Inclusion Study

Findings and Recommendations Report

January 11, 2018

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Executive Summary

Background & Context

In response to the ratified Appropriations Act of 2017 – SB257 (“the Bill”), UNC General Administration (GA) partnered with Conduent HR Consulting (Conduent) to conduct an analysis of the efficiency, effectiveness and transparency with which each of the 17 UNC system institutions are delivering Equal Opportunity (EO) and Diversity & Inclusion (D&I) services and evaluate the feasibility of potentially consolidating these services within a single office headed by a single senior officer at each constituent institution.

Quantitative data was gathered through self-reported submission and qualitative data was gathered through a series of focus groups with representatives from each of 17 institutions and GA representation and participation. A key limitation faced by this study is that there was little system-wide uniformity of practice in how EO and especially D&I programs and services were designed, implemented, or tracked.

Findings & Cost Analysis

EO and D&I Structure & Roles

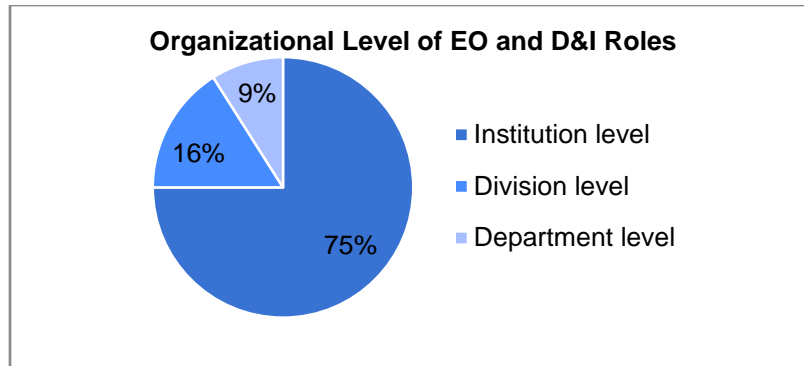
Most constituent institutions evaluate their EO and D&I service delivery approach on a regular basis and adjust it based on stakeholder needs. Therefore, the EO and D&I operating model and organizational structure varies across the constituent institutions.

Six constituent institutions feature a centralized EO and D&I operating model: ECSU, FSU, NCSU, UNC-CH, UNCSA and NCSSM. A centralized model is defined as an organizational structure in which EO and D&I have one leader. However, from a reporting relationship standpoint, not all EO and D&I personnel necessarily report into one entity.

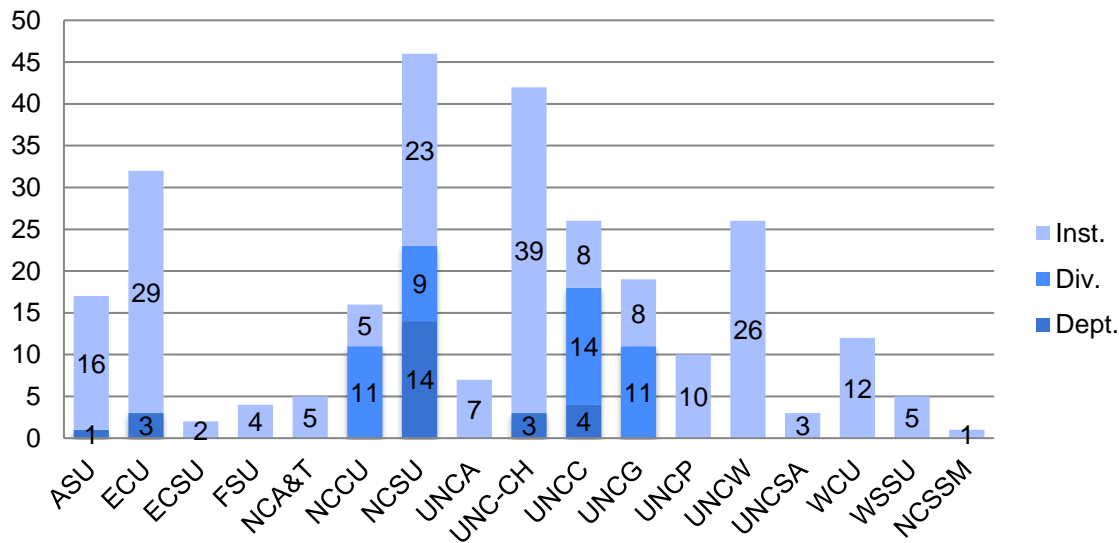
Eleven constituent institutions feature a decentralized EO and D&I operating model: ASU, ECU, NCA&T, NCCU, UNCA, UNCC, UNCG, UNCP, UNCW, WCU and WSSU. A decentralized model is defined as an organizational structure in which EO and D&I each have at least one leader (there may also be officers for specific programs and functions under either or both of these leaders), and there is no dedicated officer above all EO and D&I programs and offices.

Similarly, where EO and D&I units currently reside (or “report up to”) at each constituent institution varies, with most reporting to Human Resources (HR), Student Affairs and Academic Affairs.

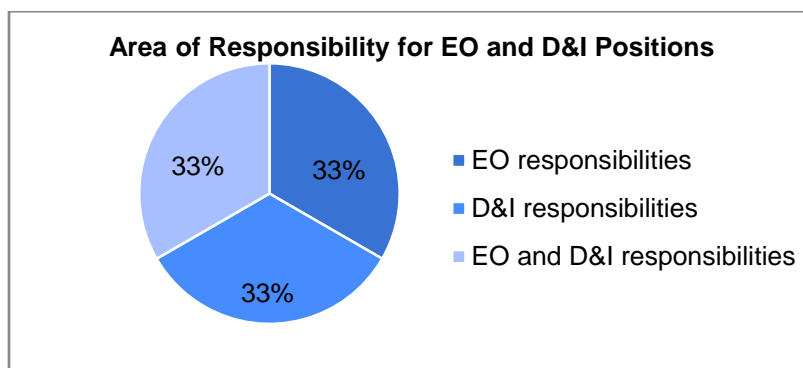
75% of the roles with EO and/or D&I responsibility operate at the constituent institution level (e.g., campus-wide), while 16% reported into a subordinate school/division of the constituent institution, and the remaining 9% reported into a lower-level department.



Of the 273 reported EO and D&I positions, all institutions had roles with institution-wide scope, while a minority reported roles with only department and/or division based scope. Positions reported institution-wide, division, and/or department scope of responsibilities regardless of operating model (centralized or decentralized).



Furthermore, the percentage of positions with EO, D&I or both EO and D&I responsibility is approximately equal when looking at positions across all constituent institutions.



Particularly at smaller constituent institutions, most EO and D&I roles are not fully devoted to those activities; instead, these activities represent only a percentage of each role's overall job duties.

Those constituent institutions that had moved from a decentralized to centralized model reported no immediate cost savings from doing so, as existing roles were simply moved under a single unit/leader; there was limited opportunity to reduce headcount or capacity as all roles were mostly, if not fully, dedicated to EO or D&I. They stressed the importance to success of having "top-to-bottom" stakeholder support prior to any change in organizational approach.

Regardless of how each constituent institution actually *structured* their EO and D&I organizations, there was general agreement that *delivering* D&I activities in a decentralized manner (i.e., by multiple individuals in many places across the institution) is effective in that it promotes shared responsibility (ensuring that D&I is not just the responsibility of one person or team) and provides more "local" touchpoints for faculty, staff and students to seek guidance or support or to raise concerns.

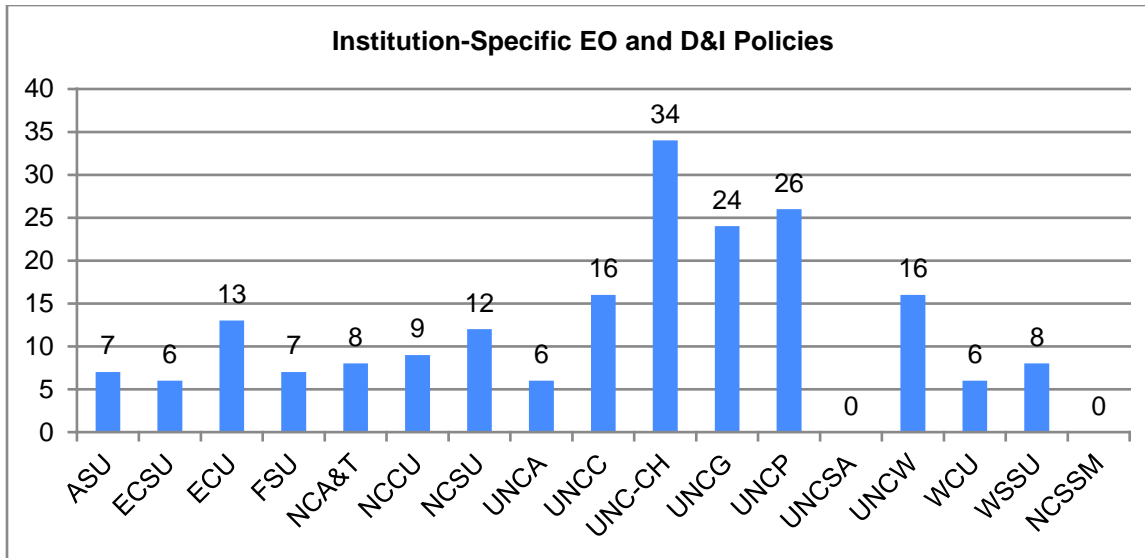
Most constituent institutions agree that increased coordination and communication between individuals (especially leaders) with EO and/or D&I responsibility would improve efficiency and effectiveness. Relatedly, most, but not all, constituent institutions already have a central website where individuals can find campus-specific EO and D&I-related information, including points of contact.

At present, a relatively limited number of staff exists at GA to support EO and D&I activities or programs. This includes a shared resource in GA Human Resources who serves as both GA's lead employment and staffing officer in addition to serving as EO Officer; a compliance director with Title IX responsibilities in Compliance and Audit Services; and a shared services investigator in Compliance and Audit Services available to constituent institutions for Title IX and EO investigations.

Policies, programs and performance measures

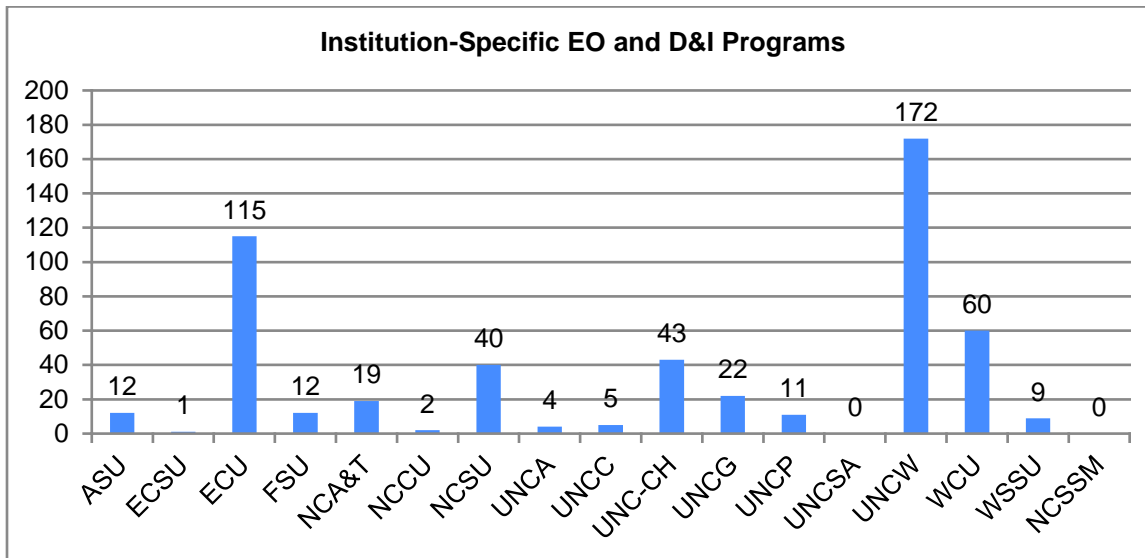
The UNC system and constituent institutions are subject to a complex web of regulatory requirements in the EO space in addition to the decisions they face on how the more discretionary D&I programs and positions should be applied to positively and proactively impact compliance and make each constituent institution more attractive to employees, students, and outside stakeholders.

There were 198¹ EO and D&I-related institution-specific policies reported – in addition to the 11 policies that are system-wide as identified by GA. Many of these (and the compliance activities associated with them) are required by federal and state regulations and/or executive orders.



¹ Of UNC-CH's 34 noted policies, 20 are diversity statements for units or schools.

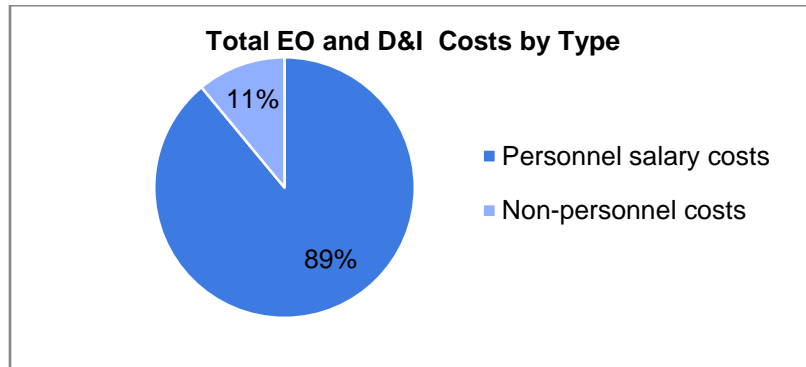
There were 527 EO and D&I-related institution-specific programs reported that had cost associated with them. For purposes of the study, programs refer to programs and other events, trainings, etc. that support EO and/or D&I. These are in addition to standard compliance training for all employees and students.



Less than half (47%) of programs reported have outcomes and/or measures of success referenced and almost none are quantitative in nature. Quantitative metrics and measures are difficult to obtain because there is no consistent tool in place for EO and D&I-related issue/case management and only some constituent institutions perform regular climate surveys with questions related to D&I as a source for metrics and trend analysis.

Cost Analysis

Constituent institutions reported **personnel salary costs for EO and D&I** of \$14,713,412 (89%) and **non-personnel costs for EO and D&I** of \$1,902,312 (11%) for a **combined total** of \$16,615,724.

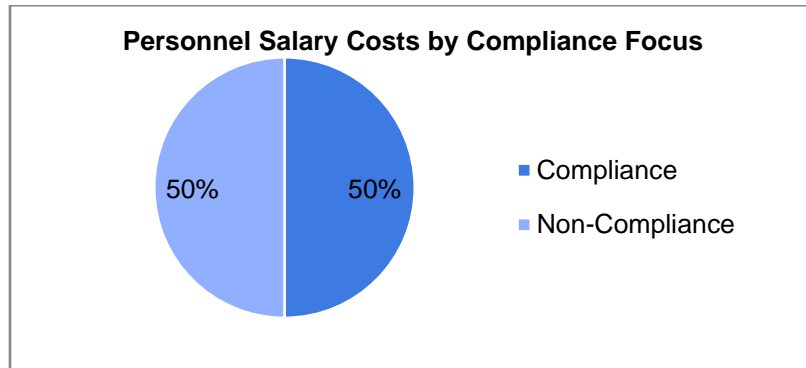


EO and D&I personnel salary costs reported reflect the EO and D&I portion of 2016-17 annual budgeted actual salaries. They do not include fringe benefits, which are estimated to be \$5,467,663 for this population.

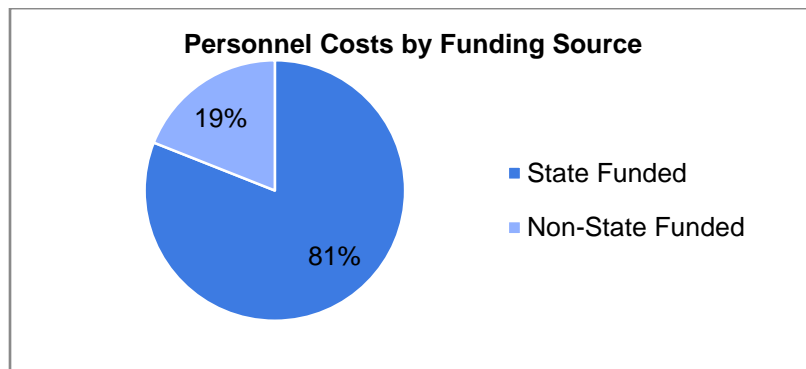
Non-personnel costs include budgeted supplies, technology, space (if directly charged), business entertainment, publications, training, logistics, and all other program costs related to EO and D&I.

Depending on size and scale of institution, the costs per individual (student and faculty/staff) served does vary and is displayed later in the report on page 40.

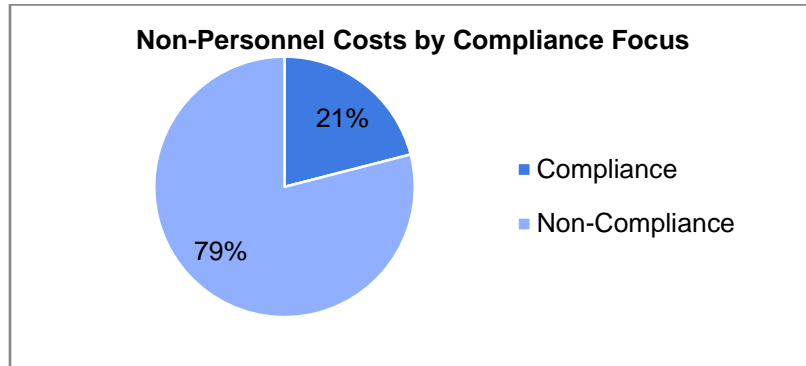
Of the \$14,713,412 EO and D&I **personnel salary costs**, \$7,336,656 (50%) are being spent on compliance-related duties, while \$7,376,756 (50%) are being spent on duties not related to compliance.



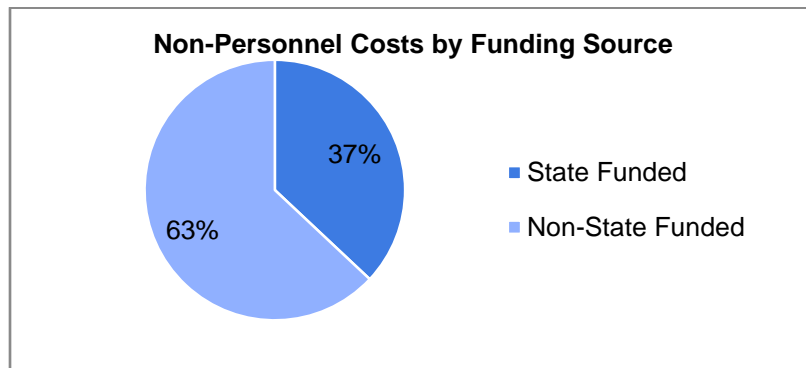
Of the \$14,713,412 EO and D&I **personnel salary costs**, \$11,843,689 (81%) is state funded and \$2,869,721 (19%) is non-state funded (as a result of rounding, the total amount is \$2 more than the two breakdown amounts combined).



Of the \$1,902,312 EO and D&I **non-personnel costs** (programs, training, etc.), \$397,954 (21%) are being spent on compliance-related activities, while \$1,504,358 (79%) are being spent on activities not compliance-related.



Of the \$1,902,312 EO and D&I **non-personnel costs**, \$697,570 (37%) is state funded and \$1,204,742 (63%) is non-state funded.



Feasibility of Consolidation & Recommendations

It is feasible to centralize into a single office positions that are principally dedicated to EO and/or D&I duties. However, this becomes far more complicated and challenging with positions where EO and/or D&I is only a *portion* of their duties and they have other totally *unrelated* duties such as HR, student affairs, admissions, or other differentiated functions.

Furthermore, based on the opinions and actual experiences of the constituent institutions, while it is possible consolidation may yield some cost savings, the degree of cost savings in the near term is not believed to be significant (as indicated by NCSU's experience consolidating much in the same manner as the General Assembly Bill suggests) and caution is therefore advised for a variety of reasons, including:

- the risk that D&I becomes a sub-function of EO, while best practice is to have the two operate separately (as they have fundamentally different focuses: EO on compliance, D&I on creating an institutional culture and environment that offers safety, acceptance, support, tolerance and respect for individuals) with a high level of collaboration, information-sharing and integration of strategy;
- the need for specialized skillsets in some EO and D&I-related roles that need to be retained;
- the challenge of recruiting or developing leaders with expertise in both EO and D&I functions; and
- the potential of negative reactions from stakeholders who view their current model (which in most cases has been designed in response to stakeholder needs) to work well.

A more practical alternative to increase efficiency, effectiveness and transparency is for each constituent institution to designate a senior-level administrator as the overall coordinator for EO and D&I functions to:

- oversee the definition of a singular EO and D&I strategy and set of D&I performance measures that align with institution and UNC system goals;
- increase coordination between EO and D&I activities at each constituent institution, thereby driving greater efficiency in delivery;
- identify opportunities to streamline processes and reduce any potential duplication of effort between EO and D&I roles over time; and
- serve as a single point of accountability and contact for the constituent institution on EO and D&I matters.

This is envisioned as an additional *responsibility* to an existing senior-level employee, not something to be accomplished with additional headcount or cost.

Other recommendations to consider implementing to increase efficiency, effectiveness and transparency include:

- Have GA provide greater guidance and support to the constituent institutions, where deemed value-add, for the following: EO and D&I definition; program and policy development, content and implementation; process and communications frameworks; and consistent tools and technology.
- For EO and D&I policies (and programs, where appropriate) reported among multiple institutions system-wide, create standards at the system level that each constituent institution can leverage and adapt if required, limiting adaptation to what is legally, regionally or institutional required.
- Create a centralized webpage for the UNC system that links to webpages for each constituent institution to outline the structure of EO and D&I points of contact, offices, programs, and policies and include links to institution-specific web pages for more insight and information.
- Utilize the soon to be launched system-wide employee engagement survey as an opportunity to do more systemic measurement of EO and D&I progress across the constituent institutions.

- Have all UNC system constituent institutions explicitly address EO and D&I in their strategic plans (many constituent institutions already do), with specific objectives, success measures and timelines for their achievement.
- Implement a single data system for EO case and D&I-related activities tracking across all constituent institutions.
- Expand the shared “service center” of EO and D&I subject matter experts for (especially small) constituent institutions to leverage.

In Summary

Constituent institutions reported personnel salary costs for EO and D&I of \$14,713,412 (89%) and non-personnel costs for EO and D&I of \$1,902,312 (11%) for a combined total of \$16,615,724. EO and D&I personnel salary costs reported reflect the EO and D&I portion of 2016-17 annual budgeted actual salaries. They do not include fringe benefits, which are estimated to be \$5,467,663 for this population.

Consolidation of EO and D&I functions at all constituent institutions is feasible with certain key assumptions and exclusions (e.g., all impacted roles must be fully dedicated to EO and/or D&I, exceptions must be made for smaller schools where there are no roles fully dedicated to either function, etc.). However, caution is advised in uniformly adopting such an approach given there are limited advantages to making this change and risks of disruption and negative feedback from key stakeholders.

A series of alternative recommendations have been put forth for GA to consider implementing in an effort to increase efficiency, effectiveness and transparency of EO and D&I service delivery across the system in both the short- and long-term.

Context-setting

Study Background & Introductory Discussion

This report was created in response to the Appropriations Act of 2017 – SL2017-57, which directed UNC General Administration (GA) to conduct an analysis of the efficiency, effectiveness, and transparency with which each of the 17 UNC constituent institutions are delivering Equal Opportunity (EO) and Diversity & Inclusion (D&I) services and to evaluate the feasibility of potentially consolidating these services within a single office headed by a single senior officer at each constituent institution. Details of this legislative requirement are included in Appendix A of this document.

Before presenting the findings and recommendations of this study, it will be helpful to establish the framework for the evolution and current state of EO and D&I in the U.S. private and public sectors.

An introduction to EO and D&I

The policies, processes, and practices related to EO and D&I are *related* but *distinct* from one another. For the purposes of this study, the following definitions were adopted based in part on feedback from selected EO and D&I professionals from the University's constituent institutions:

- Equal Opportunity (EO) is the right for 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 or UNC constituent institution protected classes.
- Diversity & Inclusion (D&I) represents the efforts undertaken to create an institutional culture and environment that offers safety, acceptance, support, tolerance and respect for individuals as they pursue their academic, research and professional ambitions and interests regardless of their diverse backgrounds, personal characteristics and beliefs, including, *but not limited*, to both federal and UNC constituent institution protected classes.

EO and D&I are related in that EO policies and trend data should inform the areas of greatest priority to focus D&I efforts, while D&I efforts aim to create a culture and environment that is both welcoming and inclusive and minimizes the risk of EO compliance gaps. When EO compliance gaps are less prevalent, then a more inclusive working and learning environment is created.

EO-driven activities include, but are not limited to, the following:

- Seeking a diverse pool of qualified applicants for employment and admissions;
- Implementing and overseeing institutional policies regarding harassment and discrimination;
- Delivering supervisory training on harassment prevention and response;
- Investigating and resolving allegations of harassment and discrimination;
- Setting and monitoring equal opportunity and affirmative action goals,
- Publishing annual EO reports that are submitted and subject to inspection by both State and Federal regulatory agencies; and
- Establishing a disability services function to coordinate review and resolution of requests for reasonable accommodations for qualified individuals with disabilities.

These are distinct from D&I activities, which may include:

- Training that promotes enhanced understanding and appreciation of cultural differences;
- Special events that bring members of the community together to encourage cross-cultural relationships and to provide exposure to differing cultures; and
- Mentoring and other supportive services that assist underrepresented members of the community in accessing institutional resources and achieving their educational or workplace goals.

D&I also includes research activities that enrich the academic experience, reduce cultural stereotypes, and promote global connections and understanding.

Just as organizations focused exclusively on D&I efforts alone put themselves at enhanced risk of fines and lawsuits without sufficient compliance efforts, it is also true that organizations focused exclusively on compliance absent D&I initiatives forgo the direct and indirect financial benefits and creative capacity that result from a diverse and inclusive working and learning environment.

A general perspective exists in the corporate sphere that EO and D&I are “better together.” As an example, in an article for the *Harvard Business Review*, senior leadership of Blue Cross and Blue Shield of North Carolina describes an inclusive workplace as “one where all who come with the professional skills sufficient to perform the requirements of the job feel welcome, supported, and rewarded, and are inspired to succeed based on their ability.”² Leaders from other major organizations share similar perspectives:

- “We recognize that diversity and inclusion are inextricably linked to our ability to achieve our goals, both our aspirations to be an employer of choice and to lead in the markets in which we operate.”
– John Strangfeld, Chairman and CEO, Prudential Financial
- “Now more than ever, customers and patients are counting on us for breakthrough medications that address increasingly complex, unmet needs. I believe that the collective wisdom of our diverse workforce, combined with our inclusive, high performing team culture can spark innovation and help take our business—and our ability to make a difference in the lives of patients—to the next level.”
– André Wyss, U.S. Country Head, Novartis and President, Novartis Pharmaceuticals Corporation
- “As a company, we believe diversity sits at the root of innovation. Diversity of culture, experience and thought all drive innovative thinking. That’s why we encourage employees to express their diverse opinions and ideas. We want them to feel empowered and to recognize that their contributions make a difference.”
– Ajay Banga, President and CEO, Mastercard Worldwide
- “Our mission is to continue to become better educated and increase our competency in understanding the nuances of how we care for a diverse population. The Institute for Culturally Competent Care is a training ground. ...It’s a metaphor for where the brain trust is to help the rest of the organization better understand how to care for diverse populations. We are a diverse organization, taking care of diverse people.”
– Bernard Tyson, Chairman and CEO, Kaiser Permanente
- “Diversity is a critical component of today’s successful companies. A commitment to diversity and inclusion that includes our employees, our surrounding communities, product development and supplier relations provides a broad perspective of viewpoints—without them, creativity and innovation suffers. At Cox, diversity is a fundamental business value.”

² Groysberg, Boris, and Katherine Connolly. “Great Leaders Who Make the Mix Work.” *Harvard Business Review*, Sept. 2013, pp. 68-76, <https://hbr.org/2013/09/great-leaders-who-make-the-mix-work>. Accessed January 4, 2018.

– Patrick Esser, President, Cox Communications

- “The people behind our company are as diverse as the broad suite of products and services we offer to leisure and business travelers. Diversity enriches our performance and services, the communities where we live and work, and the lives of our employees and customers.”

– Stephen Holmes, Chairman and CEO, Wyndham Worldwide³

EO and D&I within the University System

Before delving further into the broader context of EO and D&I with respect to public- and private-sector practice, it is worthwhile to highlight a few key aspects regarding how these functions presently intersect with the University’s governance structure.

- Within the UNC System, each institution is headed by the chancellor, who is the executive authority for the constituent institution and the decisions to develop and implement EO and D&I initiatives and make EO and D&I-related hires are within the chancellor’s current authority and discretion.
- While much of what is presently observed in terms of EO activities at each of the University’s constituent institutions is the result of regulatory requirements, much of what is observed in terms of D&I activities is the result of decisions by the heads of the individual institutions; consequently, the D&I programs, policies and initiatives reflect the particular needs, history, locale and reputation of each institution—they are not presently coordinated across the system nor are they intended to be uniform;
- Up to this point, the University’s Board of Governors has not seen a need to adopt system-wide policy in the area of D&I or set system-wide D&I goals for institutions to achieve;
- And, UNC GA is not presently resourced or equipped to provide oversight or any substantive assistance to the constituent institutions in the area of D&I. GA does provide guidance and some degree of oversight to its constituent institutions with respect to EO activities.

How D&I has evolved

EO tends to be a more familiar concept to many individuals and organizations than D&I because it is primarily regulatory-driven with clear federal and state reporting requirements; because all organizations—corporate, not-for-profit and government—are subject to some combination of these requirements; and because the news media frequently cites EO-related lawsuits and allegations of workplace misconduct and harassment.

Furthermore, the concept of EO has been in existence since the 1960s, whereas D&I is a much more recent addition to most private and public sector entities in the United States. Because D&I tends to be less well-understood in terms of what it comprises and what outcomes or value it provides to organizations and much of the UNC System’s EO-related activities are mandated, the balance of this context-setting discussion focuses on D&I.

The concept of diversity “originally sprang from corporate concern over compliance with EEO laws and affirmative action regulations and their associated emphasis on race and gender.”⁴ However, the social and economic environment in which both public and private U.S. organizations operate is increasingly diverse in ways well beyond race and gender.

³ “CEOs Who Are Diversity Champions.” DiversityInc, 2013, <http://bestpractices.diversityinc.com/medialib/uploads/2013/08/CEOs-Who-Are-Diversity-Champions.pdf>. Accessed January 4, 2018.

⁴ Simmons, Terrance R, and Peggy Hazard. “The Changing Landscape: Ten Red Flags in a Diversity Initiative.” Rochester Diversity Council, workforcediversitynetwork.com/docs/ArticleTenRedFlags.pdf. Accessed January 4, 2018.

- For Justice Anthony Kennedy, in the 2016 United States Supreme Court case *Fisher v. University of Texas*, “formalistic racial classifications may sometimes fail to capture diversity in all of its dimensions and, when used in a divisive manner, could undermine the educational benefits the University values.”⁵
- According to experts with the Society of Human Resource Management (SHRM), diversity is “any way any group of people can differ significantly from another group of people—appearance, sexual orientation, veteran status, your level in the organization. It has moved far beyond the legally protected categories that we’ve always looked at.”⁶
- And, for our principal accreditation agency, the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC), “diversity is not an abstract concept; rather, it is a true picture of an ever-changing national demographic landscape that reflects every sector of society. Institutions of higher education mirror diversity through their missions, their structures, and their students, faculty, and staff.”⁷

In fulfilling their responsibility to prepare graduates for life in highly diverse work environments, higher education institutions themselves must arguably take a “broader than race and gender” view of diversity as they look to create a diverse and inclusive environment on campus that encourages and values the expression of myriad experiences and perspectives from its faculty staff and students, and that ensures a welcoming and accepting environment for people with differing characteristics and attributes, dialogue and potentially conflicting ideologies. Most major corporations consider an understanding and appreciation of the value of diversity, inclusion and cultural competence in business and society at large an essential skill in working in diverse, complex business environments. It therefore becomes critical to impart this skillset in future college graduates.

Today, D&I remains an area of significant focus and attention in the private sector. Deloitte’s 2018 Global Human Capital Trends survey reports that, “the proportion of executives who cited inclusion as a top priority has risen by 32% compared with [Deloitte’s] 2014 survey” and, “over two-thirds (69%) of executives rate diversity and inclusion an important issue (up from 59% in 2014).”⁸ As a result, most large organizations—public and private sector alike—have at least a strategy and perspective as it relates to diversity and inclusion. Many have dedicated organizational functions and resources to ensuring a diverse and inclusive working and/or learning environment.

While the concept of diversity has been part of the higher education dialogue for decades—beginning in earnest during the 1960’s—there has been notably increased attention around this topic in the last several years. According to the Association of Governing Boards of Universities and Colleges, “since fall 2015, a spate of student demonstrations has occurred on campuses all across the [United States]. Among other things, the students have protested against what they view as the lack of equal treatment of minorities, the dearth of faculty members of color, and environments that they believe are implicitly or explicitly hostile to certain population groups or points of view.”⁹

⁵ *Fisher v. Univ. of Tex. at Austin*. 579 U.S. (2016). No. 14-981. Supreme Court of the United States. (June 23, 2016) <https://supreme.justia.com/cases/federal/us/579/14-981/opinion3.html>. Accessed January 4, 2018.

⁶ Whitelaw, Kevin. “Defining Diversity: Beyond Race And Gender.” NPP, Jan. 13, 2010, www.npr.org/templates/story/story.php?storyId=122327104. Accessed January 4, 2018.

⁷ SACSCOC. “Diversity – A Position Statement.” June 2011, <http://www.sacscoc.org/documents/DiversityStatement.pdf>. Accessed January 4, 2018.

⁸ Walsh, Brett, and Erica Volini. *Rewriting the Rules for the Digital Age*. Deloitte Global Human Capital Trends, 2017, <https://www2.deloitte.com/content/dam/Deloitte/global/Documents/HumanCapital/hc-2017-global-human-capital-trends-gx.pdf>. Accessed January 4, 2018.

⁹ “Top Strategic Issues for Boards 2016-2017.” Association of Governing Boards, April 21, 2016, <https://www.agb.org/blog/2016/04/21/a-top-strategic-issue-for-boards-completion>. Accessed January 4, 2018.

The value/outcomes of a diverse and inclusive working and learning environment

It is possible that some may interpret D&I efforts as activities that are simply designed to aid federal compliance efforts or to satisfy selected constituents of various institutional communities. However, in the recent *Fisher v. University of Texas* Supreme Court case, Justice Kennedy offered a far different perspective:

*A university is in large part defined by those intangible qualities which are incapable of objective measurement but which make for greatness. Considerable deference is owed to a university in defining those intangible characteristics, like student body diversity, that are central to its identity and educational mission.*¹⁰

There are strong indicators that point to the direct and indirect benefits of a multi-faceted diverse and inclusive working and learning environment. These benefits, described below, include: risk mitigation; maintenance of federal contractor status; positive business outcomes from more effective teams; improved learning outcomes; and increased student, faculty and staff attraction and retention. These factors offer an important counterpoint to any perception of D&I as simply a “feel good” activity.

Risk mitigation

EO compliance alone avoids financial and reputation risk for organizations in the public and private sectors. Risks include injunctions, back pay, front pay, compensatory damages, debarment from federal contracts, punitive damages, ongoing oversight, and attorney fees.¹¹ Stakeholders from UNC constituent institutions noted that the “cost of just one EO failure can be in the hundreds of thousands of dollars.” This does not include the reputational damage that may occur as a result of media coverage and/or personal accounts of unfair treatment of employees or systematic unjust (or illegal) behavior. Among other challenges it creates, this type of reputational damage can rapidly result in decreased faculty, staff and student applicants. As an example, after racial tensions and protests at the University of Missouri in 2015, the campus saw freshmen enrollment drop by 35%.¹²

The role of D&I programs is to *proactively* create an environment where these types of compliance breaches are far less likely to occur and less tolerated and more effectively resolved when they do occur. Reputation is both one of the most valuable components of an organization and yet one of the most difficult things to control and the easiest to lose. Similar to the large percentages of operating budgets that are frequently spent on brand marketing, investment made on effective D&I programs can both proactively improve reputation and reduce the risk of damaging it. Just as marketing strategy varies based on the product being sold and target market, each organization’s D&I needs will vary based on the level and areas of greatest risk given their constituent populations and existing culture and environment.

Maintenance of federal contractor status

Additionally, in the realm of compliance, universities that are federal contractors must demonstrate the diversity of their institutions as part of the fulfillment of their affirmative action obligations. They are expected to develop and implement an action-oriented program to increase representation of women and minorities where the representation appears less than would reasonably be expected. They must also analyze efforts to recruit, hire, promote, and retain veterans and qualified individuals

¹⁰ *Fisher v. Univ. of Tex. at Austin*.

¹¹ SHRM. Managing Equal Employment Opportunity, Nov. 22, 2015, <https://www.shrm.org/resourcesandtools/tools-and-samples/toolkits/pages/managingequalemploymentopportunity.aspx>. Accessed January 4, 2018.

¹² Hartocollis, Anemona. “Long After Protests, Students Shun the University of Missouri.” *New York Times*, July 9, 2017, www.nytimes.com/2017/07/09/us/university-of-missouri-enrollment-protests-fallout.html. Accessed January 4, 2018.

with disabilities. D&I programs serve to create an environment where women, veterans, and minorities *want* to be, making it easier for universities to meet this requirement. As a federal contractor with in excess of one-billion dollars of federally sponsored research, the University has much at stake financially speaking in assuring that it proactively meets its mandated equal opportunity and affirmative action obligations.

Positive business outcomes from more effective teams

More diverse teams have been found to outperform less-diverse ones. McKinsey and Company found that return on equity is 53% higher on average for organizations ranking in the top quartile of executive board diversity, while earnings (before interest and taxes or “EBIT”) were 14% higher on average.¹³ Furthermore, “companies in the top quartile of racial or ethnic diversity were 30% more likely to have financial returns above the national industry median.”¹⁴ Another study by the Credit Suisse Research Institute found a positive link between market capitalization and the degree of gender diversity at the board of directors level and in senior management positions.¹⁵ These types of positive results in large, complex business enterprises certainly lend themselves to parallel benefits in complex institutions of higher education which feature exceedingly complex business enterprises and extensive research and clinical activities.

Additionally, diverse teams have been linked to higher employee engagement, retention and customer satisfaction—all of which have direct positive financial impact. Selena Rezvani writes in *Forbes* that “Deloitte research underscores that diverse thinkers help guard against groupthink” and goes on to say “the business case for diversity has never been more front and center than it is now” and “gains in employee engagement, effort, and retention alone make for a compelling diversity proposition.”¹⁶ “Highly diverse teams were found to be 13 times more likely to be engaged than less diverse teams”¹⁷ and “employees with the highest level of engagement perform 20% better and are 87% less likely to leave an organization,” according to a survey by TowersPerrin.¹⁸ Brian Moynihan of Bank of America saw an important link between diverse teams and customer satisfaction: “When internal diversity and inclusion scores are strong, and employees feel valued, they will serve our customers better, and we’ll be better off as an organization.”¹⁹

Lastly, innovation is a byproduct of a diverse and inclusive environment, as “the combination of unique viewpoints and varied approaches to problem solving helps foster innovation.”²⁰ Diversity of thought is oftentimes, but not always, a result of demographic diversity and has been shown to be valuable in terms of how organizations understand the needs of their constituents: “In workplaces lacking diverse leadership, women are 20% less likely to win endorsement for their ideas, and people of color are 24% less likely to do so. This is a missed opportunity for engagement and growth,

¹³ Menendez, Robert. Corporate Diversity Report. United States. Senate, June 2015, <https://www.menendez.senate.gov/imo/media/doc/2014%20Corporate%20Diversity%20Survey%20Report.pdf>. Accessed January 4, 2018.

¹⁴ Ibid. 6.

¹⁵ “Credit Suisse Research Institute Releases the CS Gender 3000: The Reward Change Report Analyzing the impact of Female Representation in Boardrooms and Senior Management”. Cision PR Newswire, Sept. 22, 2016, <https://www.prnewswire.com/news-releases/credit-suisse-research-institute-releases-the-cs-gender-3000-the-reward-for-change-report-analyzing-the-impact-of-female-representation-in-boardrooms-and-senior-management-300332558.html>. Accessed January 4, 2018.

¹⁶ Rezvani, Selena. “Five Trends Driving Workplace Diversity In 2015.” *Forbes*, *Forbes Magazine*, Feb. 3, 2015, www.forbes.com/sites/work-in-progress/2015/02/03/20768/. Accessed January 4, 2018.

¹⁷ Menendez 7.

¹⁸ Anand, Rohini. “How Diversity and Inclusion Drive Employee Engagement.” *DiversityInc*, May 23, 2016, www.diversityinc.com/diversity-management/how-diversity-and-inclusion-drives-employee-engagement/. Accessed January 4, 2018.

¹⁹ Groysberg

²⁰ Menendez 7.

particularly since inherently diverse contributors can understand the unmet needs of under-leveraged markets and potentially expand the company's [or university's] reach to new clients and customers."²¹ With innovation being the lifeblood of most organizations' futures, diversity of thought has become a critical factor contributing to business and operational success. This is no less the case in the world of higher education.

Improved learning outcomes

Improved learning outcomes are another important outcome of D&I initiatives in higher education institutions in particular. In a detailed assessment of diversity and higher education conducted by University of Michigan researchers and published in the *Harvard Educational Review*, the authors note that "... the impact of diversity on learning and democracy outcomes is believed to be especially important during the college years because students are at a critical developmental stage ..." and "... helping faculty develop a pedagogy that makes the most of the diverse perspectives and student backgrounds in their classrooms can foster active thinking, intellectual engagement, and democratic participation."²² Similar conclusions are cited in a University of Wisconsin-Madison assessment supported by a grant from the National Science Foundation. This assessment cites one study involving 25,000 undergraduates at 217 four-year colleges and universities which concluded that institutional policies promoting campus diversity had positive effects on student cognitive development, satisfaction with the college experience, and leadership abilities.²³ A second cited survey involving 11,000 college students from 184 institutions demonstrated that interaction with racially and ethnically diverse peers, both informally and in the classroom, resulted in greater active thinking and intellectual engagement and enhanced intellectual and academic skills.²⁴ And finally, an article in the *International Journal of Teaching and Learning in Higher Education* highlights the increasingly valuable roles diversity plays in preparing individuals with differing backgrounds and cultures to prepare for jobs and careers that will require interaction in a globalized marketplace. In particular, the journal cites the value of a student experience that facilitates "...forming cross-cultural relationships..." and being "... afforded opportunities to develop and refine various methods of interacting with individuals with different backgrounds and cultures..."²⁵

Current thinking behind D&I programming within higher education institutions is that facilitating increased interactions between diverse populations of students and creating an environment that promotes active and respectful dialogue of differing and diverse points of view has a positive impact on teaching and learning and student outcomes generally.

Increased student, faculty and staff attraction and retention

For universities to remain competitive in recruiting and retaining students, faculty and staff, diversity initiatives must address the challenges and opportunities that come with the increasing impact of globalization on U.S. society and higher education. According to Glassdoor, two-thirds of job

²¹ Menendez 7.

²² Gurin, Patricia, Eric L. Dey, Sylvia Hurtado, and Gerald Gurin. "Diversity and Higher Education: Theory and Impact on Educational Outcomes." *Harvard Educational Review*, vol.72, no.3, 2002, pp. 330-366.

²³ Women in Science and Engineering Leadership Institute. Benefits and Challenges of Diversity in Academic Settings. University of Wisconsin-Madison, 2010, https://wiseli.engr.wisc.edu/docs/Benefits_Challenges.pdf. Accessed January 4, 2018.

²⁴ Ibid.

²⁵ Crose, Brian. "Internationalization of the Higher Education Classroom: Strategies to Facilitate Intercultural Learning and Academic Success." *International Journal of Teaching and Learning in Higher Education*, vol. 23, no.3, 2011, <https://files.eric.ed.gov/fulltext/EJ946165.pdf>. Accessed January 4, 2018.

candidates consider diversity in the workplace one of many relevant factors in their search.²⁶ EO compliance alone does not create a diverse environment.

The increase in international student programs at universities across the nation is a result of higher education recognizing the opportunities such programs afford its students, faculty and the community. Leaders from several UNC constituent institutions indicate the impact of international students and programs to enrich global understanding (such as study abroad) have been positive in attracting and retaining students generally. In a study of more than 2,000 universities and colleges in the United States, UNC-Chapel Hill reported that approximately 500 of its undergraduate students came from more than 100 countries outside of the U.S. and that they “contribute an incredible diversity of perspective and ideas to [the] community.”²⁷

The need for leadership and financial support for D&I programs

Having discussed the value associated with a diverse and inclusive working and learning environment, the question must be asked: “What role should the institution (business or otherwise) play in creating and maintaining this environment? To what extent does it or should it not develop on its own?”

Organizationally funded D&I initiatives, combined with baseline EO activities, enable more effective diverse teams. “Research suggests that without key support at the organizational level, some benefits of diversity are lost.”²⁸ However, this has *not* been lost on businesses in the private sector where, according to Deloitte’s 2018 Global Human Capital Trends survey, “38% of executives report that the primary sponsor of the company’s diversity and inclusion efforts is the CEO.”²⁹

In summary

According to the Association of Governing Boards of Universities and Colleges, “a fundamental role of higher education is to help students learn to understand and value different perspectives as part of the process of discerning their own opinion and approach to the world. As training grounds for citizens and as standard-bearers of a civil society, public colleges and universities have traditionally been environments where multiple points of view can be expressed and discussed in an environment of respect.”³⁰

To support this mission, the University of North Carolina should consider D&I programs as more than “feel good,” but rather necessary to achieving their mission in concert with EO activities. The extent, nature, and structure of these programs will necessarily vary based on the challenges, needs, and priorities of both the university system and each of its constituent institutions. The remainder of this study provides details on the personnel, policies, and programs that support these efforts and their costs.

²⁶ “Two-Thirds Of People Consider Diversity Important When Deciding Where To Work. Glassdoor Survey.” Glassdoor Press Release, Nov. 17, 2014, www.glassdoor.com/press/twothirds-people-diversity-important-deciding-work-glassdoor-survey-2/. Accessed January 4, 2018.

²⁷ “International Students.” *The University of North Carolina at Chapel Hill | Office of Undergraduate Admissions*, admissions.unc.edu/apply/international-students/. Accessed January 4, 2018.

²⁸ SHRM.

²⁹ Walsh 107.

³⁰ Association of Governing Boards of Colleges and Universities (AGB) Press. “Top Strategic Issues for Boards 2016-2017.”

Study Process Summary

Over the course of four months, data on 273 EO and D&I positions, 527 programs, 17 sets of organization charts of relevant EO and D&I positions and 198 policies was received and analyzed. UNC system constituent institutions were asked to provide information on EO and D&I related policies and positions, including:

- All positions that are EO and D&I related, with:
 - Job Title
 - Position Number
 - Position Type
 - FTE (%)
 - Program Area
 - Scope of EO and D&I related duties
- Budgeted salary information for above positions, including:
 - State Funded Salary
 - Percent of State Funds Dedicated to All EO/D&I Related Duties
 - Percent of State Funds Dedicated to Compliance-Focused EO/D&I Related Duties
 - Salary Funding (other)
 - Percent of Other Funds Dedicated to All EO/D&I Related Duties
 - Percent of Other Funds Dedicated to Compliance-Focused EO/D&I Related Duties
 - Dedicated funding source
- Percent of work time the above positions spend performing each of the following EO/D&I related duties:
 - Program Management
 - Investigation & Reporting
 - Training
 - Professional Services (e.g., Consultation, Advising, Advocating)
 - Program Support
 - Duties Unrelated to EO/D&I
- Targeted audience for the EO and/or D&I work in which the above positions are involved:
 - Students
 - Faculty/Staff
 - Board of Trustees
 - Other Audience

Furthermore, on September 25-26, 2017, Conduent facilitated five focus groups at UNC GA in Chapel Hill, NC with key stakeholders from each of the 17 UNC constituent institutions, all of whom were involved in or responsible for some aspect of EO and/or D&I at their respective institution. Constituent institution EO Officers were asked to work with their chancellors to identify these key stakeholders. These focus groups provided the constituent institutions the opportunity to explain the rationale for their EO and D&I-related structure and operating model and to discuss what was working well and what could be improved. During these discussions, key stakeholders had the opportunity to speak about best practices for ensuring transparency and effectiveness, and to discuss the impact of consolidation for their campuses. To help frame the discussions, key stakeholders were given the following questions in advance of these meetings, but discussion during these focus groups often went beyond these:

- How does your institution ensure transparency and effectiveness of its EO and D&I related policies and programs?
- If all of these programs were moved under the leadership of one office at your institution, where do you believe this office should be organizationally assigned? (Chancellor, Academic Affairs, Student Affairs, HR, etc.)
- What efficiencies do you anticipate occurring as a result of consolidation?
- What roadblocks or complications might be encountered at your institution when moving these programs under one office? Why?
- How long would it take to effectively make this transition on your campus without unduly disrupting services?
- If your institution has already consolidated some or all of EO and D&I programs under one senior Officer, share when it occurred and what efficiencies were gained from this consolidation.
- If your institution is in the process of consolidating some of its EO and D&I programs, share where you are in the process.

Constituent institutions were also given the opportunity to provide answers to these specific questions after the focus groups.

In addition to these channels of data and information gathering, Conduent conducted limited external peer institution research to validate that recommendations were aligned with leading practices and trends. This information has been leveraged in aggregate.

Study Assumptions

The following definitions were based on standard, commonly available definitions and then were collaboratively refined and agreed to by GA, the UNC constituent institutions, and Conduent based on the scope of the Study and actual practices across the constituent institutions. For the purposes of this report:

- **EO** is the right for 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 or UNC constituent institution protected classes.
- **D&I** represents the efforts undertaken to create an institutional culture and environment that offers safety, acceptance, support, tolerance and respect for individuals as they pursue their academic, research and professional ambitions and interests regardless of their diverse backgrounds, personal characteristics and beliefs, including, but not limited, to both federal and UNC constituent institution protected classes.
- **Effectiveness** is defined as the extent to which EO and D&I programs result in desired impact and outcomes.
- **Transparency** is defined as the visibility various stakeholders have into how the University organizes and conducts EO and D&I work.
- **Efficiency** is defined as the timeliness and cost-effectiveness with which EO and D&I programs are delivered to stakeholders (e.g., without rework, with quick decision-making, without duplication of effort).
- The following abbreviations were used to refer to the UNC constituent institutions:
 - ASU: Appalachian State University
 - ECU: East Carolina University
 - ECSU: Elizabeth City State University
 - FSU: Fayetteville State University
 - NCA&T: North Carolina A&T State University
 - NCCU: North Carolina Central University
 - NCSU: North Carolina State University
 - UNCA: UNC Asheville
 - UNC-CH: UNC Chapel Hill
 - UNCC: UNC Charlotte
 - UNCG: UNC Greensboro
 - UNCP: UNC Pembroke
 - UNCW: UNC Wilmington
 - UNCSA: UNC School of the Arts
 - WCU: Western Carolina University
 - WSSU: Winston-Salem State University
 - NCSSM: NC School of Science and Mathematics
- **Constituent institutions were grouped for comparison** in the following way, which is in alignment with how they are typically grouped for various analysis by UNC GA:
 - **Group 1:** NCSU, UNC-CH
 - **Group 2:** ECU, NCA&T, UNCC, UNCG
 - **Group 3:** ASU, NCCU, UNCP, UNCW, WCU
 - **Group 4:** FSU, WSSU
 - **Group 5:** ECSU, UNCSA, UNCA
 - **Group 6:** NCSSM

Current state findings

The data and information gathered clarify notable findings and trends common across multiple UNC constituent institutions. For additional information on specific findings related to each constituent institution, please refer to Appendix B. Findings are based on information provided by the constituent institutions themselves and can therefore be considered self-reported data.

How constituent institutions think about EO and D&I

- All institutions deliver services related to EO and D&I activities and believe both are important to their success.
 - Organizations such as Amazon, AT&T and IBM actively recruit at some UNC constituent institutions as a result of believing they have aligned D&I-related values and that the constituent institutions are effectively preparing graduates to enter their increasingly diverse work environments. As a general rule, a wide range of employers recruiting for student talent look for individuals whose educational experience provides awareness to issues of D&I and an ability to effectively interact with individuals from a wide range of cultures and backgrounds.
- While there is no consistent definition of “diversity” and “inclusion” throughout the constituent institutions, nor is there a consistent definition for the “efficiency” and “effectiveness” of EO or D&I programs and services, all constituent institutions agree that EO and D&I are fundamentally different. The constituent institutions indicated that EO activities are typically compliance-related while D&I activities are typically related to promoting a safe, inclusive community that provides stakeholders with opportunities to learn with and from diverse peers while reducing compliance-related issues.
- The effectiveness and efficiency of EO and D&I service delivery is an area of regular focus for most constituent institutions in the UNC system.
 - Almost all constituent institutions either recently made changes to improve their EO and D&I operating models or are continuously looking for ways to improve their ability to serve the changing needs of their community on an ongoing, planned basis;
 - Most constituent institutions believe that the effectiveness of their EO and D&I programs are tied to their ability to attract and retain faculty, staff, and students and therefore see these programs as a competitive advantage. Furthermore, many constituent institutions believe that the values their EO and D&I services instill in students give graduates a competitive advantage as they enter a global workforce and society, which benefits North Carolina businesses.
 - Most constituent institutions note that EO and D&I are frequent topics of conversation among legal affairs, student affairs, academic affairs, chancellors and human resources leaders on their campuses, who meet and collaborate in both formal and informal ways. These topics are also discussed through Faculty Assembly and other academic collaborations across institutions.

EO and DI is also a topic of significant interest and focus to higher education accrediting bodies which also necessarily drives the attention of our constituent institutions to these areas. According to the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC), “diversity is not an abstract concept; rather, it is a true picture of an ever-changing national demographic landscape that reflects every sector of society. Institutions of higher education mirror diversity through their missions, their structures, and their students, faculty and staff.” SACCSOC’s diversity statement concludes with “diversity in higher education is critical to the social and economic future of this country. Consequently, the commission supports the leadership role of its member institutions in promoting and sustaining diversity in all arenas of higher education.”

Service delivery

- All but two constituent institutions in Groups 1, 2 and 3 (constituent institutions with >7,100 faculty, staff and students) operate with a decentralized model (NCSU and UNC-CH are the exceptions). On the other hand, all but one constituent institution in Groups 4, 5 and 6 (constituent institutions with <7,100 faculty, staff and students) operate with a centralized model (UNCA is the exception).

Note: A decentralized model is defined as an organizational structure in which EO and D&I each have at least one leader (there may also be officers for specific programs and functions under either or both of these leaders), and there is no dedicated officer above all EO and D&I programs and offices. A centralized model is defined as an organizational structure in which EO and D&I have one leader. However, from a reporting relationship standpoint, not all EO and D&I personnel necessarily report into one entity.

- The reporting relationships vary by constituent institution; across the large constituent institutions (those with at least 20,000 faculty, staff, and students combined), EO and D&I programs and offices report to HR, Student Affairs, Academic Affairs, and other functions.
- The table below and on the following pages indicates the operating model (centralized or decentralized) for each constituent institution and where the EO and D&I units currently reside (or “report up to”).

| Constituent Institution | EO and D&I Operating Model | Where D&I roles reside | Where EO roles reside | Where blended EO/D&I roles reside |
|-------------------------|----------------------------|---|---|--|
| ASU | Decentralized | Office of Multicultural Student Development Office of the Chancellor Reich College of Education | Office of Disability Services (EDC) Office of Equity, Diversity and Compliance | Office of the Dean of Students |
| ECSU | Centralized | <i>None</i> | <i>None</i> | Human Resources |
| ECU | Decentralized | Office of Diversity Affairs, Brody School of Medicine | <i>None</i> | Academic Technologies, ITCS Counseling Center Disability Support Services Ledonia Wright Cultural Center LGBT Resource Center Office for Equity and Diversity |
| FSU | Centralized | <i>None</i> | Office of Human Resources | Chancellor's Office Office of Human Resources |

| Constituent Institution | EO and D&I Operating Model | Where D&I roles reside | Where EO roles reside | Where blended EO/D&I roles reside |
|-------------------------|----------------------------|---|--|--|
| NCA&T | Decentralized | Office of Multicultural Student Center | Office of Employee Relations Office of Veterans and Disability Support Services | Office of Employee Relations |
| NCCU | Decentralized | Division of Student Affairs | Human Resources | Division of Student Affairs Human Resources |
| NCSU | Centralized | Graduate School-Dean's Office CALs Diversity Programs College of Natural Resources College Of Humanities & Soc SC College Of Veterinary Medicine Poole COM-Acad Affairs OIED Administration Multicultural Student Affairs Women's Center GLBT Center African American Cultural Center | Disability Services Office OIED Administration | Engineering-Academic Affairs FREEDM Center College of Natural Resources OIED Administration Women's Center Women's Center GLBT Center GLBT Center |
| UNCA | Decentralized | Center for Diversity Education Multicultural Affairs | <i>None</i> | Human Resources Student Affairs |
| UNCC | Decentralized | AA - Disability Services SA - Multicultural Resource Center | <i>None</i> | AA - Faculty Affairs and Diversity Office BA - Human Resources Title IX Office |

| Constituent Institution | EO and D&I Operating Model | Where D&I roles reside | Where EO roles reside | Where blended EO/D&I roles reside |
|-------------------------|----------------------------|---|--|--|
| UNC-CH | Centralized | Carolina Women's Center Center for Student Success and Academic Counseling Office for Diversity & Inclusion Student Affairs LGBTQ Center UNC American Indian Center | Accessibility Resources & Services Equal Opportunity/ Compliance | Carolina Women's Center Equal Opportunity/ Compliance |
| UNCG | Decentralized | Office of Intercultural Engagement Chancellor's Office | Office of Accessibility, Resources, and Services | Human Resources Title IX |
| UNCP | Decentralized | Accessibility Resource Center Diversity and Inclusion Office of Human Resources Office of Title IX and Clery Compliance | Office of Human Resources | Office of Human Resources |
| UNCSA | Centralized | <i>None</i> | <i>None</i> | Human Resources |
| UNCW | Decentralized | Women's Resources Center Centro Hispano Human Resources LGBTQIA OIDI Upperman Center | CARE Disability Resource Center Title IX and Clery Compliance Human Resources | <i>None</i> |
| WCU | Decentralized | Intercultural Affairs Office of Equal Opportunity & Diversity Programs | Legal Counsel Office of Accessibility Services | Office of Human Resources & Payroll |
| WSSU | Decentralized | <i>None</i> | Division of Student Affairs Human Resources Office of Equal Employment Opportunity | Office of Equal Employment Opportunity |
| NCSSM | Centralized | <i>None</i> | <i>None</i> | Human Resources |

- Those constituent institutions that currently operate in a centralized model:
 - Report that their efforts and programs have benefited from the increased coordination and accountability that came as a result of consolidation by being more proactive, integrated, and comprehensive in their EO and D&I efforts.
 - Report that they experienced no cost-savings after transitioning from a decentralized model, but do benefit from efficiency and effectiveness gains.
 - Leverage a committee, council, and cabinet model (similar to decentralized constituent institutions) to bring in stakeholders throughout the institution and ensure collaboration.
- EO and D&I roles are largely located at the institution level within organizations (vs. at the school/division or department level). Specifically, 75% of in-scope roles analyzed were institution-wide, while 16% reported into a division, and the remaining 9% reported into a department. Breakout by constituent institution can be found in the individual constituent institutions profiles in Appendix B. A functional review of the in-scope roles illustrates that overall, focus is spread equally between EO and D&I across all constituent institutions: a third of the roles were reporting as having EO responsibilities, a third were reported as having D&I responsibilities, and the remaining third were reported as having both EO and D&I responsibilities.
- Regardless of how the organization is structured, most constituent institutions do provide a single point of reference (i.e., website) where stakeholders can go to find out who to contact based on their EO, diversity, or inclusion need or issue. The structure and organization of content on these sites varies across constituent institutions (some are organized by end user, some provide downloadable PDFs, some provide links out to other sites, etc.) The table below indicates which constituent institutions have a publicly-available single point of reference online that was relatively easy to find.

| Constituent institutions <i>with a publicly-available and web-accessible</i> single point of reference | Constituent institutions <i>without a publicly-available and web-accessible</i> single point of reference |
|--|---|
| <ul style="list-style-type: none"> • Group 1: UNC-CH, NCSU • Group 2: ECU, UNCC, UNCG • Group 3: ASU, UNCW, WCU • Group 4: WSSU • Group 5: UNCA | <ul style="list-style-type: none"> • Group 2: NCA&T (resources are available, but not in a central place) • Group 3: NCCU (resources are available, but mixed with non-EO and D&I-related information), UNCP (resources are available, but separate for students and staff) • Group 4: FSU (a diversity resources PDF is available, but not broader) • Group 5: ECSU, UNCSA • Group 6: NCSSM |

- Regardless of how the organization is structured, most constituent institutions agree that having D&I activities actually *conducted* throughout the constituent institutions (by multiple people, in a decentralized manner) promotes:
 - Shared responsibility for diversity.
 - More opportunities for faculty, staff, and students to raise issues as needed.
 - More opportunities to prevent issues proactively before they happen.

- Particularly at smaller constituent institutions, most EO and D&I roles are not fully dedicated to those activities; instead, these activities represent only a percentage of each role's job duties.
 - This is in large part a result of limited resources, subject matter expertise, and capacity to deliver EO and D&I services at some small constituent institutions.
 - Due to the nature of some EO and D&I issues, some small constituent institutions indicate the small community creates complexities including conflicts of interest and discomfort with issue reporting. Other small constituent institutions believe the tight-knit community promotes ease and comfort in issue reporting because points of contacts are familiar.
 - Constituent institutions who used external resources provided by UNC GA for Title IX investigations because they did not have a dedicated Title IX coordinator perceived value in having the additional resources and expertise, although one constituent institution found they still needed to have a resource from the constituent institution present for the comfort of the individual who reported the issue. The joint investigator approach where the investigation is conducted by UNC GA with a resource from the constituent institution present is a valuable training opportunity for constituent institution employees who wear dual hats and do not often have opportunities to conduct investigations.
- Most constituent institutions agree that increased coordination and communication between individuals (especially leaders) with EO and/or D&I responsibility would improve the efficiency and effectiveness of these programs, efforts, initiatives.
 - Currently, most constituent institutions (whether delivering EO and D&I programs in a decentralized or consolidated manner) rely on committees, cabinets, and councils to coordinate the various stakeholders involved in delivering EO and D&I programs and activities at their respective institutions. In general, the frequency and scope of meetings from these operational bodies have increased in recent years in response to the need for greater transparency and expanding EO and D&I activity. These operational bodies are generally perceived to be effective in helping coordinate cross-functional activities and programs.
- There is limited collaboration and communication *between* constituent institutions within the UNC system in terms of sharing EO and D&I best practices, policies, and approaches.
 - To address this, an EO Council was created for the first time by UNC GA in 2015 to share best practices and impacts of Equal Employment Opportunity Commission (EEOC), Office of Federal Contract Compliance Programs (OFCCP), and Department of Labor (DOL) regulatory changes. In 2016, the EO Council met quarterly. Today, this Council does not include D&I leaders.
- There is a single FTE in UNC GA Human Resources that serves as both UNC GA's lead employment and staffing officer in addition to serving as EO Officer—serving UNC GA internally and as a system-wide resource. Given existing workload, this FTE has very limited capacity to provide additional system-wide EO services without supplementation.
- There is no existing FTE resource focused on D&I at UNC GA.
- Compliance and Audit Services, which is part of the Governance, Legal, and Risk Management Division within UNC GA, employs a compliance director with Title IX responsibilities focused on system-wide compliance and training activities, and has recently hired a shared service investigator available to constituent institutions for Title IX and other EO investigations.
- Although constituent institutions have implemented many activities, events, websites, communications, and other forums to increase transparency of EO and/or D&I policies and programs, most agree they could benefit from increased transparency of how well the UNC system is doing holistically as well as institutionally in these areas.
- Not all constituent institutions use an online tool to gather, process and track EO or D&I issues and those that do use differing tools/technology.

Policies

- Many of the EO and D&I-related policies the UNC system and constituent institutions have in place are required by federal and state laws and executive orders. A selected list of these applicable to EO and to which the UNC system is subject are below. While policies, programs and positions related to some items in the list have been excluded from this study, it is clear that the system and constituent institutions are subject to a complex web of regulatory requirements in this space. This is *in addition to* the decisions they face on how the more discretionary D&I programs and positions should be applied to positively and proactively impact compliance and make each constituent institution more attractive to employees, students, and outside stakeholders.

28 Selected Federal EO Laws and Executive Orders

Enforced by the EEOC:

- Age Discrimination in Employment Act of 1967 (ADEA)
- Equal Pay Act of 1963 (EPA)
- Genetic Information Nondiscrimination Act of 2008 (GINA)
- Lilly Ledbetter Fair Pay Act of 2009
- Pregnancy Discrimination Act
- Sections 102 and 103 of the Civil Rights Act of 1991
- Sections 501 and 505 of the Rehabilitation Act of 1973
- Title VII of the Civil Rights Act of 1964
- Title I of the Americans with Disabilities Act of 1990 (ADA)
- Americans with Disabilities Act Amendments Act of 2008 (ADAAA)

Enforced by US Dept. of Labor:

- Americans with Disabilities Act (OFCCP shares enforcement with EEOC)
- Section 503 of the Rehabilitation Act of 1973, as amended
- Vietnam Era Veterans' Readjustment Assistance Act of 1974, as amended (VEVRAA)
- Executive Order 11246, as amended
- Executive Order 13672
- Executive Order 13665
- Executive Order 13279
- Uniformed Services Employment and Reemployment Rights Act (USERRA)
- Fair Labor Standards Act
- Americans with Disabilities Act Amendments Act of 2008 (ADAAA)

Enforced by the US Department of Education – Office of Civil Rights (OCR):

- Age Discrimination Act of 1975
- Americans with Disabilities Act Amendments Act of 2008 (ADAAA)
- Title IX of the Education Amendments of 1972
- Title VI of the Civil Rights Act of 1964
- Title II of the Americans with Disabilities Act of 1990

Other:

- Immigration and Nationality Act (INA)
- Section 504 of the Rehabilitation Act
- Civil Rights Act of 1866 Section 1981

20 State of NC EO-Related Laws

- N.C.G.S. 126-17 Prohibits Retaliation by State Departments and Agencies and Local Political Subdivisions
 - N.C.G.S. 126-36 Appeal of Unlawful State Employment Practice
 - N.C.G.S. 126-36.1 Appeal of Personnel Commission by Applicant for Employment
 - N.C.G.S. 143-422.2 Equal Employment Practice Act (Legislative Declaration)
 - N.C.G.S. 168A-5-11 Handicapped Persons Protection Act
 - N.C.G.S. 75B 1-7 Discrimination in Business
 - N.C.G.S. 95-151 Occupational Safety and Health Act
 - N.C.G.S. 95-28.1 Prohibits Discrimination Against any Person Possessing Sickle Cell Trait or Hemoglobin C Trait
 - N.C.G.S. 127B-10-15 Discrimination Against Military Personnel
 - N.C.G.S. 130A-148(i) Prohibits Discrimination Against Employees with AIDS Virus or HIV Infection
 - N.C.G.S. 126-14.3 Open & Fair Competition
 - N.C.G.S. 126-16. Equal Opportunity for Employment & Compensation by State Departments, Agencies & Local Political Subdivisions
 - N.C.G.S. 126-19. Equal Employment Opportunity Plans, Reports; Maintenance of Services by State Personnel Director
 - N.C.G.S. 126-22. Personnel Files Not Subject to Inspection Under §132-6
 - N.C.G.S. 126-23. Certain Records to be Kept by State Agencies Open to Inspection
 - N.C.G.S. 126-24. Confidential Information in Personnel Files; Access to Such Information
 - N.C.G.S. 126-27. Penalty for Permitting Access to Confidential File by Unauthorized Person
 - N.C.G.S. 126-28. Penalty for Examining, Copying, etc., Confidential File Without Authority
 - N.C.G.S. 126-80. Veteran's Preference Declaration of Policy
 - N.C.G.S. 126-82. State Human Resources Commission to Provide for Preference
- In light of the above regulations, the UNC System has 11 EO and/or D&I policies that are common across all constituent institutions:

Office of State Human Resources (OSHR) EO/D&I-Related Policies

- Equal Employment Opportunity Policy
https://files.nc.gov/ncoshr/documents/files/Equal_Employment_Opportunity_Policy.pdf
- Unlawful Workplace Harassment
<https://files.nc.gov/ncoshr/documents/files/Unlawful%20Workplace%20Harassment.pdf>
- Equal Employment Opportunity & Diversity Fundamentals
https://files.nc.gov/ncoshr/documents/files/EEO_Diversity_Fundamentals_Policy.pdf
- Reasonable Accommodation
https://files.nc.gov/ncoshr/documents/files/Reasonable_Accommodation_Policy.pdf

- Veterans' Preference
<https://files.nc.gov/ncoshr/documents/files/Veteran%20Preference.pdf>
- Lactation Support Policy
https://files.nc.gov/ncoshr/documents/files/Lacation_Support_Policy.pdf
- Military Leave Policy
https://files.nc.gov/ncoshr/documents/files/Military_Leave_Policy.pdf
- Workplace Violence Policy
https://files.nc.gov/ncoshr/documents/files/Workplace_Violence.pdf
- University SHRA Employee Grievance Policy
https://files.nc.gov/ncoshr/documents/files/Employee_Grievance_Policy-University_0.pdf

EO/D&I-Related Policies in the UNC Policy Manual

- Equality of Opportunity in the University
<http://www.northcarolina.edu/apps/policy/index.php?pg=dl&id=4408&format=pdf&inline=1>
 - Employment Preference for Veterans
<http://www.northcarolina.edu/apps/policy/index.php?pg=dl&id=255&format=pdf&inline=1>
- Some of the common policies require constituent institutions to create their own policies.
 - Additionally, 198 EO and D&I-related policies (including EO or D&I policy statements) were reported by constituent institutions system wide. The table below outlines the number of institution-specific policies currently used at each constituent institution:

| Count | Constituent Institution |
|--------------|--------------------------------|
| 7 | ASU |
| 6 | ECSU |
| 13 | ECU |
| 7 | FSU |
| 8 | NCA&T |
| 9 | NCCU |
| 12 | NCSU |
| 6 | UNCA |
| 16 | UNCC |
| 34 | UNC-CH |
| 24 | UNCG |
| 26 | UNCP |
| 0 | UNCSA |
| 16 | UNCW |
| 6 | WCU |
| 8 | WSSU |
| 0 | NCSSM |

198 Total Institution-Specific Policies

- Of the 198 policies listed, specific measures of success were itemized for 18 (10%). For the OSHR EO-related policies common across constituent institutions, most measures of success are addressed annually in the constituent institution's Affirmative Action Plan (AAP), along with achievements and goals for areas of improvement.
- Many policies across constituent institutions are similar in language and scope.
- The Office of State Human Resources (OSHR) expects each constituent institution to have an Equal Employment Opportunity (EEO) Committee that is included as part of the State's EEO Plan. The committee's responsibilities include:
 - Serving as a communication link between managers and employees and the EEO staff on aspects of the EEO plan and program.
 - Reviewing and evaluating the equal employment opportunity plan and program.
 - Reviewing workforce representation data in each occupational category.
 - Surveying the organizational climate, employee attitudes and evaluating the resultant data.
 - Meeting with the agency head or university chancellor in conjunction with the EEO Officer to discuss EEO programs, report on the employees' concerns, and recommend changes or additions to the EEO policy, plan, or program.
 - Identifying recruitment resource and other activities designed to strengthen the EEO program.

Goals and performance measures

- While some constituent institutions have specific goals in their strategic plans related to EO and D&I and some constituent institutions conduct climate surveys or stakeholder engagement surveys that include questions about diversity and inclusion, most constituent institutions (with the exception of required EO reporting) have not defined specific performance measures and metrics to assess the efficiency or effectiveness of their EO and D&I programs, initiatives, and efforts.
- 8 of 17 chancellors had EO and D&I specific goals included in their 2016-2017 individual goal plans (as self-reported by the chancellors).

Programs and effectiveness measures

- Collectively, 527 EO and D&I-related programs, trainings, and events were reported by constituent institutions system wide. Constituent institutions identified where the program resides within the institution, the type, scope, description, target audience and details of costs of the program.
- In addition to these listed programs, trainings, and events, all campuses are expected to offer training to:
 - New employees on equal opportunity and diversity & inclusion policies during new employee orientation,
 - Search committee members in the recruitment and selection process, and
 - New supervisors using the State's Equal Employment Opportunity and Diversity Fundamentals (EEODF) training materials.
- Not all activities incurred costs.
 - For example, certain required EO compliance training is common across all constituent institutions for employees (e.g., New Employee Orientation, Search Committee training) and for students. This training is delivered by HR employees. Costs that were incurred were divided by whether they were State funded or funded by other sources.

The table below outlines the number of programs currently in place at each constituent institution:

| Count | Constituent Institution |
|--------------|--------------------------------|
| 12 | ASU |
| 1 | ECSU |
| 115 | ECU |
| 12 | FSU |
| 19 | NCA&T |
| 2 | NCCU |
| 40 | NCSU |
| 4 | UNCA |
| 5 | UNCC |
| 43 | UNC-CH |
| 22 | UNCG |
| 11 | UNCP |
| 0 | UNCSCA |
| 172 | UNCW |
| 60 | WCU |
| 9 | WSSU |
| 0 | NCSSM |

527 Total Institution-Specific Programs

- Some constituent institutions reported comparable or the same program content, while others reported unique programs based on community and institution needs.
- Most programs and training are managed and conducted at the institution-level; however UNC GA just completed the development of online search committee training that will be made available as a shared resource for all interested constituent institutions.
- Of the 527 programs whose costs were included in analysis, outcomes and/or measures of success were referenced for 246 (47%). Many of these appeared to be general assessments such as “good turnout” for events versus specific measures of overall program success.
- Many constituent institutions referred to their EO Plans and AAPs as the sole source of measurement of effectiveness. Some constituent institutions reported other documents and attached them as exhibits as part of the study. These include:
 - Completed 5,407 modules of discrimination, EEO Laws, sexual violence and other topics.
 - Developed Equity Briefing document.
 - Tracked number of participants at an event
 - Developed Intercultural Affairs annual report
 - Developed Chancellor Change letter
 - Developed Post Event Evaluation report
 - Developed Center Assessment reports
 - Developed annual report (reported multiple times and for specific functional areas within EO and D&I)
 - Developed Diversity and Multicultural Affairs (DMA) Program Assessment and Outcomes report
 - Developed D&I Inclusive Excellence Assessment & Outcomes report

- Four UNC constituent institutions were among 80 universities selected to receive the 2017 Higher Education Excellence in Diversity (HEED) award, a strong indicator of D&I program effectiveness: ECU (2017 was the sixth consecutive year), NCSU (2017 was the second time), UNC-CH (2017 was the third consecutive year), UNCW (2017 was the first time) and UNCG (received the award in 2013).
- Additionally, the four UNC constituent institutions that ranked in BestColleges.com's Top 100 Most Diverse Colleges in 2016 (UNC-CH, NCSU, UNCC and ECU) *also* appeared in US News' 2018 Best Colleges in National Universities Rankings for North Carolina, indicating a potential correlation between effective D&I programs and national rankings.

Cost analysis of positions and programs

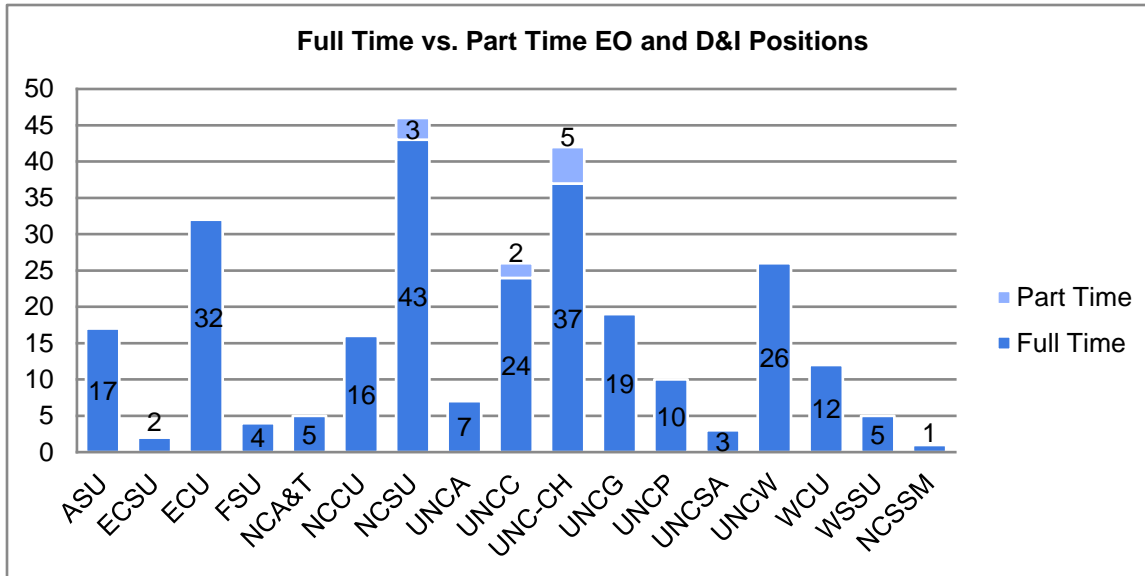
Definitions & Exclusions

- Each constituent institution reported positions including employee name, salary, name of unit, and percentage of time spent on EO and D&I and compliance activities, and other data points. Based on criteria from UNC GA, some positions were removed from this analysis to ensure consistency across constituent institutions given differing organizational models and because in many cases, they generally fall outside of the constituent institution's core EO and D&I functions. Jobs removed from the data were those with less than 50% of time spent on EO and D&I activities if the principal job functions were related to student services, pre-college student experiential learning, employee or student recruitment/admissions, alumni services, international student programs/global affairs, or military/veteran affairs and the positions were not part of a constituent institution's EO or D&I central offices.
 - Student services include orientation, transition, academic support, mentoring programs, etc. for any student group (Latinx, African American, Native American, first generation, students with limited resources, international students, military/veteran services, etc.).
 - Pre-college Student Experiential Learning includes any program for high school or transfer students to become exposed to campus/academic life prior to arriving at the constituent institution or to be connected through a mentoring program between high school students and the college students at the constituent institution.
 - Student recruitment roles includes those performing/supporting recruitment/admission efforts to attract students from any student group (including student groups listed above, and other protected groups) to the constituent institution.
 - Employee recruitment includes the percentage of time spent by recruiters attending job fairs to recruit minority or veterans to meet affirmative action goals.
 - Legal counsel positions were only counted if a percentage of the time was dedicated to the role of Title IX administrator/investigator.

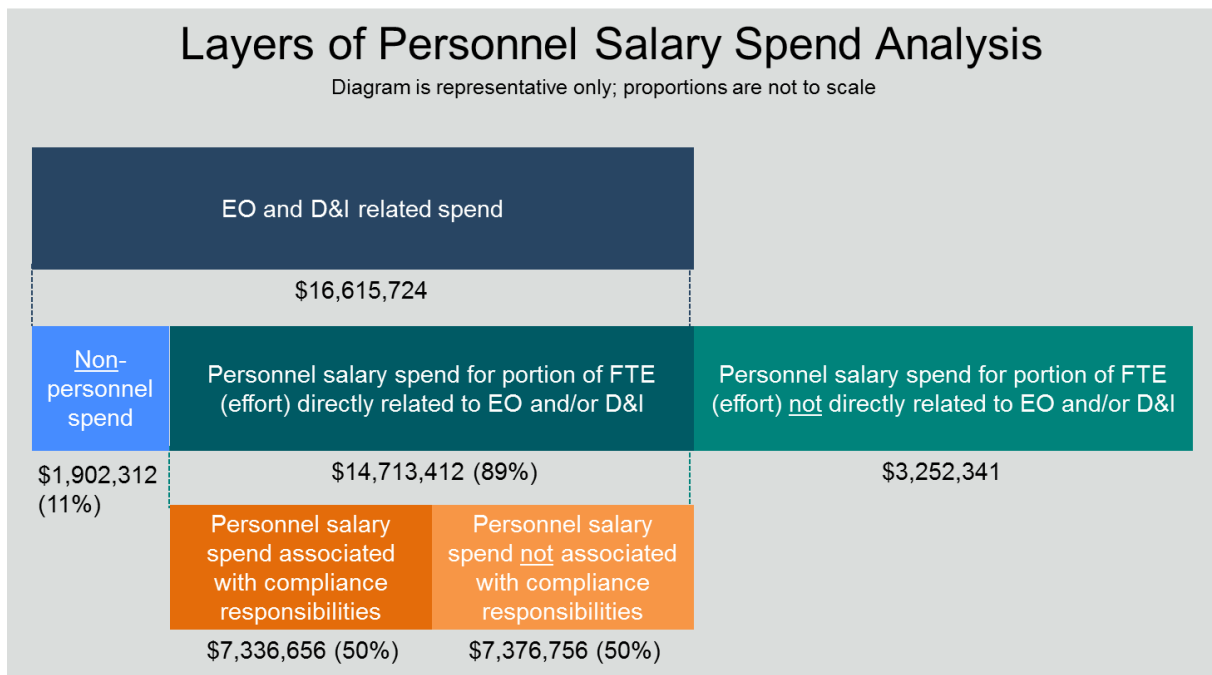
Regardless of the percentage of time dedicated to EO or D&I activities, if a position had a reporting relationship to the constituent institution's central offices of EO, Diversity, Inclusion, Disability, or Multicultural Affairs, the relevant work effort was counted and its costs were included in the expenditures captured by this study for completeness. Every effort was made to be as inclusive and transparent as possible with respect to reporting EO and D&I-related personnel expenditures.

Findings

- Constituent institutions reported a total of 273 employees employed in EO and/or D&I roles representing 263 full-time roles (96%) and 10 part-time roles (4%). The break-down by constituent institution is provided in the table below.



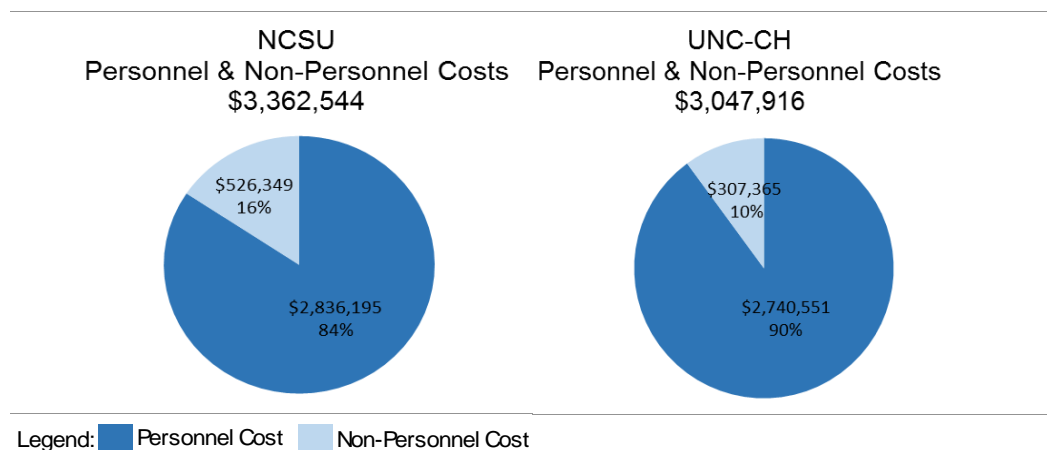
- The cost analysis of positions related to EO and D&I involve several layers. Most comprehensively, salaries (broken out by the portion directly related to EO and/or E&I and *not* directly related to EO and/or D&I) and non-personnel expenditures are included. At the most detailed level, data is examined related to the portion of the role performing compliance tasks, and/or non-compliance tasks. The following diagram illustrates the layers of cost data analysis.

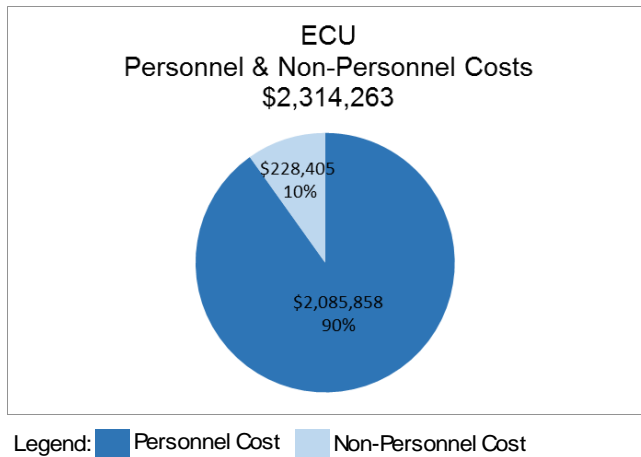


- Constituent institutions reported **personnel salary costs for EO and D&I** of \$14,713,412 (89%) and **non-personnel costs for EO and D&I** of \$1,889,978 (11%) for a **combined total** of \$16,603,390.
- EO and D&I personnel salary costs reported reflect the EO and D&I portion of 2016-17 annual budgeted actual salaries. They do not include fringe benefits which are estimated to be \$5,467,663 for this population. Non-personnel costs include budgeted supplies, technology, space (if directly charged), business entertainment, publications, training, logistics, and all other program costs related to EO and D&I.
- Constituent institutions reported **non-EO and D&I personnel salary costs** of \$3,252,341. This value represents the portion of roles that do not exclusively perform EO and D&I job tasks.
- The following table depicts these key **personnel salary costs** findings, by constituent institution:

| Constituent Institution | EO/D&I Portion of Personnel Salary Cost | EO/D&I Portion of Salaries Related to Compliance | EO/D&I Portion of Salaries <u>Not</u> Related to Compliance |
|-------------------------|---|--|---|
| ASU | \$1,085,950 | \$751,052 | \$334,898 |
| ECSU | \$103,330 | \$0 | \$103,330 |
| ECU | \$2,085,858 | \$1,233,470 | \$852,388 |
| FSU | \$181,866 | \$139,858 | \$42,008 |
| NCA&T | \$212,179 | \$157,886 | \$54,293 |
| NCCU | \$686,876 | \$308,895 | \$377,981 |
| NCSU | \$2,836,195 | \$956,772 | \$1,879,422 |
| UNCA | \$200,975 | \$47,500 | \$153,475 |
| UNCC | \$1,275,108 | \$767,143 | \$507,966 |
| UNC-CH | \$2,740,551 | \$1,485,567 | \$1,254,984 |
| UNCG | \$910,386 | \$411,215 | \$499,171 |
| UNCP | \$271,125 | \$207,516 | \$63,609 |
| UNCSA | \$46,342 | \$46,342 | \$0 |
| UNCW | \$1,364,254 | \$560,276 | \$803,978 |
| WCU | \$486,778 | \$144,427 | \$342,351 |
| WSSU | \$221,290 | \$118,738 | \$102,552 |
| NCSSM | \$4,350 | \$0 | \$4,350 |
| Total | \$14,713,412 | \$7,336,656 | \$7,376,756 |

- The three constituent institutions with the **highest EO and D&I personnel and non-personnel costs** include NCSU at \$3,362,544, UNC-CH at \$3,047,916 and ECU at \$2,314,263. However, personnel and non-personnel costs are not solely an indicator of the efficiency with which funds are invested, because many other factors, including size of constituent institution (faculty, staff and students), constituent institution location or type (e.g., Historically Black Colleges and Universities (HBCU) or non-HBCU), and stakeholder expectations may impact the needs of the constituent institution.





- The following table illustrates the EO and D&I personnel costs per head (combined students and employees).
- While higher per head expenditures are not always by themselves an indicator of efficiency or effectiveness, it is clear that smaller institutions have more of an efficiency challenge in that they are spreading the cost of basic EO and D&I infrastructure and services across a smaller population of students, faculty, and staff. This means that smaller institutions may accrue more benefits and economy of scale by drawing on shared services offered by GA and/or one or more larger constituent institutions.

| Constituent Institution | Constituent Institution Total Population (Students & Employees) | EO/D&I Portion of Personnel Salary Cost | Cost of EO/D&I Portion only of Personnel Salary Cost per Head |
|-------------------------|---|---|---|
| ASU | 20,903 | \$1,085,950 | \$51.95 |
| ECSU | 1,678 | \$103,330 | \$61.58 |
| ECU | 34,504 | \$2,085,858 | \$60.45 |
| FSU | 7,024 | \$181,866 | \$25.89 |
| NCA&T | 12,832 | \$212,179 | \$16.54 |
| NCCU | 9,349 | \$686,876 | \$73.47 |
| NCSU | 42,569 | \$2,836,195 | \$66.63 |
| UNCA | 4,545 | \$200,975 | \$44.22 |
| UNCC | 32,154 | \$1,275,108 | \$39.66 |
| UNC-CH | 43,142 | \$2,740,551 | \$63.52 |
| UNCG | 22,194 | \$910,386 | \$41.02 |
| UNCP | 7,127 | \$271,125 | \$38.04 |
| UNCSA | 1,749 | \$46,342 | \$26.50 |
| UNCW | 17,673 | \$1,364,254 | \$77.19 |
| WCU | 12,290 | \$486,778 | \$39.61 |
| WSSU | 6,040 | \$221,290 | \$36.64 |
| NCSSM | 898 | \$4,350 | \$4.84 |
| Total | 276,671 | \$14,713,412 | |

- Within EO and/or D&I personnel salary costs, examining specifically whether a role has job responsibility for compliance and/or non-compliance job tasks indicates that 50% (representing \$7,336,656) of costs are spent on compliance-related job duties and 50% (representing \$7,376,756) of costs are spent on non-compliance-related job duties.
- Examination of non-personnel costs presented a different result. The majority, or 63% (representing \$1,204,742), are spent on non-compliance related programs among the 17 constituent institutions. The remaining 37% (representing \$697,570), are spent on compliance programs.

Considerations for change

- Constituent institutions generally agree that one structural approach is unlikely to meet the needs of all constituent institutions and the authority to design an ideal EO and D&I operating model to meet the needs (and constraints) of their institution should sit with their respective Chancellors.
 - Several constituent institutions state that their structures and processes have evolved based on the ever-changing dynamics of diversity on their campuses and in their local communities and changing stakeholder needs. Therefore, a move away from how they currently operate would indicate the university was taking a less responsive approach to D&I.
 - Constituent institutions generally agree that without articulated reasons for *why* structures would change, gaining stakeholder buy-in (faculty, staff, students, applicants and local community residents) could be difficult.
 - Needs differ based on each constituent institution's size, region (rural or urban), and type (minority serving institution or non-minority serving institution).
- Constituent institutions generally agree that major changes to structure and processes could result in potential disruption to EO and D&I processes, programs, and initiatives, which creates risks related to:
 - compliance;
 - reputational damage, which negatively impacts the attraction and retention of faculty, staff, and students;
 - increased personnel costs;
 - meeting requirements of external parties (i.e., grants, NCAA), which may lead to loss of funds; and
 - hiring of students by employers in state.
- Constituent institutions generally agree that because EO and D&I programs, offices, and activities are highly visible to a variety of internal and external audiences and typically evoke strong feelings of support, any changes made without broad stakeholder involvement and buy-in may be received negatively and create disruption.
- Decentralized constituent institutions agree that it would take at least one year to move to a more consolidated model and that disruption would be reduced by implementing changes during breaks (summer, winter) and not mid-semester. Some constituent institutions stated that it could take as long as three years due to effect such changes given the need to establish positions, request and secure funding, recruit or identify current employees to staff into new roles, identify space and location, and prepare communications and revise policies.

Recommendations

Conduent was engaged to perform the following analysis by UNC GA:

- 1) Consider the **feasibility** of implementing changes at each constituent institution that consolidate all offered equal opportunity services into a single office headed by an equal employment officer designated by the Chancellor in order to promote **effectiveness and efficiency**
- 2) Review and evaluate the equal opportunity policies with a particular focus on **transparency and effectiveness** of the policies.

The following recommendations are outputs from the analysis conducted by Conduent. Each recommendation is based on current state findings, leading practices and Conduent's experience and professional opinion.

The two requests above are addressed in the recommendations below, but because a change to structure and/or policy alone is unlikely to achieve the desired outcomes of effectiveness, efficiency and transparency, a broader set of recommendations have been put forth below.

Lastly, given that decisions around the specific organization and structure of EO and D&I activities at the institution level have long been at the discretion of each constituent, Conduent strongly recommends that the discretion of the Chancellors in these matters be maintained.

Feasibility of consolidation

There are two ways to interpret the language of the Bill:

“...feasibility of developing equal opportunity plans at each constituent institution that consolidate all equal opportunity services offered at each constituent institution into a single office headed by an equal employment officer designated by the Chancellor...”

Interpretation 1:

If *only* EO (not D&I) services is included in the scope of the proposed consolidation, as the exact language of the Bill suggests, then the feasibility of consolidation for most constituent institutions is high; in fact, at some constituent institutions, EO compliance reporting and programs are already managed within a single function, reporting to a single officer.

Interpretation 2:

If *both* EO and D&I services are included in the scope of the proposed consolidation, the feasibility of consolidation varies and is perceived by most constituent institutions (which are not already in such a model) as low. However, Conduent's analysis and experience indicates that the feasibility of consolidation is high if *only* those roles who are 100% dedicated to EO and/or D&I are included in the scope of consolidation. It is very low if roles that have responsibilities *in addition to* EO and/or D&I are included in the scope primarily due to the additional costs this would incur as a result of having to add new roles for those that have only partial EO and/or D&I responsibility today. (See above Cost Analysis section within Findings for costs associated with roles fully and partially dedicated to EO and/or D&I responsibilities.)

Consolidation—even if among only those roles dedicated to EO and D&I—can present challenges that will need to be seriously considered if this is the direction in which the system chooses to go. These challenges include:

- The structure of the consolidated function and the potential to merge part-time EO and part-time D&I roles, given the best practice to *no longer* have D&I driven by EO/compliance, but rather to have the two operate separately with a high level of collaboration, information-sharing and integration of strategy
- The need for specialized skillsets in many EO and D&I-related roles that would need to be retained
- The challenge of recruiting or developing leaders with expertise in both EO and D&I areas, particularly at smaller constituent institutions
- The potential of negative reactions from stakeholders who view their current model (which in most cases has been designed in response to stakeholder needs) to work well.

While Conduent has addressed the feasibility question above, just because consolidation is *feasible* does not necessarily make it *practical* and/or *advantageous*. In this case, the advantages are not clear:

- Based primarily on NCSU's experience, consolidation is unlikely to significantly improve efficiency or reduce costs in the near-term.
- Transparency can be increased in a variety of other, less disruptive, ways (see recommendations further below)
- The effectiveness of each constituent institution's EO and D&I programs need to actually be measured (most of which are not today; see recommendations further below) before they can be evaluated; in other words, it's unclear whether and where there may be opportunity to improve effectiveness

With unclear advantages at this point and a high risk of disruption, Conduent does not recommend mandating any uniform consolidated structure of EO and D&I services.

Assuming Interpretation #2 above (that the Bill intends to combine the management of EO and D&I service delivery), we present the below recommendation as a more practical alternative to structural consolidation.

Recommendation: Consolidate accountability for EO and D&I under a single coordinator at each UNC system constituent institution

The rationale

- The specific benefits of a single executive coordinator or focal point for EO and D&I include:
 - Institutional ability to more effectively coordinate programs, offices, and activities to ensure transparency and ease of access to resources, prevent duplication of work, and track progress against objectives
 - Institutional ability to coordinate communications and programming more effectively.
 - A single (consolidated) point of *accountability* that would cascade continued *responsibility* down to all involved stakeholders, including those staff whose jobs are not fully devoted to EO and D&I work
 - Assurance of continued alignment of constituent institution strategic goals (related to EO and D&I) to the UNC System 2017-2022 Strategic Plan
- ...all *without* introducing the issues and risks associated with structural consolidation detailed in the Findings section of this report.

Organizational impact

- This coordinator role need not be an additional headcount, but instead be additional responsibilities assigned to an existing senior leader at the constituent institution.
- Each constituent institution should have the autonomy to determine whether to create a new position to perform this role or add the duties to an existing role. For example, given resource constraints at smaller constituent institutions there would likely not be an EO Officer and a D&I Officer under the coordinator; rather the Chief Human Resources Officer would be a standalone role serving over both EO and D&I.
- The EO and D&I Coordinator need not be an individual with deep expertise in both EO and D&I, but would ideally be someone who has a working understanding of both (with expertise in at least one preferred).
- Staff across each constituent institution who currently have partial or full job duties related to EO and/or D&I would continue to operate as they do today, with responsibility for executing on the EO and/or D&I strategy, plans and initiatives overseen by the new EO and D&I coordinator. Decentralized activities/roles would *not* be consolidated into a single unit. In the case of smaller constituent institutions where all EO and D&I duties are performed by a single person already, there would be no change.

Responsibilities

- The EO and D&I Coordinator would be responsible for:
 - Developing the constituent institution’s EO and D&I strategy with input from EO and D&I subject matter experts across the constituent institution
 - Defining success measures related to the effectiveness, efficiency and transparency of programs and regular progress/status reporting
 - Establishing a standard approach and tools for EO and D&I communications in partnership with the appropriate communications and technology teams at each constituent institution
 - Serving as the single point of escalation and decision-making for the constituent institution when it comes to EO and/or D&I policy development, program planning, and communications
 - Being visible as the “single point of accountability” for EO and D&I activity at the constituent institution
 - Participating in institution-level EO and D&I-related councils or committees to ensure direct communication between EO and D&I

Mechanisms to ensure authority to act and drive accountability

- While it is likely to vary by constituent institution, it is critical that this leader reside in a unit that has both the budget and authority to drive action related to EO and D&I across the constituent institution. This leader is likely someone reporting at the level of Chancellor, Provost, or Chief of Staff.
- Without direct-line reporting authority, the EO and D&I coordinator would drive accountability for EO and/or D&I responsibilities amongst partially-dedicated staff by (1) ensuring that EO and/or D&I activities are documented, tracked and measured by these individuals’ direct-line reporting managers and (2) each of these individuals has EO and/or D&I-related goals set during the performance management process.

Effective change messaging

- With effective communication, the assignment or creation of a coordinator role is likely to be perceived as a positive change by stakeholders and viewed as progress towards a more diverse, safe, inclusive, and compliant community. To effectively communicate this change, the following should be considered:
 - The practical benefits to the institution, which are outlined above.
 - The benefits individual stakeholders will enjoy as a result of the change (ease of access to information, clear accountability for EO and D&I at the leadership level, targeted and consistent communication and consolidated programming where possible).
 - To what extent and in what ways impact and outcome measures should be shared with a variety of stakeholders.
 - Solicitation of input from a broad variety of stakeholders prior to changes being implemented to gain buy-in and some level of ownership over the change; potential topics to discuss with stakeholders include their expectations and needs from EO and D&I programs, what is most important to them with regards to these programs, what they believe is working well today and what could be improved and how best to engage with and communicate to them.

Opportunities to increase effectiveness, efficiency and transparency

The following recommendations are intended to enable greater effectiveness, efficiency and transparency of EO and D&I policies, programs and activities to create even more compliant, inclusive, and diverse institutions.

Each recommendation is presented followed by the finding(s) it addresses and the details for the recommendations. Additionally, each recommendation is tagged as being related to Structure, Process, Workforce, Culture, Technology and/or Policy (definitions provided in Appendix A), which demonstrates the holistic nature of this review (vs. being focused on organization structure alone.)

The assumption is that recommendations requiring additional system-wide resources and/or requirements (e.g., consistent issue tracking and reporting system) would be funded by the constituent institutions via a cost allocation model; those that are optional, “as needed” services (e.g., additional support for Title IX investigations) would be paid for by the constituent institutions on a “per use” basis.

1. Recommendation: Have UNC GA provide greater guidance and support, where deemed value-add, to the constituent institutions on: EO and D&I definition; program and policy development, content and implementation; process and communications frameworks; and consistent tools and technology.

Functional Impact: Process

Associated Finding(s):

- There is limited collaboration and communication *between* constituent institutions within the UNC system in terms of sharing EO and D&I best practices, policies, and approaches.
 - To address this, an EO Council was created by UNC GA in 2015 to share best practices and the impact of EEOC, OFCCP, and DOL regulatory changes. In 2016, the Council met quarterly. However, this Council today does not include D&I Officers.
- Legal Affairs within UNC GA employs a Title IX subject matter expert and has recently hired a shared service Title IX investigator.

Recommendation Details:

- Expand the existing EO Council to include D&I representatives, thereby creating a broader forum at the system level for constituent institutions and UNC GA to discuss and collaborate on EO and D&I issues, advancements, measures, and lessons learned.
- Ensure that every constituent institution is complying with OSHR expectations in that they each have an EEO Committee and that the committee is included as part of the State's EEO Plan. The committee's responsibilities are detailed in the Findings section of this document.

Additional Considerations:

- The current EO Council may be expanded to include D&I stakeholders and agenda items, or a separate D&I Council may be created. In either scenario, representatives of EO and D&I should be included in both meetings to increase transparency, collaboration, communication and integration of programming and strategy.
- Focus should be on areas where there is either evidence of or strong reason to believe that GA's involvement will improve effectiveness. It is not meant to suggest GA involvement without reason.

2. Recommendation: For EO and D&I policies (and programs, where appropriate) reported among multiple institutions system-wide, create standards at the system level that each constituent institution can leverage and adapt if required, limiting adaptation to what is legally, regionally or institutional required.

Functional Impact: Policy, Technology

Associated Finding(s):

- Some of the common policies require constituent institutions to create their own policies; most do not.
- Additionally, 198 EO and D&I-related policies (including EO or D&I policy statements) were reported by constituent institutions system wide.
- Many policies across constituent institutions are similar in language and scope.
- Many policies are developed at the State of North Carolina level.
- Collectively, 527 EO and D&I-related programs (non-personnel costs) were reported by constituent institutions system wide.
- Some constituent institutions reported comparable or the same program content, while others reported unique programs based on community and institution needs.

Recommendation Details:

- Having standard policy language, templates or samples that all constituent institutions use instead of institution-specific adaptations will eliminate the risk of non-compliance (which can occur when constituent institutions create a version of a standard policy that will over time need to be updated as a result of changing regulations, etc.) and make the process of pushing out updates to these common policies much easier and faster.
- UNC GA should collaborate with representatives from all constituent institutions to draft the standard policies to meet the common, fundamental needs of all constituent institutions and define the specific criteria that a constituent institution *must* meet in order to adapt the policy.

- Additionally, the policies that today require constituent institutions to create their own version should be reviewed and evaluated for necessity; where a common policy can suffice, the requirement should be removed.
- The manner in which policies developed at the State of North Carolina level are stored and distributed by UNC GA for the constituent institutions should be streamlined to eliminate duplicate sources where appropriate. Consider making standard policies available in a central online repository.
- Each constituent institution should regularly (at least annually) review their policies to ensure that they are addressing current needs, avoiding duplication, and being responsive to state and federal guidelines.
- Limit the number of policies each constituent institution has related to EO and D&I to only what is necessary; this will avoid confusion and streamline implementation, enforcement and review.
- This recommendation need not be limited to compliance policies, as guidelines for best practices in recruiting approaches, search committee training, community outreach, and advertising would enable constituent institutions to more consistently conduct day-to-day activities with specific attention to promoting EO and D&I. Institution-led centers of excellence can promote the sharing of best practices as well as resources, where possible.

Additional Considerations:

- This recommendation is not intended to suggest a “one size fits all” approach, but rather an opportunity to identify where consistency in foundational language and/or frameworks would add value to each institution in the form of simplicity or streamlined update processes, reduced risk of compliance gaps and/or the ability to share best practices across institutions. It is likely that having a limited number of consistent, simple and well-defined EO and D&I policies throughout the UNC system would reduce the amount and variability of compliance risk and make future system-wide changes easier and faster to implement.
- The change impact on many constituent institutions would be minimal, as many constituent institutions’ policies are already similar. However, there are recognized risks associated with standardizing policies that need to be considered, such as potential conflicts with the accreditation process (which is performed at the institution level, not the system level), potential conflicts with the shared governance process, and the need for constituent institution-specific procedures to pair with policies (which are unique across constituent institutions).
- In the evaluation of specific opportunities to simplify and/or reduce the number of policies, consideration should be taken with regards to disruption to services and trust built among stakeholders.

3. Recommendation: Create a centralized webpage for the UNC system that links to webpages for each constituent institution to outline the structure of EO and D&I points of contact, offices, programs, and policies and include links to institution-specific web pages for more insight and information where appropriate.

Functional Impact: Culture, Technology

Associated Finding(s):

- Regardless of how the organization is structured, most constituent institutions do not have a single point of reference (i.e., document or website) where stakeholders can go to find out who to contact based on their need or concern.

Recommendation Details:

- The audience of this website would be students, faculty, staff and outside communities with interest in EO and D&I at the UNC system.
- Include a visual depiction (e.g., a simple diagram) of the EO and D&I structures and approaches at each constituent institution to increase transparency and help stakeholders better understand what is available, how accountability is maintained, and how to utilize and access the offerings.
- The website would provide a consolidated view of all aspects of EO and D&I across academic offerings (courses and programs), training opportunities for staff, centers for diversity and inclusion, and institutional offices responsible for administering programs.

Additional Consideration:

- GA and constituent institutions will need to proactively manage and update content and links as they become outdated due to changes (in policy, structure, process, and technology).

4. Recommendation: Utilize the soon to be launched system-wide employee engagement survey as an opportunity to do more systemic measurement of EO and D&I progress across the constituent institutions.

Functional Impact: Culture

Associated Finding(s):

- Although constituent institutions have implemented many activities, events, websites, communications, and other forums to increase transparency of EO and/or D&I policies and programs, most agree they could benefit from increased transparency of how well the system is doing holistically as well as institutionally in these areas.

Recommendation Details:

- Broaden the newly planned system-wide employee engagement survey by adding additional pointed questions related to EO and D&I. Capturing this data and reporting back the base year findings along with higher education norms is powerful to share how the UNC system ranks in these areas. This information is critical to modifying perspectives of constituents' beliefs. Experiences (receipt of data) influence perceptions (believing whether the culture is one of inclusiveness).
- Specific questions to consider adding to the already-established survey include:
 - I believe our institution values my thoughts and beliefs as an individual regardless of my background.
 - I believe our institution hires employees who support freedom of expression and respect others' perspectives.
 - I have been personally impacted by a harassing comment or behavior by others in the last year.
 - I know of others who have been personally impacted by an offensive or harassing comment or behavior in the last year.
 - When discrimination and/or harassment occur, whether to me to others that I have heard of, I believe the institution takes action and appropriately resolves the situation.
 - I feel like I know who to go to should I be concerned about potential harassment or discrimination.
 - I believe leadership on campus sets a tone that both supports diverse viewpoints and promotes civility.

5. Recommendation: Have all UNC system constituent institutions explicitly address EO and D&I in their strategic plans (many constituent institutions already do), with specific objectives, success measures and timelines for their achievement.

Functional Impact: Process, Culture

Associated Finding(s):

- All constituent institutions deliver services related to EO and D&I activities and believe both are important to their success.
- While some constituent institutions have specific goals in their strategic plans related to EO and D&I and some constituent institutions conduct climate surveys or stakeholder engagement surveys that include questions about diversity and inclusion, most constituent institutions (with the exception of required EO reporting) have not defined specific performance measures and metrics to assess the efficiency or effectiveness of their EO and D&I programs, initiatives, and efforts.
- Of the 198 policies listed, specific measures of success were itemized for 18 (10%). For the OSHR EO-related policies common across constituent institutions, most measures of success are addressed annually in the constituent institution's AAP, along with achievements and goals for areas of improvement.
- Of the 527 programs whose costs were included in analysis, outcomes and/or measures of success were referenced for 246 (47%). Many of these appeared to be general assessments such as "good turnout" for events versus specific measures of success.
- Many constituent institutions referred to their Equal Opportunity/Affirmative Action Plans as the sole source of measurement of effectiveness. Some constituent institutions reported other documents and attached them as exhibits as part of the study.
- 8 of 17 chancellors had EO and D&I specific goals included in their 2016-2017 individual goal plans (as self-reported by the chancellors).

Recommendation Details:

- Each UNC system constituent institution should articulate a clear definition of "diversity" and "inclusion" based on UNC GA's standard and include it in appropriate communications, points of reference, webpages, etc.
- Each UNC system constituent institution should craft objectives and define plans and approaches to meet those objectives based on their unique situation and stakeholder needs; the manner in which each UNC system constituent institution chooses to address EO and D&I in their strategic plans should in some way tie to the overall UNC system's 2017-2022 strategic plan, which was approved in January of 2017.
- Each UNC system constituent institution should determine how it will go about gathering the data to report progress against its defined EO and D&I success measures, leveraging existing data gathering tools (e.g., engagement surveys and climate surveys) where possible or creating new mechanisms where necessary. For example, survey questions intended to measure aspects of the effectiveness of the EO and D&I programs could include gathering information about participants' experiences interacting with the EO and D&I offices, programs, and structures; their assessment of learning and work environments; their suggestions for changes or improvements.
- At the institution level, trend data over multiple years should be gathered and measured for identifying short-term and more importantly, long-term success in achieving EO and D&I outcomes.

- All chancellors should have a common goal and measurement in their individual performance management goals. Each measure should be set based on the demographics of the workforce, community, and in the spirit of continuous improvement.

Additional Considerations:

- Data gathering approaches will vary based on differences between the constituent institutions, and constituent institutions should be free to develop unique approaches as needed (and share best practices to help others develop their strategies).
- A constituent institution-wide EO and D&I effectiveness survey may be considered, but it would be important that questions gather information relevant to *all* constituent institutions' success measures, which will be inconsistent by design.
- As an example, performance measures might include:
 - Representation of underrepresented groups based on institution-specific objectives and regional peer benchmarks.
 - Faculty, staff and student recruitment metrics to track how underrepresented groups flow through the recruitment process (from the number of applicants to the number of acceptances and new hires).
 - Faculty, staff and student retention rates for underrepresented groups.
 - EO and D&I competency as measured by the percentage of the student population and workforce that voluntarily enroll in EO and D&I-related courses and professional development opportunities.
 - Perception of an inclusive atmosphere as measured by surveys distributed to all faculty, staff and students.
 - Volume and cost of litigation associated with reports of policy violation.

6. Recommendation: Implement a single data system for EO case and D&I-related activities tracking across all constituent institutions.

Functional Impact: Process, Technology

Associated Finding(s):

- Not all constituent institutions use an online tool to gather, process and track EO or D&I activities and/or issues and those that do use differing tools/technology.

Recommendation Details:

- UNC GA should involve representatives from all constituent institutions in the RFI/RFP development and vendor evaluation and selection process to ensure each constituent institution's requirements are met.
- Each constituent institution will need to evaluate their intake, resolution and tracking processes to take advantage of the new system.
- In addition, and perhaps as a near-term solution, GA should coordinate system-wide discounts/contracts on other compliance tools that many constituent institutions are already using, such as Everfi.

Additional Considerations:

- A single system throughout the UNC system is likely to result in long-term cost-savings due to higher volume licensing opportunities with a single vendor; furthermore, using a single vendor would reduce

the time spent across the constituent institutions managing multiple vendors and/or home-grown systems.

- A single system would allow each constituent institution to create the same reports on a consistent basis, allowing for ongoing, timely delivery of Title IX, Clery, EEO, and other reports required by law as well as reports to help measure the effectiveness of programs and operational reports to assess how efficiently cases are handled and resolved.
- The data housed in this centralized system can be combined with job metrics (time spent on EO and D&I activities and job costs) to measure and draw correlations between the costs and outcomes of EO and D&I activities.
- Data access and privacy controls as well as requirements to integrate with other systems will be important considerations in the selection and implementation of a shared system.

7. Recommendation: Expand the availability of EO and D&I-related “shared services” to constituent institutions.

Functional Impact: Workforce

Associated Finding(s):

- Particularly at small constituent institutions, most EO and D&I roles are not fully dedicated to those activities; instead, these activities represent only a percentage of each role’s job duties.
 - This is in large part a result of limited resources, subject matter expertise, and capacity to deliver EO and D&I services at some small constituent institutions.
 - Due to the nature of some EO and D&I issues, some small constituent institutions indicate the small community creates complexities including conflicts of interest and discomfort with issue reporting. Other small constituent institutions believe the tight-knit community promotes ease and comfort in issue reporting because points of contacts are familiar.
 - Constituent institutions who used external resources provided by UNC GA for Title IX investigations (because they did not have a dedicated Title IX coordinator) perceived value in having the additional resources and expertise, although one constituent institution found they still needed to have a resource from the constituent institution present for the comfort of individual who reported the issue. The joint investigator approach (investigation conducted by GA with resource from the constituent institution present) is a valuable training opportunity for constituent institution employees who wear dual hats and do not often have opportunities to conduct investigations.
- Most programs and training are managed and conducted at the institution-level; however UNC GA just completed the development of online search committee training to be shared with all of the constituent institutions.

Recommendation Details:

- UNC GA should confirm with each constituent institution what types of additional EO and D&I subject matter expert resources would be valuable to them.
- Consider development and delivery of required EO/compliance training common across constituent institutions as a high priority opportunity to create efficiency.

Additional Considerations:

- Additional centralized services could be delivered by UNC GA, hosted at one or more constituent institutions serving other constituent institutions, or some combination of the two options.

- Consider hiring part-time students or interns to provide support to employees handling these functions, as well as valuable learning and experience opportunities for students interested in careers related to EO and D&I. Confidentiality and data privacy would need to be carefully considered before staffing any EO or D&I role with students or interns.
- Shared services and/or training and professional development for individuals at each constituent institution with EO and D&I responsibilities may provide long-term cost savings by increasing consistency of delivery and application of leading practices and up-skilling EO and D&I talent across the system thereby improving the efficiency and quality of their work. Over time, this should reduce risk, issue resolution turnaround time and the number of individuals each constituent institution should need to deliver EO and D&I. A variety of university systems (including University of Texas and Ohio State University) have achieved significant cost savings as a result of leveraging shared services models. Shared services can take on a variety of forms—whether an entire function delivering end-to-end processes or a team of resource providing focused services. The latter is the recommended model for EO and D&I support at UNC.
- The initial model of offering EO and D&I *expertise* as a shared service could over time be expanded to include system-wide EO *programs*. Because EO programs and training tend to be more compliance driven and consistent in content than D&I programs, they are a strong candidate for shared services.

It should be noted that most of these recommendations drive the need for expanded staff capacity and/or expertise at UNC GA and/or at one or more constituent institutions designated as a center of excellence to host shared services for other constituent institutions. Therefore, as the UNC system assesses the feasibility of implementing one or more of these recommendations, consideration will need to be given to shifting existing staff capacity and budgetary resources to support more of a shared services approach.

Appendix A: Rationale for Study

This study was conducted in response to the ratified Appropriations Act of 2017 – SB257, which states:

STUDY/UNC EQUAL OPPORTUNITY COMPLIANCE OFFICERS

SECTION 10.13.(a) The Board of Governors of The University of North Carolina shall study the equal opportunity policies, which include the policies related to diversity and nondiscrimination, adopted by each constituent institution, the implementation of those policies on each campus, and the services provided on each campus. In conducting the study, the Board of Governors shall review and evaluate the equal opportunity policies with a particular focus on transparency and effectiveness of the policies.

As part of the study, the Board of Governors shall direct each constituent institution to identify all staff positions on campus that include as part of the job duties any responsibility for the implementation, administration, or enforcement of policies intended to promote equal opportunity, diversity, or inclusiveness; indicate how those staff positions and the services offered through those positions fit within the organizational structure of the constituent institution; and indicate the direct and indirect costs related to those staff positions and services provided by those staff positions. This information shall include the number of part time and full time employees in these staff positions by each individual campus, descriptions of job duties of each of these employees, and the total costs of the positions.

The study shall also consider the feasibility of developing equal opportunity plans at each constituent institution that consolidate all equal opportunity services offered at each constituent institution into a single office headed by an equal employment officer designated by the Chancellor in order to promote effectiveness and efficiency.

SECTION 10.13.(b) The Board of Governors of The University of North Carolina shall submit a report that includes its findings, recommendations, and policy changes to the Joint Legislative Education Oversight Committee by January 1, 2018. The Board of Governors shall approve the report prior to the submission to the Joint Legislative Education Oversight Committee.

UNC GA partnered with Conduent to conduct the study, which comprised the following core activities:

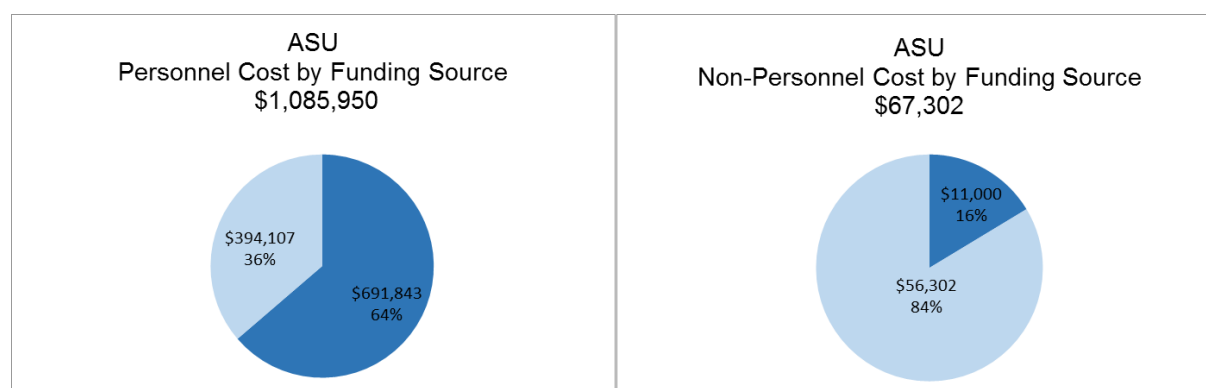
- Gathering data and information from all 17 UNC system constituent institutions on how EO and D&I programs, policies and activities are conducted
- Analyzing data and assessing the effectiveness of structure, process, workforce, culture and technology, as well as cost of delivery, of the services and feasibility of moving to a consolidated model as proposed in the Appropriations Act
- Developing recommendations to streamline or otherwise improve existing structures, processes, workforce, culture, technology and policy associated with the delivery of EO and D&I services and consider ways to increase transparency and effectiveness. For the purposes of this study:
 - *Structure* is defined as the reporting relationships that drive escalation and natural communication pathways associated with managing EO and D&I activities.
 - *Process* is defined as the inputs, outputs, intermediate activities and hand-offs involved in delivering EO and D&I services.
 - *Workforce* is defined as the collective group of people with the knowledge, skills, abilities, roles and/or responsibilities to support EO and D&I activities.
 - *Culture* is defined as the ideas, emotions, behaviors and symbols that are reinforced and rewarded as it relates to EO and D&I services.
 - *Technology* is defined as the systems, tools and data flow associated with EO and D&I processes and accessed by stakeholders.
 - *Policy* is defined as the documented principles that govern various EO and D&I activities.

Appendix B: EO and D&I Position Cost Analysis Detail

Appalachian State University

Summary Spend

Each constituent institution reported roles including employee name, salary, name of unit, percentage of time spent on EO and D&I and compliance activities, and other data points. To ensure consistency across constituent institutions, some roles were removed including those that reflected less than 50% of time spent on EO some positions were removed including those that reflected less than 50% of time spent on EO and D&I activities if they were not assigned to Diversity and Inclusion offices or Equal Opportunity offices, student services, pre-college student experiential learning, employee or student recruitment/admissions, alumni services, international student programs/global affairs, and military/veteran affairs.



Legend ■ State Funded ■ Not State Funded

Detailed Statistics

| Institution Counts (Constituents) | Students | Employees | Students & Employees |
|-----------------------------------|----------|-----------|----------------------|
| | 18,295 | 2,608 | 20,903 |

| #Employees with EO and/or D&I role | Full Time Employees | Part Time Employees | Total Employees |
|------------------------------------|---------------------|---------------------|-----------------|
| | 17 | 0 | 17 |

| # Constituents served per Employee | |
|------------------------------------|-------|
| | 1,230 |

| Level of Role | Department Level | Division Level | Institution Level |
|---------------------|------------------|----------------|-------------------|
| Number of Employees | 1 | 0 | 16 |

| Function of Role | Equal Opportunity | Diversity & Inclusion | Both EO/D&I |
|------------------|-------------------|-----------------------|-------------|
| Number of Ees | 10 | 7 | 0 |

| Personnel Costs | Annual Costs | State Funded | Non State Funded |
|---------------------------|--------------|--------------|------------------|
| EO/D&I Personnel Cost | \$1,085,950 | \$691,843 | \$394,107 |
| Non EO/D&I Personnel Cost | \$28,250 | \$28,250 | \$0 |

| Cost by Nature of Work | Compliance Only | Non Compliance Only | Combined EO/D&I |
|------------------------|-----------------|---------------------|-----------------|
| EO/D&I Personnel Cost | \$717,830 | \$368,120 | \$1,085,950 |
| % of Cost | 66% | 34% | 100% |

| Non Personnel Cost | Number | Performance Measures Reported | \$ Spend |
|--------------------|--------|-------------------------------|----------|
| Programs | 12 | 0 | \$67,302 |
| Policies | 7 | 0 | NA |

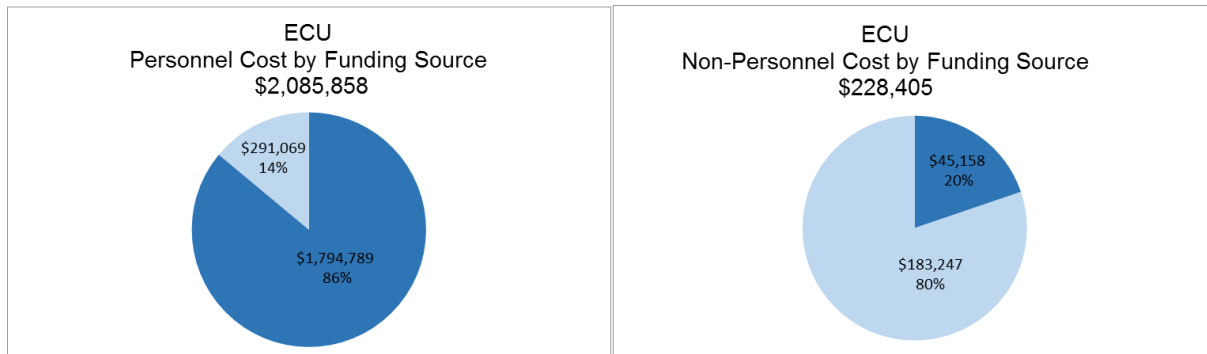
Position Job Titles

| Job Title | Scope of EO/Diversity & Inclusion Related Duties |
|---|---|
| Director Scholars with Diverse Abilities Program | Department |
| Administrative Support Associate | Institution-wide |
| Administrative Support Associate | Institution-wide |
| Assistant Director for Alternate Testing | Institution-wide |
| Assistant Director for Disability Services | Institution-wide |
| Assistant Director for Multicultural Development/Outreach and Engagement | Institution-wide |
| Associate Director of Multicultural Student Development | Institution-wide |
| Associate Director/Director of Investigations | Institution-wide |
| Associate Vice Chancellor for Equity, Diversity and Compliance/Title IX Coordinator | Institution-wide |
| Chief Diversity Officer | Institution-wide |
| Dir of Disability Services | Institution-wide |
| Director of Multicultural Student Development | Institution-wide |
| EEO/Title IX Investigator | Institution-wide |
| EEO/Title IX Investigator | Institution-wide |
| Interpersonal Violence and Prevention Coordinator | Institution-wide |
| Program Specialist | Institution-wide |
| Program Specialist | Institution-wide |

East Carolina University

Summary Spend

Each constituent institution reported roles including employee name, salary, name of unit, percentage of time spent on EO and D&I and compliance activities, and other data points. To ensure consistency across constituent institutions, some roles were removed including those that reflected less than 50% of time spent on EO some positions were removed including those that reflected less than 50% of time spent on EO and D&I activities if they were not assigned to Diversity and Inclusion offices or Equal Opportunity offices, student services, pre-college student experiential learning, employee or student recruitment/admissions, alumni services, international student programs/global affairs, and military/veteran affairs.



Legend ■ State Funded ■ Not State Funded

Detailed Statistics

| Institution Counts (Constituents) | Students | Employees | Students & Employees |
|-----------------------------------|----------|-----------|----------------------|
| | 28,962 | 5,542 | 34,504 |

| #Employees with EO and/or D&I role | Full Time Employees | Part Time Employees | Total Employees |
|------------------------------------|---------------------|---------------------|-----------------|
| | 32 | 0 | 32 |

| # Constituents served per Employee | |
|------------------------------------|-------|
| | 1,078 |

| Level of Role | Department Level | Division Level | Institution Level |
|---------------------|------------------|----------------|-------------------|
| Number of Employees | 3 | 0 | 29 |

| Function of Role | Equal Opportunity | Diversity & Inclusion | Both EO/D&I |
|------------------|-------------------|-----------------------|-------------|
| Number of Ees | 0 | 2 | 30 |

| Personnel Costs | Annual Costs | State Funded | Non State Funded |
|---------------------------|--------------|--------------|------------------|
| EO/D&I Personnel Cost | \$2,085,858 | \$1,794,789 | \$291,069 |
| Non EO/D&I Personnel Cost | \$73,873 | \$49,000 | \$24,873 |

| Cost by Nature of Work | Compliance Only | Non Compliance Only | Combined EO/D&I |
|------------------------|-----------------|---------------------|-----------------|
| EO/D&I Personnel Cost | \$1,233,470 | \$852,388 | \$2,085,858 |
| % of Cost | 59% | 41% | 100% |

| Non Personnel Cost | Number | Performance Measures Reported | \$ Spend |
|--------------------|--------|-------------------------------|-----------|
| Programs | 115 | 46 | \$228,405 |
| Policies | 13 | 3 | NA |

Position Job Titles

| Job Title | Scope of EO/Diversity & Inclusion Related Duties |
|---|---|
| Associate Dean of Diversity and Inclusion | Department |
| Diversity Coordinator | Department |
| Executive Assistant | Department |
| Administrative Support Associate - Journey | Institution-wide |
| Administrative Support Associate - Journey | Institution-wide |
| Affirmative Action Compliance Program Manager | Institution-wide |
| Affirmative Action Program Coordinator | Institution-wide |
| Assistant Director of Disability Support Services | Institution-wide |
| Assistant Director of Ledonia Wright Cultural Center | Institution-wide |
| Associate Director for the LGBT Resource Office | Institution-wide |
| Associate Director of Ledonia Wright Cultural Center | Institution-wide |
| Associate Provost for Equity and Diversity, Title IX Coordinator and 504 Compliance Officer | Institution-wide |
| Case Coordinator | Institution-wide |
| Director of Disability Support Services | Institution-wide |
| Director of Intercultural Affairs | Institution-wide |
| Director of Student Services | Institution-wide |
| Diversity and Inclusion Program Manager | Institution-wide |
| EEO Case and Compliance Manager | Institution-wide |
| EEO Complaint Investigator | Institution-wide |
| EEO Complaint Investigator | Institution-wide |
| Equal Opportunity and Diversity Data Analyst | Institution-wide |
| Instructional Training and Technology Consultant | Institution-wide |
| IT Accessibility Consultant | Institution-wide |
| Program Specialist for Diversity and Inclusion Education and Training | Institution-wide |
| Title IX Case Coordinator - TEMP | Institution-wide |
| Title IX Compliance Officer | Institution-wide |
| Title IX Investigator | Institution-wide |
| Title IX Investigator | Institution-wide |
| Title IX Investigator | Institution-wide |
| University Program Specialist - Contribution | Institution-wide |
| Victim Advocate | Institution-wide |
| Victim Advocate | Institution-wide |

Elizabeth City State University

Summary Spend

Each constituent institution reported roles including employee name, salary, name of unit, percentage of time spent on EO and D&I and compliance activities, and other data points. To ensure consistency across constituent institutions, some roles were removed including those that reflected less than 50% of time spent on EO some positions were removed including those that reflected less than 50% of time spent on EO and D&I activities if they were not assigned to Diversity and Inclusion offices or Equal Opportunity offices, student services, pre-college student experiential learning, employee or student recruitment/admissions, alumni services, international student programs/global affairs, and military/veteran affairs.



Legend ■ State Funded ■ Not State Funded

Detailed Statistics

| Institution Counts (Constituents) | Students | Employees | Students & Employees |
|-----------------------------------|----------|-----------|----------------------|
| | 1,357 | 321 | 1,678 |

| #Employees with EO and/or D&I role | Full Time Employees | Part Time Employees | Total Employees |
|------------------------------------|---------------------|---------------------|-----------------|
| | 2 | 0 | 2 |

| # Constituents served per Employee | |
|------------------------------------|-----|
| | 839 |

| Level of Role | Department Level | Division Level | Institution Level |
|---------------------|------------------|----------------|-------------------|
| Number of Employees | 0 | 0 | 2 |

| Function of Role | Equal Opportunity | Diversity & Inclusion | Both EO/D&I |
|------------------|-------------------|-----------------------|-------------|
| Number of Ees | 0 | 0 | 2 |

| Personnel Costs | Annual Costs | State Funded | Non State Funded |
|---------------------------|--------------|--------------|------------------|
| EO/D&I Personnel Cost | \$103,330 | \$103,330 | \$0 |
| Non EO/D&I Personnel Cost | \$94,920 | \$94,920 | \$0 |

| Cost by Nature of Work | Compliance Only | Non Compliance Only | Combined EO/D&I |
|------------------------|-----------------|---------------------|-----------------|
| EO/D&I Personnel Cost | \$103,330 | \$0 | \$103,330 |
| % of Cost | 100% | 0% | 100% |

| Non Personnel Cost | Number | Performance Measures Reported | \$ Spend |
|--------------------|--------|-------------------------------|----------|
| Programs | 1 | 0 | \$3,800 |
| Policies | 6 | 0 | NA |

Position Job Titles

| Job Title | Scope of EO/Diversity & Inclusion Related Duties |
|--|---|
| Chief Human Resources Officer | Institution-wide |
| Employee Relations/EEO/Title IX Compliance Officer | Institution-wide |

Fayetteville State University

Summary Spend

Each constituent institution reported roles including employee name, salary, name of unit, percentage of time spent on EO and D&I and compliance activities, and other data points. To ensure consistency across constituent institutions, some roles were removed including those that reflected less than 50% of time spent on EO some positions were removed including those that reflected less than 50% of time spent on EO and D&I activities if they were not assigned to Diversity and Inclusion offices or Equal Opportunity offices, student services, pre-college student experiential learning, employee or student recruitment/admissions, alumni services, international student programs/global affairs, and military/veteran affairs.



Legend ■ State Funded ■ Not State Funded

Detailed Statistics

| Institution Counts (Constituents) | Students | Employees | Students & Employees |
|-----------------------------------|----------|-----------|----------------------|
| | 6,223 | 801 | 7,024 |

| #Employees with EO and/or D&I role | Full Time Employees | Part Time Employees | Total Employees |
|------------------------------------|---------------------|---------------------|-----------------|
| | 4 | 0 | 4 |

| # Constituents served per Employee | |
|------------------------------------|-------|
| | 1,756 |

| Level of Role | Department Level | Division Level | Institution Level |
|---------------------|------------------|----------------|-------------------|
| Number of Employees | 0 | 0 | 4 |

| Function of Role | Equal Opportunity | Diversity & Inclusion | Both EO/D&I |
|------------------|-------------------|-----------------------|-------------|
| Number of Ees | 2 | 0 | 2 |

| Personnel Costs | Annual Costs | State Funded | Non State Funded |
|---------------------------|--------------|--------------|------------------|
| EO/D&I Personnel Cost | \$181,866 | \$181,866 | \$0 |
| Non EO/D&I Personnel Cost | \$191,136 | \$191,136 | \$0 |

| Cost by Nature of Work | Compliance Only | Non Compliance Only | Combined EO/D&I |
|------------------------|-----------------|---------------------|-----------------|
| EO/D&I Personnel Cost | \$139,858 | \$42,008 | \$181,866 |
| % of Cost | 77% | 23% | 100% |

| Non Personnel Cost | Number | Performance Measures Reported | \$ Spend |
|--------------------|--------|-------------------------------|----------|
| Programs | 12 | 3 | \$84,200 |
| Policies | 7 | 0 | NA |

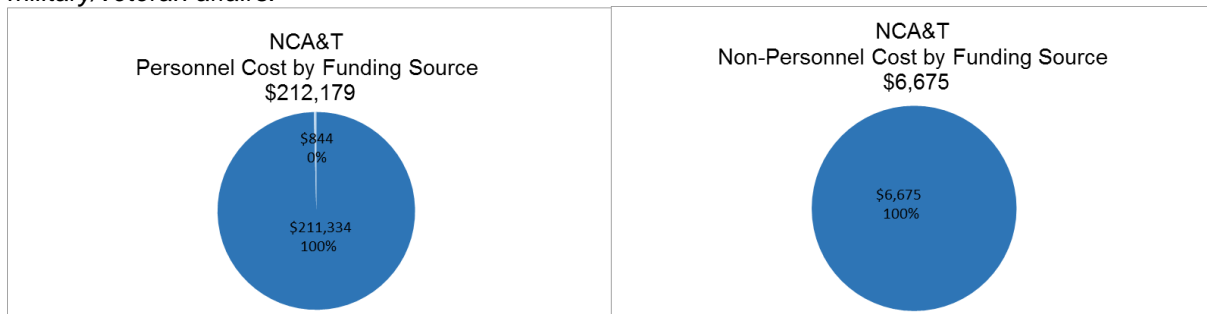
Position Job Titles

| Job Title | Scope of EO/Diversity & Inclusion Related Duties |
|---|---|
| Associate Vice Chancellor for Human Resources | Institution-wide |
| Associate Director for Human Resources | Institution-wide |
| Human Resources Consultant | Institution-wide |
| Title IX Coordinator | Institution-wide |

North Carolina A&T State University

Summary Spend

Each constituent institution reported roles including employee name, salary, name of unit, percentage of time spent on EO and D&I and compliance activities, and other data points. To ensure consistency across constituent institutions, some roles were removed including those that reflected less than 50% of time spent on EO some positions were removed including those that reflected less than 50% of time spent on EO and D&I activities if they were not assigned to Diversity and Inclusion offices or Equal Opportunity offices, student services, pre-college student experiential learning, employee or student recruitment/admissions, alumni services, international student programs/global affairs, and military/veteran affairs.



Legend ■ State Funded ■ Not State Funded

Detailed Statistics

| Institution Counts (Constituents) | Students | Employees | Students & Employees |
|-----------------------------------|----------|-----------|----------------------|
| | 11,177 | 1,655 | 12,832 |

| #Employees with EO and/or D&I role | Full Time Employees | Part Time Employees | Total Employees |
|------------------------------------|---------------------|---------------------|-----------------|
| | 5 | 0 | 5 |

| # Constituents served per Employee | |
|------------------------------------|-------|
| | 2,566 |

| Level of Role | Department Level | Division Level | Institution Level |
|---------------------|------------------|----------------|-------------------|
| Number of Employees | 0 | 0 | 5 |

| Function of Role | Equal Opportunity | Diversity & Inclusion | Both EO/D&I |
|------------------|-------------------|-----------------------|-------------|
| Number of Ees | 2 | 1 | 2 |

| Personnel Costs | Annual Costs | State Funded | Non State Funded |
|---------------------------|--------------|--------------|------------------|
| EO/D&I Personnel Cost | \$212,179 | \$211,334 | \$844 |
| Non EO/D&I Personnel Cost | \$97,672 | \$91,008 | \$6,664 |

| Cost by Nature of Work | Compliance Only | Non Compliance Only | Combined EO/D&I |
|------------------------|-----------------|---------------------|-----------------|
| EO/D&I Personnel Cost | \$157,885 | \$54,293 | \$212,178 |
| % of Cost | 74% | 26% | 100% |

| Non Personnel Cost | Number | Performance Measures Reported | \$ Spend |
|--------------------|--------|-------------------------------|----------|
| Programs | 19 | 2 | \$6,675 |
| Policies | 8 | 2 | NA |

Position Job Titles

| Job Title | Scope of EO/Diversity & Inclusion Related Duties |
|--|---|
| Assistant Title IX Coordinator/Employee Relations Counselor | Institution-wide |
| Director of Employee Relations/Affirmative Action Officer/Title IX Coordinator | Institution-wide |
| Director of Veterans and Disability Support Services | Institution-wide |
| Director of Multicultural Student Center | Institution-wide |
| Employee Relations Counselor | Institution-wide |

North Carolina Central University

Summary Spend

Each constituent institution reported roles including employee name, salary, name of unit, percentage of time spent on EO and D&I and compliance activities, and other data points. To ensure consistency across constituent institutions, some roles were removed including those that reflected less than 50% of time spent on EO some positions were removed including those that reflected less than 50% of time spent on EO and D&I activities if they were not assigned to Diversity and Inclusion offices or Equal Opportunity offices, student services, pre-college student experiential learning, employee or student recruitment/admissions, alumni services, international student programs/global affairs, and military/veteran affairs.



Legend ■ State Funded ■ Not State Funded

Detailed Statistics

| Institution Counts (Constituents) | Students | Employees | Students & Employees |
|-----------------------------------|----------|-----------|----------------------|
| | 8,094 | 1,255 | 9,349 |

| #Employees with EO and/or D&I role | Full Time Employees | Part Time Employees | Total Employees |
|------------------------------------|---------------------|---------------------|-----------------|
| | 16 | 0 | 16 |

| # Constituents served per Employee | |
|------------------------------------|-----|
| | 584 |

| Level of Role | Department Level | Division Level | Institution Level |
|---------------------|------------------|----------------|-------------------|
| Number of Employees | 0 | 11 | 5 |

| Function of Role | Equal Opportunity | Diversity & Inclusion | Both EO/D&I |
|------------------|-------------------|-----------------------|-------------|
| Number of Ees | 3 | 1 | 12 |

| Personnel Costs | Annual Costs | State Funded | Non State Funded |
|---------------------------|--------------|--------------|------------------|
| EO/D&I Personnel Cost | \$686,876 | \$289,830 | \$397,046 |
| Non EO/D&I Personnel Cost | \$247,934 | \$247,934 | \$0 |

| Cost by Nature of Work | Compliance Only | Non Compliance Only | Combined EO/D&I |
|------------------------|-----------------|---------------------|-----------------|
| EO/D&I Personnel Cost | \$308,895 | \$377,981 | \$686,876 |
| % of Cost | 45% | 55% | 100% |

| Non Personnel Cost | Number | Performance Measures Reported | \$ Spend |
|--------------------|--------|-------------------------------|-----------|
| Programs | 3 | 2 | \$106,292 |
| Policies | 9 | 9 | NA |

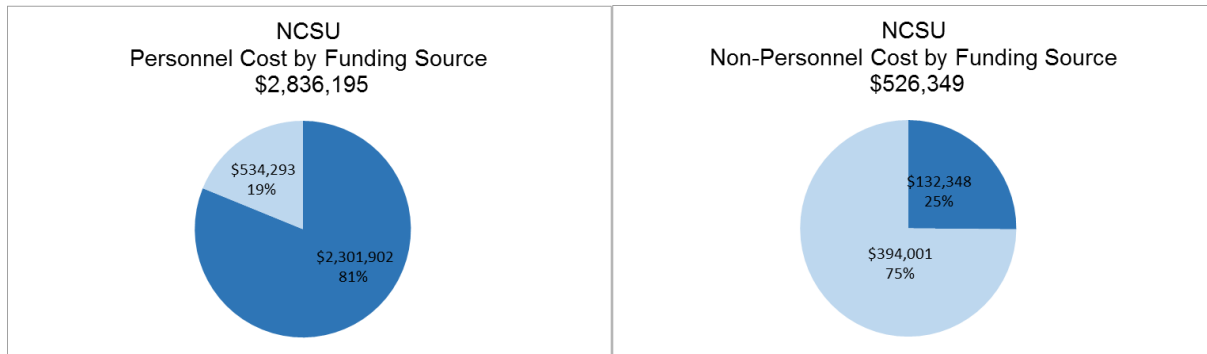
Position Job Titles

| Job Title | Scope of EO/Diversity & Inclusion Related Duties |
|---|---|
| Assistant Director, Student Disability Services | Division |
| Director for African American Male Initiative (MAC) | Division |
| Director for Women's Center (WC) | Division |
| Director of Diversity and Inclusion | Division |
| Director of Student Disability Services | Division |
| Disability Support Specialist | Division |
| LGBTQA Resource Center Coordinator | Division |
| MAC: Administrative Support Specialist | Division |
| MAC: Program Coordinator | Division |
| MAC: Volunteer and Tutor Coordinator | Division |
| WC: Prevention and Education Coordinator | Division |
| Chief Human Resources Officer | Institution-wide |
| Deputy Human Resources Officer | Institution-wide |
| EEO and Employee Relations Consultant | Institution-wide |
| EEO: Human Resources Specialist | Institution-wide |
| Interim Director of EEO and Employee Relations | Institution-wide |

North Carolina State University

Summary Spend

Each constituent institution reported roles including employee name, salary, name of unit, percentage of time spent on EO and D&I and compliance activities, and other data points. To ensure consistency across constituent institutions, some roles were removed including those that reflected less than 50% of time spent on EO some positions were removed including those that reflected less than 50% of time spent on EO and D&I activities if they were not assigned to Diversity and Inclusion offices or Equal Opportunity offices, student services, pre-college student experiential learning, employee or student recruitment/admissions, alumni services, international student programs/global affairs, and military/veteran affairs.



Legend ■ State Funded ■ Not State Funded

Detailed Statistics

| Institution Counts (Constituents) | Students | Employees | Students & Employees |
|-----------------------------------|----------|-----------|----------------------|
| | 33,755 | 8,814 | 42,569 |

| #Employees with EO and/or D&I role | Full Time Employees | Part Time Employees | Total Employees |
|------------------------------------|---------------------|---------------------|-----------------|
| | 43 | 3 | 46 |

| # Constituents served per Employee | |
|------------------------------------|-----|
| | 925 |

| Level of Role | Department Level | Division Level | Institution Level |
|---------------------|------------------|----------------|-------------------|
| Number of Employees | 14 | 9 | 23 |

| Function of Role | Equal Opportunity | Diversity & Inclusion | Both EO/D&I |
|------------------|-------------------|-----------------------|-------------|
| Number of Ees | 13 | 25 | 8 |

| Personnel Costs | Annual Costs | State Funded | Non State Funded |
|---------------------------|--------------|--------------|------------------|
| EO/D&I Personnel Cost | \$2,836,195 | \$2,301,902 | \$534,293 |
| Non EO/D&I Personnel Cost | \$190,972 | \$142,256 | \$48,717 |

| Cost by Nature of Work | Compliance Only | Non Compliance Only | Combined EO/D&I |
|------------------------|-----------------|---------------------|-----------------|
| EO/D&I Personnel Cost | \$956,772 | \$1,879,422 | \$2,836,195 |
| % of Cost | 34% | 66% | 100% |

| Non Personnel Cost | Number | Performance Measures Reported | \$ Spend |
|--------------------|--------|-------------------------------|-----------|
| Programs | 40 | 34 | \$526,349 |
| Policies | 12 | 0 | NA |

Position Job Titles

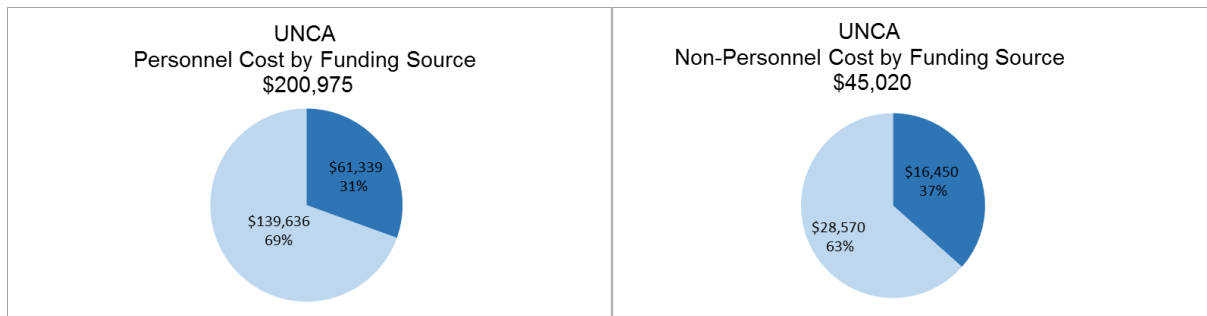
| Job Title | Scope of EO/Diversity & Inclusion Related Duties |
|---|---|
| Administrative Support Spec | Department |
| Assoc Director | Department |
| Asst Director | Department |
| Asst Director | Department |
| Asst Director | Department |
| Asst Director, Intercultural Initiatives | Department |
| Director | Department |
| Director | Department |
| Director, African American Cultural Center | Department |
| Director, Initiative for Maximizing Student Diversity | Department |
| Director, Multicultural Student Affairs | Department |
| Program Coordinator | Department |
| Rape Prevention Education Coordinator | Department |
| University Library Technician | Department |
| University Program Associate | Department |
| Administrative Support Assoc | Division |
| Assoc Director, Community for Diversity | Division |
| Coordinator | Division |
| Director for Diversity and Multicultural Affairs | Division |
| Director of Diversity and Inclusion | Division |
| Director of Minority Engineering Programs | Division |
| Director of the Community for Diversity | Division |
| ERC Director for Student Diversity Recruitment | Division |
| Interim Director for CALS Office of Diversity and Inclusion | Division |
| Administrative Support Assoc | Institution-wide |
| Administrative Support Spec | Institution-wide |
| Assoc Director | Institution-wide |
| Assoc Director for Diversity Programs | Institution-wide |
| Assoc Vice Provost | Institution-wide |
| Asst Director | Institution-wide |
| Asst Director | Institution-wide |
| Asst Director | Institution-wide |
| Asst Director | Institution-wide |
| Asst Equal Opp. Officer | Institution-wide |
| Asst Equal Opp. Officer | Institution-wide |
| Asst Equal Opp. Officer | Institution-wide |
| Asst Vice Provost for Faculty and Staff Diversity | Institution-wide |
| Asst Vice Provost, Student Diversity | Institution-wide |
| Director | Institution-wide |
| Director, Outreach and Education | Institution-wide |
| Instructional Technologist | Institution-wide |
| Senior Director, Campus Community Centers | Institution-wide |
| Sr Instructional Technologist | Institution-wide |
| University Program Associate/Outreach and Education Program Coordinator | Institution-wide |

| Job Title | Scope of EO/Diversity & Inclusion Related Duties |
|---|---|
| University Program Specialist/Equal Opportunity Program Coordinator | Institution-wide |
| Vice Provost for Institutional Equity and Diversity | Institution-wide |

UNC Asheville

Summary Spend

Each constituent institution reported roles including employee name, salary, name of unit, percentage of time spent on EO and D&I and compliance activities, and other data points. To ensure consistency across constituent institutions, some roles were removed including those that reflected less than 50% of time spent on EO some positions were removed including those that reflected less than 50% of time spent on EO and D&I activities if they were not assigned to Diversity and Inclusion offices or Equal Opportunity offices, student services, pre-college student experiential learning, employee or student recruitment/admissions, alumni services, international student programs/global affairs, and military/veteran affairs.



Legend ■ State Funded ■ Not State Funded

Detailed Statistics

| Institution Counts (Constituents) | Students | Employees | Students & Employees |
|--|----------|-----------|----------------------|
| | 3,821 | 724 | 4,545 |

| #Employees with EO and/or D&I role | Full Time Employees | Part Time Employees | Total Employees |
|---|---------------------|---------------------|-----------------|
| | 7 | 0 | 7 |

| # Constituents served per Employee | |
|---|-----|
| | 649 |

| Level of Role | Department Level | Division Level | Institution Level |
|----------------------|------------------|----------------|-------------------|
| Number of Employees | 0 | 0 | 7 |

| Function of Role | Equal Opportunity | Diversity & Inclusion | Both EO/D&I |
|-------------------------|-------------------|-----------------------|-------------|
| Number of Ees | 0 | 3 | 4 |

| Personnel Costs | Annual Costs | State Funded | Non State Funded |
|---------------------------|--------------|--------------|------------------|
| EO/D&I Personnel Cost | \$200,975 | \$61,339 | \$139,636 |
| Non EO/D&I Personnel Cost | \$240,023 | \$235,123 | \$4,900 |

| Cost by Nature of Work | Compliance Only | Non Compliance Only | Combined EO/D&I |
|-------------------------------|-----------------|---------------------|-----------------|
| EO/D&I Personnel Cost | \$45,605 | \$155,370 | \$200,975 |
| % of Cost | 23% | 77% | 100% |

| Non Personnel Cost | Number | Performance Measures Reported | \$ Spend |
|---------------------------|--------|-------------------------------|----------|
| Programs | 4 | 0 | \$45,020 |
| Policies | 6 | 0 | NA |

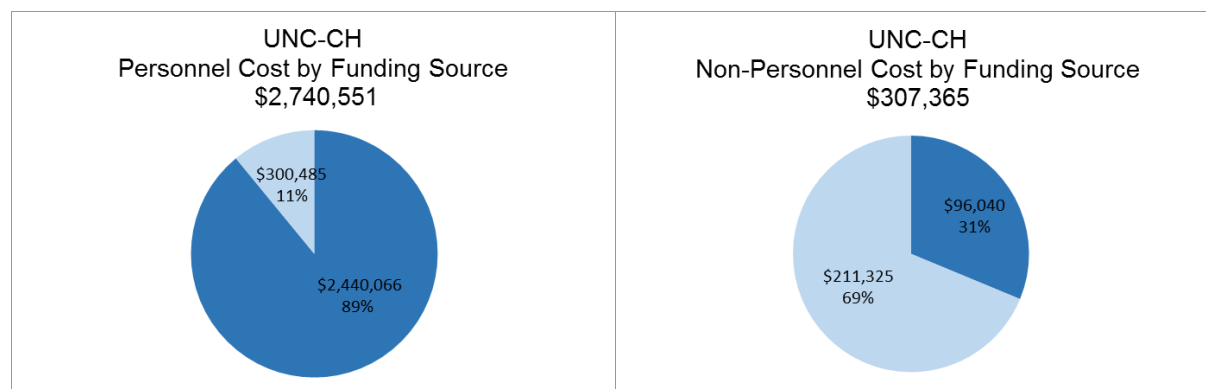
Position Job Titles

| Job Title | Scope of EO/Diversity & Inclusion Related Duties |
|---|---|
| Director of Diversity Education | Institution-wide |
| Assistant Director of Multicultural Affairs | Institution-wide |
| Assistant Title IX Coordinator | Institution-wide |
| Associate VC for Human Resources | Institution-wide |
| Director of Multicultural Affairs | Institution-wide |
| Manager, Benefits and Employee Relations | Institution-wide |
| Manager, Employment & Affirmative Action | Institution-wide |

UNC Chapel Hill

Summary Spend

Each constituent institution reported roles including employee name, salary, name of unit, percentage of time spent on EO and D&I and compliance activities, and other data points. To ensure consistency across constituent institutions, some roles were removed including those that reflected less than 50% of time spent on EO some positions were removed including those that reflected less than 50% of time spent on EO and D&I activities if they were not assigned to Diversity and Inclusion offices or Equal Opportunity offices, student services, pre-college student experiential learning, employee or student recruitment/admissions, alumni services, international student programs/global affairs, and military/veteran affairs.



Legend ■ State Funded ■ Not State Funded

Detailed Statistics

| Institution Counts (Constituents) | Students | Employees | Students & Employees |
|-----------------------------------|----------|-----------|----------------------|
| | 29,468 | 13,674 | 43,142 |

| #Employees with EO and/or D&I role | Full Time Employees | Part Time Employees | Total Employees |
|------------------------------------|---------------------|---------------------|-----------------|
| | 37 | 5 | 42 |

| # Constituents served per Employee | |
|------------------------------------|-------|
| | 1,027 |

| Level of Role | Department Level | Division Level | Institution Level |
|---------------------|------------------|----------------|-------------------|
| Number of Employees | 3 | 0 | 39 |

| Function of Role | Equal Opportunity | Diversity & Inclusion | Both EO/D&I |
|------------------|-------------------|-----------------------|-------------|
| Number of Ees | 20 | 18 | 4 |

| Personnel Costs | Annual Costs | State Funded | Non State Funded |
|---------------------------|--------------|--------------|------------------|
| EO/D&I Personnel Cost | \$2,740,551 | \$2,440,066 | \$300,485 |
| Non EO/D&I Personnel Cost | \$227,773 | \$162,611 | \$65,163 |

| Cost by Nature of Work | Compliance Only | Non Compliance Only | Combined EO/D&I |
|------------------------|-----------------|---------------------|-----------------|
| EO/D&I Personnel Cost | \$717,830 | \$368,120 | \$1,085,950 |
| % of Cost | 66% | 34% | 100% |

| Non Personnel Cost | Number | Performance Measures Reported | \$ Spend |
|--------------------|--------|-------------------------------|-----------|
| Programs | 44 | 29 | \$307,365 |
| Policies | 34 | 0 | NA |

Position Job Titles

| Job Title | Scope of EO/Diversity & Inclusion Related Duties |
|--|---|
| Admin Support Specialist | Department |
| Executive Assistant | Department |
| Office Manager | Department |
| Accessibility Resources Coordinator | Institution-wide |
| Administrative Assistant | Institution-wide |
| Assistant Director | Institution-wide |
| Associate Director of Title IX Programs | Institution-wide |
| Associate Vice Chancellor | Institution-wide |
| Asst Dir for Edu & Special Initiative | Institution-wide |
| Asst Director of Access Resources & Svc | Institution-wide |
| Case Management and Database Coordinator | Institution-wide |
| Director | Institution-wide |
| Director of LGBTQ Center | Institution-wide |
| Director of Title IX Compliance | Institution-wide |
| Director, Accessibility Resources | Institution-wide |
| Director, Carolina Women's Center | Institution-wide |
| Director, Inclusive Student Excellence | Institution-wide |
| DMA Communication Intern | Institution-wide |
| Educational Consultant | Institution-wide |
| EqOpp/Affirm Act/Diversity Prf | Institution-wide |
| EqOpp/Affirm Act/Diversity Prf | Institution-wide |
| EqOpp/Affirm Act/Diversity Prf | Institution-wide |
| EqOpp/Affirm Act/Diversity Prf | Institution-wide |
| EqOpp/Affirm Act/Diversity Prf | Institution-wide |
| EqOpp/Affirm Act/Diversity Prf | Institution-wide |
| EqOpp/Affirm Act/Diversity Prf | Institution-wide |
| EqOpp/Affirm Act/Diversity Prf | institution-wide |
| EqOpp/Affirm Act/Diversity Prf | institution-wide |
| Equal Opportunity/Title IX Investigator | institution-wide |
| Equal Opportunity/Title IX Investigator | institution-wide |
| Gender Violence Services Coordinator | institution-wide |
| Gender Violence Services Coordinator | institution-wide |
| Graduate Assistant | institution-wide |
| Minority Male Engagement Coordinator | institution-wide |
| Native Student Engagement Coordinator | institution-wide |
| Program Coordinator-CWC | institution-wide |
| Recruitment Program Specialist | institution-wide |
| Senior Associate Vice Chancellor | Institution-wide |
| Senior Director for Education, Operations, and Initiatives | Institution-wide |
| Title IX Program/Education Coordinator | Institution-wide |
| University Program Specialist | Institution-wide |
| University Program Specialist | Institution-wide |

UNC Charlotte

Summary Spend

Each constituent institution reported roles including employee name, salary, name of unit, percentage of time spent on EO and D&I and compliance activities, and other data points. To ensure consistency across constituent institutions, some roles were removed including those that reflected less than 50% of time spent on EO some positions were removed including those that reflected less than 50% of time spent on EO and D&I activities if they were not assigned to Diversity and Inclusion offices or Equal Opportunity offices, student services, pre-college student experiential learning, employee or student recruitment/admissions, alumni services, international student programs/global affairs, and military/veteran affairs.



Legend ■ State Funded ■ Not State Funded

Detailed Statistics

| Institution Counts (Constituents) | Students | Employees | Students & Employees |
|-----------------------------------|----------|-----------|----------------------|
| | 28,721 | 3,433 | 32,154 |

| #Employees with EO and/or D&I role | Full Time Employees | Part Time Employees | Total Employees |
|------------------------------------|---------------------|---------------------|-----------------|
| | 24 | 2 | 26 |

| # Constituents served per Employee | 1,237 |
|------------------------------------|-------|
|------------------------------------|-------|

| Level of Role | Department Level | Division Level | Institution Level |
|---------------------|------------------|----------------|-------------------|
| Number of Employees | 4 | 14 | 8 |

| Function of Role | Equal Opportunity | Diversity & Inclusion | Both EO/D&I |
|------------------|-------------------|-----------------------|-------------|
| Number of Ees | 0 | 14 | 12 |

| Personnel Costs | Annual Costs | State Funded | Non State Funded |
|---------------------------|--------------|--------------|------------------|
| EO/D&I Personnel Cost | \$1,275,108 | \$1,067,079 | \$208,029 |
| Non EO/D&I Personnel Cost | \$307,146 | \$307,146 | \$0 |

| Cost by Nature of Work | Compliance Only | Non Compliance Only | Combined EO/D&I |
|------------------------|-----------------|---------------------|-----------------|
| EO/D&I Personnel Cost | \$731,201 | \$543,908 | \$1,275,108 |
| % of Cost | 57% | 43% | 100% |

| Non Personnel Cost | Number | Performance Measures Reported | \$ Spend |
|--------------------|--------|-------------------------------|-----------|
| Programs | 5 | 2 | \$125,979 |
| Policies | 16 | 0 | NA |

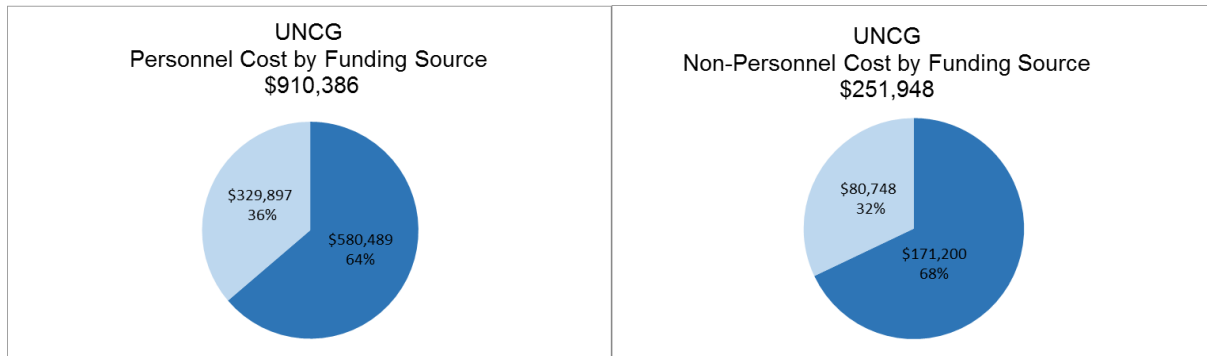
Position Job Titles

| Job Title | Scope of EO/Diversity & Inclusion Related Duties |
|--|---|
| Assistant Director of the Multicultural Resource Center | Department |
| Assistant Director of the Multicultural Resource Center | Department |
| Assistant Director of the Multicultural Resource Center | Department |
| Administrative Support Associate | Department |
| ADA Project Coordinator | Division |
| Administrative Support Associate | Division |
| Assistant Director, FADO | Division |
| Assistant Director/Counselor | Division |
| Assistant Director/Counselor | Division |
| Assistive Technology Specialist | Division |
| Associate Director/Counselor | Division |
| Captionist | Division |
| Director of the Multicultural Resource Center | Division |
| Director, Disability Services | Division |
| Faculty Director, FADO | Division |
| Social Research Specialist | Division |
| Student Services Specialist | Division |
| University Program Specialist | Division |
| Admin Support Associate | Institution-wide |
| Associate Vice Chancellor for Human Resources | Institution-wide |
| Case Manager | Institution-wide |
| Executive Director - EHRA NF Administration, Employee Relations and Compliance | Institution-wide |
| Human Resources Specialist | Institution-wide |
| Title IX Coordinator | Institution-wide |
| Title IX Investigator | Institution-wide |
| Title IX Investigator | Institution-wide |

UNC Greensboro

Summary Spend

Each constituent institution reported roles including employee name, salary, name of unit, percentage of time spent on EO and D&I and compliance activities, and other data points. To ensure consistency across constituent institutions, some roles were removed including those that reflected less than 50% of time spent on EO some positions were removed including those that reflected less than 50% of time spent on EO and D&I activities if they were not assigned to Diversity and Inclusion offices or Equal Opportunity offices, student services, pre-college student experiential learning, employee or student recruitment/admissions, alumni services, international student programs/global affairs, and military/veteran affairs.



Legend ■ State Funded ■ Not State Funded

Detailed Statistics

| Institution Counts (Constituents) | Students | Employees | Students & Employees |
|-----------------------------------|----------|-----------|----------------------|
| | 19,647 | 2,547 | 22,194 |

| #Employees with EO and/or D&I role | Full Time Employees | Part Time Employees | Total Employees |
|------------------------------------|---------------------|---------------------|-----------------|
| | 19 | 0 | 19 |

| # Constituents served per Employee | |
|------------------------------------|-------|
| | 1,168 |

| Level of Role | Department Level | Division Level | Institution Level |
|---------------------|------------------|----------------|-------------------|
| Number of Employees | 0 | 10 | 9 |

| Function of Role | Equal Opportunity | Diversity & Inclusion | Both EO/D&I |
|------------------|-------------------|-----------------------|-------------|
| Number of Ees | 6 | 5 | 8 |

| Personnel Costs | Annual Costs | State Funded | Non State Funded |
|---------------------------|--------------|--------------|------------------|
| EO/D&I Personnel Cost | \$910,386 | \$580,489 | \$329,897 |
| Non EO/D&I Personnel Cost | \$187,575 | \$173,825 | \$13,750 |

| Cost by Nature of Work | Compliance Only | Non Compliance Only | Combined EO/D&I |
|------------------------|-----------------|---------------------|-----------------|
| EO/D&I Personnel Cost | \$411,215 | \$499,171 | \$910,386 |
| % of Cost | 45% | 55% | 100% |

| Non Personnel Cost | Number | Performance Measures Reported | \$ Spend |
|--------------------|--------|-------------------------------|-----------|
| Programs | 22 | 8 | \$251,948 |
| Policies | 24 | 0 | NA |

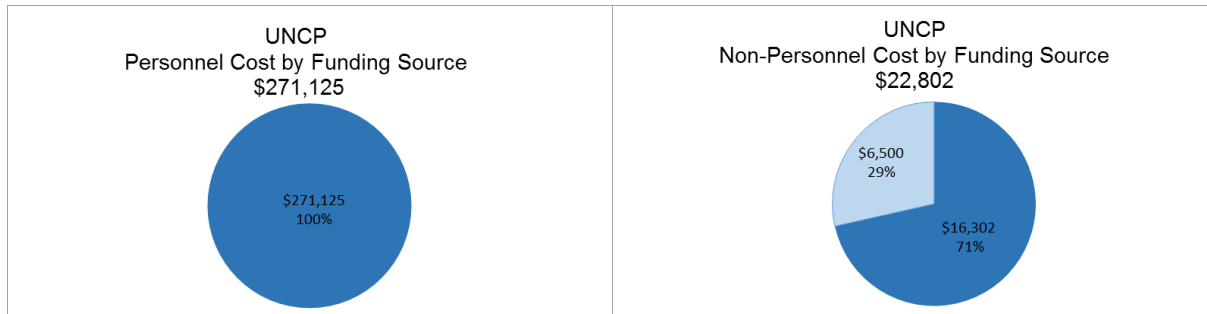
Position Job Titles

| Job Title | Scope of EO/Diversity & Inclusion Related Duties |
|--|---|
| Assistant Director | Division |
| Assistant Director | Division |
| Assistant Director | Division |
| Assistant Director | Division |
| Assistant Director | Division |
| Assistant Director | Division |
| Director | Division |
| Director | Division |
| Graduate Assistant | Division |
| Specialist | Division |
| Title IX Investigator | Institution-wide |
| Assistant Director | Institution-wide |
| AVC, Chief Human Resources Officer | Institution-wide |
| Campus Violence Advocate/Case Manager | Institution-wide |
| Director of EEO & AA | Institution-wide |
| EEO Compliance Specialist/Investigator | Institution-wide |
| Navigator | Institution-wide |
| Staff Counselor | Institution-wide |
| Title IX Investigator Coordinator | Institution-wide |

UNC Pembroke

Summary Spend

Each constituent institution reported roles including employee name, salary, name of unit, percentage of time spent on EO and D&I and compliance activities, and other data points. To ensure consistency across constituent institutions, some roles were removed including those that reflected less than 50% of time spent on EO some positions were removed including those that reflected less than 50% of time spent on EO and D&I activities if they were not assigned to Diversity and Inclusion offices or Equal Opportunity offices, student services, pre-college student experiential learning, employee or student recruitment/admissions, alumni services, international student programs/global affairs, and military/veteran affairs.



Legend ■ State Funded ■ Not State Funded

Detailed Statistics

| Institution Counts (Constituents) | Students | Employees | Students & Employees |
|-----------------------------------|----------|-----------|----------------------|
| | 6,268 | 859 | 7,127 |

| #Employees with EO and/or D&I role | Full Time Employees | Part Time Employees | Total Employees |
|------------------------------------|---------------------|---------------------|-----------------|
| | 10 | 0 | 10 |

| # Constituents served per Employee | |
|------------------------------------|-----|
| | 713 |

| Level of Role | Department Level | Division Level | Institution Level |
|---------------------|------------------|----------------|-------------------|
| Number of Employees | 0 | 0 | 10 |

| Function of Role | Equal Opportunity | Diversity & Inclusion | Both EO/D&I |
|------------------|-------------------|-----------------------|-------------|
| Number of Ees | 1 | 5 | 4 |

| Personnel Costs | Annual Costs | State Funded | Non State Funded |
|---------------------------|--------------|--------------|------------------|
| EO/D&I Personnel Cost | \$271,125 | \$271,125 | \$0 |
| Non EO/D&I Personnel Cost | \$448,674 | \$448,674 | \$0 |

| Cost by Nature of Work | Compliance Only | Non Compliance Only | Combined EO/D&I |
|------------------------|-----------------|---------------------|-----------------|
| EO/D&I Personnel Cost | \$265,035 | \$6,090 | \$271,125 |
| % of Cost | 98% | 2% | 100% |

| Non Personnel Cost | Number | Performance Measures Reported | \$ Spend |
|--------------------|--------|-------------------------------|----------|
| Programs | 11 | 6 | \$22,802 |
| Policies | 0 | 0 | NA |

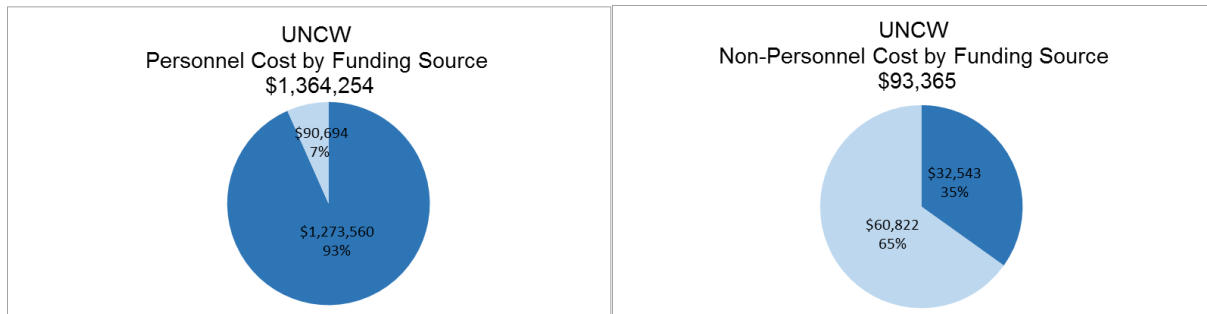
Position Job Titles

| Job Title | Scope of EO/Diversity & Inclusion Related Duties |
|--|---|
| Assistant Vice Chancellor of Human Resources | Institution-wide |
| Associate Director of Human Resources | Institution-wide |
| Director of Accessibility Resource Center | Institution-wide |
| Director of Diversity and Inclusion | Institution-wide |
| Director of Title IX and Clery Compliance | Institution-wide |
| Director of Workforce Development and Employee Relations | Institution-wide |
| HR Consultant | Institution-wide |
| HR Consultant - Employment | Institution-wide |
| Student Services Specialist (Accommodations Coordinator) | Institution-wide |
| Technology Support Analyst | Institution-wide |

UNC Wilmington

Summary Spend

Each constituent institution reported roles including employee name, salary, name of unit, percentage of time spent on EO and D&I and compliance activities, and other data points. To ensure consistency across constituent institutions, some roles were removed including those that reflected less than 50% of time spent on EO some positions were removed including those that reflected less than 50% of time spent on EO and D&I activities if they were not assigned to Diversity and Inclusion offices or Equal Opportunity offices, student services, pre-college student experiential learning, employee or student recruitment/admissions, alumni services, international student programs/global affairs, and military/veteran affairs.



Legend ■ State Funded ■ Not State Funded

Detailed Statistics

| Institution Counts (Constituents) | Students | Employees | Students & Employees |
|-----------------------------------|----------|-----------|----------------------|
| | 15,740 | 1,933 | 17,673 |

| #Employees with EO and/or D&I role | Full Time Employees | Part Time Employees | Total Employees |
|------------------------------------|---------------------|---------------------|-----------------|
| | 26 | 0 | 26 |

| # Constituents served per Employee | |
|------------------------------------|-----|
| | 680 |

| Level of Role | Department Level | Division Level | Institution Level |
|---------------------|------------------|----------------|-------------------|
| Number of Employees | 0 | 0 | 26 |

| Function of Role | Equal Opportunity | Diversity & Inclusion | Both EO/D&I |
|------------------|-------------------|-----------------------|-------------|
| Number of Ees | 13 | 1 | 12 |

| Personnel Costs | Annual Costs | State Funded | Non State Funded |
|---------------------------|--------------|--------------|------------------|
| EO/D&I Personnel Cost | \$1,364,254 | \$1,273,560 | \$90,694 |
| Non EO/D&I Personnel Cost | \$169,220 | \$159,220 | \$10,000 |

| Cost by Nature of Work | Compliance Only | Non Compliance Only | Combined EO/D&I |
|------------------------|-----------------|---------------------|-----------------|
| EO/D&I Personnel Cost | \$257,832 | \$1,106,422 | \$1,364,254 |
| % of Cost | 19% | 81% | 100% |

| Non Personnel Cost | Number | Performance Measures Reported | \$ Spend |
|--------------------|--------|-------------------------------|----------|
| Programs | 172 | 105 | \$93,365 |
| Policies | 16 | 1 | NA |

Position Job Titles

| Job Title | Scope of EO/Diversity & Inclusion Related Duties |
|---|---|
| Administrative Associate | Institution-wide |
| Administrative Associate | Institution-wide |
| Administrative Specialist | Institution-wide |
| Assistant Director | Institution-wide |
| Assistant Director, Violence Prevention | Institution-wide |
| Associate Vice Chancellor for Human Resources/EEO Officer | Institution-wide |
| Business Service Coordinator | Institution-wide |
| Chief Diversity Officer | Institution-wide |
| Director | Institution-wide |
| Director | Institution-wide |
| Director | Institution-wide |
| Director | Institution-wide |
| Director | Institution-wide |
| Director of Women's Resources Center | Institution-wide |
| Disability Resource Coordinator | Institution-wide |
| Diversity Specialist | Institution-wide |
| Executive Assistant | Institution-wide |
| Interpersonal Violence Coordinator | Institution-wide |
| Lead Victim Advocate | Institution-wide |
| Program Advisor | Institution-wide |
| Program Advisor | Institution-wide |
| Program Coordinator | Institution-wide |
| Program Coordinator | Institution-wide |
| Testing Coordinator/Office Manager | Institution-wide |
| Title IX Investigator | Institution-wide |
| Victim Advocate | Institution-wide |

UNC School of the Arts

Summary Spend

Each constituent institution reported roles including employee name, salary, name of unit, percentage of time spent on EO and D&I and compliance activities, and other data points. To ensure consistency across constituent institutions, some roles were removed including those that reflected less than 50% of time spent on EO some positions were removed including those that reflected less than 50% of time spent on EO and D&I activities if they were not assigned to Diversity and Inclusion offices or Equal Opportunity offices, student services, pre-college student experiential learning, employee or student recruitment/admissions, alumni services, international student programs/global affairs, and military/veteran affairs.



Legend ■ State Funded ■ Not State Funded

Detailed Statistics

| Institution Counts (Constituents) | Students | Employees | Students & Employees |
|-----------------------------------|----------|-----------|----------------------|
| | 1,303 | 446 | 1,749 |

| #Employees with EO and/or D&I role | Full Time Employees | Part Time Employees | Total Employees |
|------------------------------------|---------------------|---------------------|-----------------|
| | 3 | 0 | 3 |

| # Constituents served per Employee | 583 |
|------------------------------------|-----|
|------------------------------------|-----|

| Level of Role | Department Level | Division Level | Institution Level |
|---------------------|------------------|----------------|-------------------|
| Number of Employees | 0 | 0 | 3 |

| Function of Role | Equal Opportunity | Diversity & Inclusion | Both EO/D&I |
|------------------|-------------------|-----------------------|-------------|
| Number of Ees | 0 | 0 | 3 |

| Personnel Costs | Annual Costs | State Funded | Non State Funded |
|---------------------------|--------------|--------------|------------------|
| EO/D&I Personnel Cost | \$46,342 | \$46,342 | \$0 |
| Non EO/D&I Personnel Cost | \$175,025 | \$175,025 | \$0 |

| Cost by Nature of Work | Compliance Only | Non Compliance Only | Combined EO/D&I |
|------------------------|-----------------|---------------------|-----------------|
| EO/D&I Personnel Cost | \$717,830 | \$368,120 | \$1,085,950 |
| % of Cost | 66% | 34% | 100% |

| Non Personnel Cost | Number | Performance Measures Reported | \$ Spend |
|--------------------|--------|-------------------------------|----------|
| Programs | 0 | 0 | \$0 |
| Policies | 0 | 0 | NA |

Position Job Titles

| Job Title | Scope of EO/Diversity & Inclusion Related Duties |
|---------------------------------|---|
| Deputy Human Resources Director | Institution-wide |
| Director of Human Resources | Institution-wide |
| Human Resources Specialist | Institution-wide |

Note: UNCSA recently created an Assistant Director for Diversity Education in its College Life program under the Residence Life and Housing Department, that was outside the reporting period of this study. This position's role will be to develop educational experiences designed to promote and increase the awareness of the campus community about diversity.

Western Carolina University

Summary Spend

Each constituent institution reported roles including employee name, salary, name of unit, percentage of time spent on EO and D&I and compliance activities, and other data points. To ensure consistency across constituent institutions, some roles were removed including those that reflected less than 50% of time spent on EO some positions were removed including those that reflected less than 50% of time spent on EO and D&I activities if they were not assigned to Diversity and Inclusion offices or Equal Opportunity offices, student services, pre-college student experiential learning, employee or student recruitment/admissions, alumni services, international student programs/global affairs, and military/veteran affairs.



Legend ■ State Funded ■ Not State Funded

Detailed Statistics

| Institution Counts (Constituents) | Students | Employees | Students & Employees |
|-----------------------------------|----------|-----------|----------------------|
| | 10,805 | 1,485 | 12,290 |

| #Employees with EO and/or D&I role | Full Time Employees | Part Time Employees | Total Employees |
|------------------------------------|---------------------|---------------------|-----------------|
| | 12 | 0 | 12 |

| # Constituents served per Employee | |
|------------------------------------|-------|
| | 1,024 |

| Level of Role | Department Level | Division Level | Institution Level |
|---------------------|------------------|----------------|-------------------|
| Number of Employees | 0 | 0 | 12 |

| Function of Role | Equal Opportunity | Diversity & Inclusion | Both EO/D&I |
|------------------|-------------------|-----------------------|-------------|
| Number of Ees | 4 | 5 | 3 |

| Personnel Costs | Annual Costs |
|---------------------------|--------------|
| EO/D&I Personnel Cost | \$486,778 |
| Non EO/D&I Personnel Cost | \$368,830 |

| Cost by Nature of Work | Compliance Only | Non Compliance Only | Combined EO/D&I |
|------------------------|-----------------|---------------------|-----------------|
| EO/D&I Personnel Cost | \$717,830 | \$368,120 | \$1,085,950 |
| % of Cost | 66% | 34% | 100% |

| Non Personnel Cost | Number | Performance Measures Reported | \$ Spend |
|--------------------|--------|-------------------------------|----------|
| Programs | 60 | 2 | \$20,475 |
| Policies | 6 | 3 | NA |

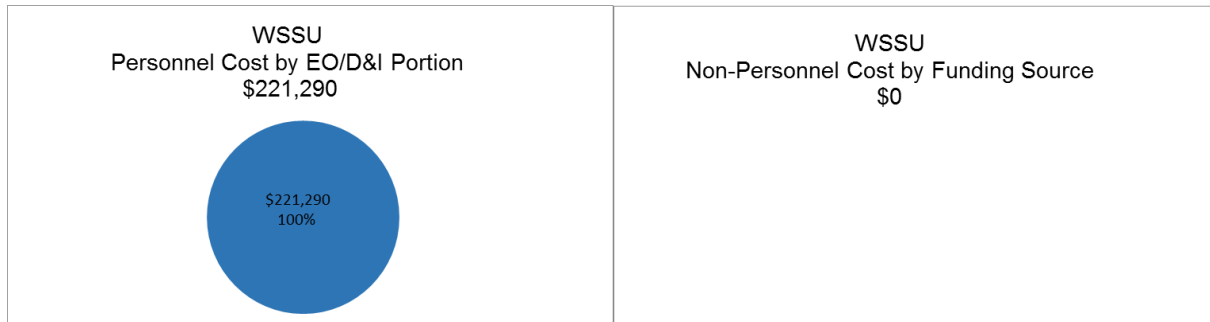
Position Job Titles

| Job Title | Scope of EO/Diversity & Inclusion Related Duties |
|--|---|
| Administrative Support Associate | Institution-wide |
| Assistant Director, Disability Services | Institution-wide |
| Assistant Director, Intercultural Affairs | Institution-wide |
| Assistant General Counsel/Chief Compliance Officer | Institution-wide |
| Associate Director, Intercultural Affairs | Institution-wide |
| Associate General Counsel/Title IX Coordinator | Institution-wide |
| Associate Vice Chancellor for HR/Payroll | Institution-wide |
| Chief Diversity Officer | Institution-wide |
| Director of Employment | Institution-wide |
| Director of Intercultural Affairs | Institution-wide |
| Director, Disability Services | Institution-wide |
| HR Consultant - Talent Development Manager | Institution-wide |

Winston-Salem State University

Summary Spend

Each constituent institution reported roles including employee name, salary, name of unit, percentage of time spent on EO and D&I and compliance activities, and other data points. To ensure consistency across constituent institutions, some roles were removed including those that reflected less than 50% of time spent on EO some positions were removed including those that reflected less than 50% of time spent on EO and D&I activities if they were not assigned to Diversity and Inclusion offices or Equal Opportunity offices, student services, pre-college student experiential learning, employee or student recruitment/admissions, alumni services, international student programs/global affairs, and military/veteran affairs.



Legend ■ State Funded ■ Not State Funded **Detailed Statistics**

| Institution Counts (Constituents) | Students | Employees | Students & Employees |
|-----------------------------------|----------|-----------|----------------------|
| | 5,151 | 889 | 6,040 |

| #Employees with EO and/or D&I role | Full Time Employees | Part Time Employees | Total Employees |
|------------------------------------|---------------------|---------------------|-----------------|
| | 5 | 0 | 5 |

| # Constituents served per Employee | 1,208 |
|------------------------------------|-------|
|------------------------------------|-------|

| Level of Role | Department Level | Division Level | Institution Level |
|---------------------|------------------|----------------|-------------------|
| Number of Employees | 0 | 0 | 5 |

| Function of Role | Equal Opportunity | Diversity & Inclusion | Both EO/D&I |
|------------------|-------------------|-----------------------|-------------|
| Number of Ees | 4 | 0 | 1 |

| Personnel Costs | Annual Costs | State Funded | Non State Funded |
|---------------------------|--------------|--------------|------------------|
| EO/D&I Personnel Cost | \$221,290 | \$221,290 | \$0 |
| Non EO/D&I Personnel Cost | \$120,667 | \$79,610 | \$41,058 |

| Cost by Nature of Work | Compliance Only | Non Compliance Only | Combined EO/D&I |
|------------------------|-----------------|---------------------|-----------------|
| EO/D&I Personnel Cost | \$118,738 | \$102,552 | \$221,290 |
| % of Cost | 54% | 46% | 100% |

| Non Personnel Cost | Number | Performance Measures Reported | \$ Spend |
|--------------------|--------|-------------------------------|----------|
| Programs | 0 | 0 | \$0 |
| Policies | 8 | 0 | NA |

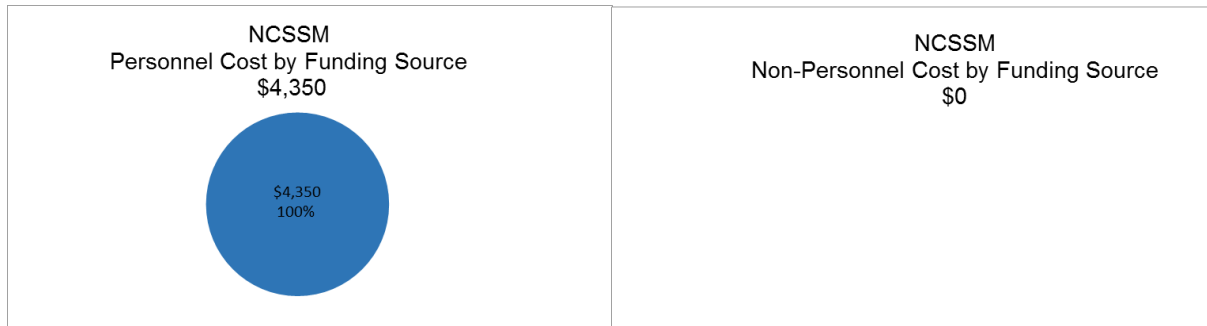
Position Job Titles

| Job Title | Scope of EO/Diversity & Inclusion Related Duties |
|--|---|
| Director of EEO/Title IX Coordinator | Institution-wide |
| Director of Employee Relations & Talent Management | Institution-wide |
| EEO Investigator/Deputy Title IX Coordinator | Institution-wide |
| Equity Specialist/Program Manager | Institution-wide |
| Interpersonal Violence Prevention | Institution-wide |

NC School of Science and Mathematics

Summary Spend

Each constituent institution reported roles including employee name, salary, name of unit, percentage of time spent on EO and D&I and compliance activities, and other data points. To ensure consistency across constituent institutions, some roles were removed including those that reflected less than 50% of time spent on EO some positions were removed including those that reflected less than 50% of time spent on EO and D&I activities if they were not assigned to Diversity and Inclusion offices or Equal Opportunity offices, student services, pre-college student experiential learning, employee or student recruitment/admissions, alumni services, international student programs/global affairs, and military/veteran affairs.



Legend ■ State Funded ■ Not State Funded

Detailed Statistics

| Institution Counts (Constituents) | Students | Employees | Students & Employees |
|-----------------------------------|----------|-----------|----------------------|
| | 680 | 218 | 898 |

| #Employees with EO and/or D&I role | Full Time Employees | Part Time Employees | Total Employees |
|------------------------------------|---------------------|---------------------|-----------------|
| | 1 | 0 | 1 |

| # Constituents served per Employee | 898 |
|------------------------------------|-----|
|------------------------------------|-----|

| Level of Role | Department Level | Division Level | Institution Level |
|---------------------|------------------|----------------|-------------------|
| Number of Employees | 0 | 0 | 1 |

| Function of Role | Equal Opportunity | Diversity & Inclusion | Both EO/D&I |
|------------------|-------------------|-----------------------|-------------|
| Number of Ees | 0 | 0 | 1 |

| Personnel Costs | Annual Costs | State Funded | Non State Funded |
|---------------------------|--------------|--------------|------------------|
| EO/D&I Personnel Cost | \$4,350 | \$4,350 | \$0 |
| Non EO/D&I Personnel Cost | \$82,650 | \$82,650 | \$0 |

| Cost by Nature of Work | Compliance Only | Non Compliance Only | Combined EO/D&I |
|------------------------|-----------------|---------------------|-----------------|
| EO/D&I Personnel Cost | \$4,350 | \$0 | \$4,350 |
| % of Cost | 100% | 0% | 100% |

| Non Personnel Cost | Number | Performance Measures Reported | \$ Spend |
|--------------------|--------|-------------------------------|----------|
| Programs | 0 | 0 | \$0 |
| Policies | 0 | 0 | NA |

Position Job Titles

| Job Title | Scope of EO/Diversity & Inclusion Related Duties |
|-----------------------------|---|
| Director of Human Resources | Institution-wide |

Appendix C: “What We Heard” in Focus Groups from the 17 UNC System Institutions

On September 25-26, 2017, Conduent facilitated five focus groups at GA in Chapel Hill, NC with stakeholders from each of the 17 UNC system institutions, all of whom were involved in or responsible for some aspect of EO and/or D&I at their respective institution. These focus groups provided the institutions the opportunity to explain the rationale for their EO and D&I-related structure and operating model and to discuss what was working well and what could be improved. The focus groups were guided by the following questions, but discussion often went beyond these:

- How does your institution ensure transparency and effectiveness of its equal opportunity and diversity & inclusion related policies and programs?
- If all of these programs were moved under the leadership of one office at your institution, where do you believe this office should be organizationally assigned? (Chancellor, Academic Affairs, Student Affairs, HR, etc.)
- What efficiencies do you anticipate occurring as a result of consolidation?
- What roadblocks or complications might be encountered at your institution when moving these programs under one office? Why?
- How long would it take to effectively make this transition on your campus without unduly disrupting services?
- If your institution has already consolidated some or all of EO and D&I programs under one EO Officer, share when it occurred and what efficiencies were gained from this consolidation.
- If your institution is in the process of consolidating some of its EO and Diversity & Inclusion programs, share where you are in the process.

Appalachian State University

Current structure and approach

- The Title IX coordinator and EO officer oversees the Office of Equity, Diversity and Compliance and Office of Disability Services, which reports directly to the Provost and Executive Vice Chancellor of Academic Affairs.
- The work in the Office of Equity, Diversity and Compliance is very specific to compliance—it does not branch out into promoting D&I on campus due to the time commitment required. There are not enough resources to do both at that level.
- The Chief Diversity Officer reports directly to the Chancellor and is responsible for promoting efforts to recruit and retain historically underrepresented students, helping to create a diverse campus culture, and implementing identified diversity initiatives.

How and why it came to be

- It was a deliberate change to structurally separate Chief Diversity Officer from the Office of Equity, Diversity and Compliance. Since ASU is isolated geographically, diversifying faculty, staff and students is particularly challenging. Separating the roles allows for more focus on each of the EO and D&I efforts and collaboration between the two supports the overall mission.
- The “triage” approach to responding to concerns begins in the Equity office and the appropriate contacts or “tentacles” for each unique situation are involved to quickly resolve an issue.
- ASU’s strategic plan is its roadmap—strategic direction 4 is about values and efforts in D&I.
- ASU has metrics that they track from year to year, including the STARS metric associated with accessibility.
- Both EDC and CDO work with faculty and staff at various points: on the front-end with programming and education prior to searches being launched and during employee onboarding, and reporting twice a year after surveying employees on why they join and leave the organization (including exit interviews). These metrics are communicated out to the campus and also inform decision-making. EO and D&I are not considered operational—they are considered cultural at ASU. ASU’s EO and D&I efforts are regarded as successful because of their ability to respond to the community and maintain a level of high collaboration, openness and communication.
- To ensure transparency and understanding, new employee orientation includes EO and D&I training. Search committee training is mandatory, and online sexual harassment training is available to students, faculty and staff.
- There is a concerted effort to make sure that communication is ongoing and effective, starting with a documented communications plan resulting in posters, online communications, training programs and on-the-ground outreach.
- 2017 is the 4th year of the presence of an ombudsperson, which has been effective at outreach to educate faculty, staff and students on the EO and D&I resources available.
- Some work is already considered “centralized,” as compliance work is all done under one function.

In consideration of consolidation

- A move to consolidation is likely to be viewed on campus as “ahistorical” given the current sociopolitical climate and would be seen as a cost cutting move at a time when issues of diversity are of primary concern/focus for NC communities.

- Further, ASU suggested that it does not currently have redundant operations, there is not a cost-saving opportunity for them, and that forcing consolidation would hurt them programmatically.

East Carolina University

Current structure and approach/How and why it came to be

- In 2009, EEO and D&I offices were consolidated into the Office for Equity and Diversity. Prior to that, ECU found that—primarily with faculty and staff—there was confusion about which office was leading D&I efforts. The community was receiving messages from both offices and there were overlaps in programming and initiatives.
- Additionally, the EEO office reported to the Provost, while the D&I office reported to the Chancellor. Today, both report to the Provost.
- In the past, ECU found that student programming was inadequately focused when D&I was entirely contained within Academic Affairs, especially given heightened demands regarding student retention, so having decentralized roles committed to D&I as part of Student Affairs has addressed that issue. Now, there are more resources to reach students “where they are.”
 - ECU had moved all D&I activities under Equity and Diversity, including student programming and determined after 18 months that the resources were not aligned, thus moving them back to Student Affairs.
- Faculty and staff D&I programming is conducted through the Equity and Diversity office, which often partners with Student Affairs to align diversity messaging and offer similar diversity programming across constituency groups. However, compliance functions and services are provided to faculty, staff and students. The Office for Equity and Diversity processes civil rights and Title IX complaints for employees and students.
- Campus communication needs heavily contribute to why the structure is the way it is—faculty and staff require different communications than students.
 - This includes internal communication, in which cross-functional collaboration is conducted through meetings which bring the right people to the right conversations.
 - “Better communication can’t be assumed from structure; you can structure it in any way possible but still have bad communication.”
 - ECU’s inclusion of student-focused D&I within the Division of Student Affairs makes efficient use of the division’s robust communication infrastructure, which is in place already to reach students in connection with other areas of its responsibility, and avoids the need to create a redundant student communication system in another division.
- As a percentage of total staff, ECU is heavily staffed on the compliance side, which was an outcome of need stemming largely from increased compliance demands by OCR and an increase in protected class complaints.
- Over the last few years, ECU has expanded the existing cultural center and an LGBT Resource Office, the Student Veterans Center, and, after years of study, a Women and Gender Resource Office—as a response to changing needs on campus.
- ECU believes that the level of centralization it has chosen, with directors leading each function, reduces unnecessary duplication.
- Following a recent annual assessment (which are carried out to determine what works well and what needs improvement), investigation of student Title IX complaints was moved during the summer of 2017 into the Office for Equity Diversity, which already handled investigations of Title IX complaints against employees. This was due to high “burnout” of Title IX investigators and a desire to ensure oversight responsibility and authority is aligned with the designated Title IX Coordinator. Another finding from this assessment was that 75% percent of respondents reporting they know where they need to go with regards to D&I and EO issues—this is seen as an exceedingly positive number.

- Most areas across campus have a “Diversity representative” or “Diversity liaison,” who is responsible, on behalf of their employment unit, for staying aware of what’s happening within the department or school and to ensure that there are connections to the Office for Equity and Diversity—this helps perpetuate the notion that diversity is not the responsibility of one office.
- The ECU Chancellor has a Diversity Council, which includes representatives from various areas throughout the University.
- ECU believes that it may be difficult to make progress “if there is no central office looking at how diversity is embedded throughout the campus.” D&I is not owned by that office, but the office helps facilitate or organize what others across campus want or need to do. Limited resources make it impractical and nearly impossible to have dedicated resources “on the ground” in every area of campus—but wide-spread D&I awareness and activity can be accomplished through councils, committees and representation.

In consideration of consolidation

- ECU notes that the increasing demand and expectation from constituents, along with the changing demographics, and critical recruitment and retention of employees and students, are leading to the need for more diversity services, not fewer.
- ECU is discussing the possibility of consolidating and streamlining the multiple services aimed at military students. Currently there are four different programs that provide services to student veterans and military based populations. Centralization may bring more efficiency and effectiveness.
- ECU notes that diversity is a major part of the mission of ECU and the strategic plan.

Elizabeth City State University

Current structure and approach/How and why it came to be

- At ECSU, HR is responsible for Title IX, EO, and Affirmative Action.
- The Dean of Students (Student Affairs) is responsible for the adjudication/determination of cases as well as coordinating the appeals process. All investigators are in Human Resources and University Counseling.
- Another staff member in Human Resources is a primary investigator for EO issues (for both students and employees).
- There is no full-time role for Title IX, EO, investigations, and training, although a position has been submitted for approval for one FTE to be responsible.
- ECSU agrees that improving coordination through a council or committee would be beneficial for the institution as it would enhance communications and coordination around timing of training.

In consideration of consolidation

- ECSU is consolidated today, but due to its small size, a lean staff underneath the consolidated function is often at risk due to capacity issues.
 - Furthermore, there may be a conflict of interest when a Title IX coordinator is also the assistant General Counsel.
- Shared services for EO investigations have helped with capacity issues in the past.
 - However, a negative side effect was that some faculty, staff, and students did not want to share their cases with someone they had never seen before (ECSU is a small institution with many personal connections).
 - In the future, train the trainer as a shared service is considered a value-add for ECSU, as it would create more capacity at the institution.
- ECSU has never been instructed by the State Legislature, Board of Governors, or General Assembly to organize their functions in a certain way and see a mandate of this nature related to EO and D&I to be a dangerous precedent to set.

Fayetteville State University

Current structure and approach/How and why it came to be

- Due to small size of the institution, the HR department handles all of EO and D&I (and reports to the General Counsel). There is one individual in the Athletics Department who, as part of his/her job duties, handles concerns for women in athletics. In Student Affairs, there is one individual who, as a small part of his/her job, provides disability support for students (accommodations). A full-time Title IX coordinator reports to the Chancellor.
- Currently, FSU is in the process of restructuring its EO committee to ensure that all stakeholders who need to be included are in fact a part of it; FSU is creating an “umbrella” committee for D&I and EO issues.
- FSU has a large number of non-traditional students, partly due to their location near Fort Bragg.
- Staff count is fairly lean, so a lot of what is done is make sure that faculty, staff, and students are aware of resources that are available. If issues come up, FSU determines who needs to be involved and brings them together.
 - Due to limited resources, it is challenging for FSU to have as many proactive D&I programs as other institutions in the UNC system.
 - The new committee will help ensure the right people are involved with issues and programs.

In consideration of consolidation

- EO and D&I activity is mostly centralized under HR already.
- Consolidating further would be difficult given limited resources because it would require back-filling partial FTEs performing EO and D&I activities in a variety of units.

North Carolina A&T State University

Current structure and approach/How and why it came to be

- D&I activities are structurally in Student Affairs; EO is in HR. International Affairs and Veterans Affairs fall under Student Affairs.
- While there is no standalone D&I office, there is a committee that is made up of key stakeholders, including HR, Student Affairs, Academic Affairs; this committee is considered the “umbrella” for D&I.
 - This committee reports to the Chancellor and is considered to be effective.
 - One of its many functions is to ensure transparency as it related to D&I activity across the campus.
 - It is action-based; outputs include plans and goals.
 - The “tri-chair” (HR, Student Affairs, and Academic Affairs) has 30 people reporting to them, so the outputs of the committee have touchpoints throughout the campus.
 - This is considered to allow NCA&T to be flexible and nimble in keeping up with current events and needs, while focusing on individual areas of expertise without having to hire more people (as resources are limited).
 - Subcommittees are created as needed with respect to community needs.
- Transparency is enhanced through communications, including a website (for HR and Title IX), newsletter and campus forum to provide information to faculty, staff, and students.

In consideration of consolidation

- Replacing the tri-chairs (and their areas of expertise) would make D&I seem like checking a box (compliance only); it would not be effective and would be perceived as “artificial—faculty, students, and staff see right through it”
- If a consolidated model was required, it would take approximately 1-2 years to implement.

North Carolina Central University

Current structure and approach

- D&I activities are a newer office and structurally based in Student Affairs, although they also serve faculty; EO is in HR. There is no “umbrella” organization that covers all EO and D&I issues at NCCU.
- International Affairs serves the entire University to help stakeholders understand that it is for everyone, not just a section of the population.
 - IA’s role in inclusion is to find programs and opportunities for study abroad, community engagement, and global understanding.
 - Awareness of this function across the university is acknowledged as an area for improvement.

How and why it came to be

- As an HBCU, NCCU considers itself as having very different diversity and inclusion needs and has been effective meeting those needs despite no overarching function for EO and D&I.
 - University leadership has been able to proactively address issues concerning students; for example, they created a Men of Color Program, LGBT Center, and a Women’s Center as a response to changing community needs.
 - There is no Chief Diversity Officer, but Student Affairs leads responses to most issues on campus (since students are typically the driving factor).
- As a smaller institution, transparency is believed to be less of an issue (there is more natural transparency due to the size of the campus).
 - Communications come out of University Relations.
 - Additionally, collaboration between offices is easier and the University is able to readily address issues as needed.
 - A strategic plan is widely communicated, part of which is to come together and talk about various issues. This is part of orientation for faculty, staff, and students, where D&I efforts are discussed.
- Despite the structure, NCCU is not siloed because of effective partnerships—everyone is clear on roles and responsibilities, as well as communication channels.
- Furthermore, the Chancellor is very hands-on, which creates accountability.

In consideration of consolidation

- Specialized expertise is required to do D&I and EO work; a small centralized function may lack the requisite knowledge base and lead to a decrease of quality of services and missed key points.
- Moving to a centralized model may send the wrong message; currently, EO and D&I is “everyone’s responsibility,” while a consolidated office would “have one office in charge” and imply EO and D&I are exclusively that office’s responsibility.
- If a consolidated model was required, it would take approximately 1 year to implement.
- A consistent policy or statement across all 17 institutions could be an alternative to consolidating every institution structurally.

North Carolina State University

Current structure and approach/How and why it came to be

- NCSU moved to a consolidated model six years ago as the first major action of a new strategic plan approved by the Board of Trustees in 2011.
 - An overarching goal, called Organizational Excellence, led to the creation of the Office of Institutional Equity and Diversity, which brought together six different units.
 - Prior to the consolidation, UNCC had separate offices for EO, D&I, Multicultural Student Affairs, an LGBT center, a Women’s center and an African-American Cultural Center.
- There is still diversity activity happening at the unit level despite a centralized model—but the majority of programming sits under the Office of Institutional Equity and Diversity.
- A single strategic plan for all 4 functions allows the same language and strategy to apply throughout the campus.
- Today, NCSU views their efforts as “more proactive, integrated, and comprehensive” than they were before the consolidation.
 - NCSU does not believe any new risks or loss of productivity occurred with the consolidation. Despite the centralized unit, diversity is viewed as a cultural responsibility throughout the campus. One unit may be providing leadership, but it is embedded University-wide; including college-level diversity leaders.
- To make sure responsibility and communication are embedded, NCSU increased meeting times with Diversity officers. Every key area of the University sends representatives to an overarching University Diversity Advisory Committee (44 members total); this committee meets on a regular basis to discuss key activities.
- NCSU sees an opportunity to increase the assessment and measurement of the success of D&I and EO efforts. Leadership is looking for ways to assess whether programs should be continued or replaced.
 - Data points of interest include the diversity of the student body, graduation rates, and the achievement gap.
 - It is challenging to quantify the impact of a single program on the overall success of D&I activities at the University.
 - Campus climate surveys are conducted to measure progress and help the campus “gear up for future efforts,” but must be measured against community climate and events (particularly political changes).
- NCSU believes that although there are consolidated administrative elements, Equity and Diversity are viewed as institutional priorities.
- NCSU’s goal when it comes to D&I is to produce global-minded, diversity-oriented students who companies like IBM expect from us. IBM hires more grads from NCSU than any other institution.

In consideration of consolidation

- NCSU was able to create the Office of Institutional Equity and Diversity in 3-6 months (12 months including planning and implementation).
 - The speed of transition was greatly aided by the fact that the two units (Equity and Diversity) already reported up to a single Vice Provost and there was leadership buy-in—it was an internal initiative with campus leadership onboard vs. an external mandate.

- The move to a consolidated model at NCSU was to “be effective in coordination and under fairly severe budget cuts.”
 - In fact, the consolidation was “cost neutral” in terms of near-term savings: only a few positions were reduced, including the elimination of one Vice Provost position, which created savings, but that money was reinvested in EO and D&I programs.
 - The formation of a single coherent unit did arguably create long-term efficiency and cost savings in terms of scalability to meet increasing demand/future growth—the size of the unit in 2017 is about the same as it was in 2011.
 - NCSU’s perspective is that it’s a “false economy” to believe that cost cutting on D&I in the short-term will benefit taxpayers in the long-term. Global employers expect high quality hires.
- When consolidating, it was challenging to quantify D&I activities that are embedded in jobs throughout the campus (there are hundreds of people doing this work).
- A perceived benefit of a consolidated model is putting someone in charge of communications across campus, but not necessarily an increase in efficiency in terms of speed of decision-making or work being done.

UNC Asheville

Current structure and approach/How and why it came to be

- As a small institution, faculty and staff are used to doing a variety of things, which is a foundational principle at the institution.
 - The ability to do multiple things is a “point of pride” for UNCA staff – including those who work in EO and D&I matters.
- Students are used to going to the same few people for a wide range of issues as the campus is small and it lacks staff who specialize in specific functions. The staff is well-trained and serve the campus in multiple roles.
- In Student Affairs, there is a Title IX coordinator because the majority of the work is done with students—training preparation, and receiving and responding to complaints.
 - There are multiple professional staff who are trained to investigate.
- Additionally, in Student Affairs, there are two staff members who work in Multicultural Affairs, with two primary goals:
 - Support students from underrepresented populations.
 - Educate students on multiculturalism and prepare them for global society.
- HR manages issues of Title IX for faculty and staff, as well as Affirmative Action.
 - There is no one assigned full-time to EO, AA, or DI; this was a deliberate choice since diversity is a core value shared around the University.
 - Instead, UNCA-trained diversity advocates support this concept, as 20-30 people are trained in search processes.
 - This is viewed to be more effective than a Chief Diversity Office because it “permeates D&I throughout the departments.”
- Communication is conducted through a variety of channels: on webpages, through orientation, and via social media, among others. There is a concerted effort to get the right information out.
- UNCA uses EO training across the University to meet compliance expectations.
- UNCA has a Diversity Action Council that includes students, faculty, and staff to serve as a form of discussion for what is and is not working when it comes to D&I and EO on campus.
 - At a high level, this checks the success of D&I and EO efforts.
 - Feedback provided in the Diversity Action Council directly informs EO and D&I programs and activities.
- UNCA uses some descriptive statistics around demographics to measure success, but they do not tell the entire story; the Diversity Action Council helps to fill in the gaps.

In consideration of consolidation

- After a long strategic planning process (which involved 400-500 people) to determine that a decentralized model is most appropriate, as moving to a centralized model would result in redundancy, confusion, and disruption in long-standing relationships between faculty, staff and students.
- Reorganization under one “umbrella” would require a new administrator role, which would only add to the perception of “administrator bloat,” an ongoing issue in the UNC system.
- Additionally, taking small parts of current staff’s job duties and moving them to centralized staff would potentially damage current efficiencies.

- UNCA considers shared services to be an option for better efficiency, but has serious concerns about faculty, staff and students feeling less comfortable talking to an “outside party” regarding EO and D&I issues than someone from their campus.
 - Training staff across campus to conduct EO and D&I activities could be a useful form of shared services, as it would create a pool of people who can conduct certain EO and D&I activities.
 - This model would be effective for smaller institutions in the UNC system to better manage capacity issues and deliver higher levels of service to faculty, staff, and students.

UNC Chapel Hill

Current structure and approach

- Several years ago, the University consolidated its EO, Diversity and HR functions into a single unit: the Division of Workforce Strategy, Equity and Engagement. This model reduces unnecessary duplication and has improved efficiency and effectiveness of the units individually and collectively.
- Each of these three offices maintains strong partnerships with other units across campus, including, but not limited to, the Office of University Counsel and Student Affairs. These three offices coordinate the EO, Title IX and Diversity services and compliance efforts for students, faculty and staff.
 - The collaboration with Student Affairs is valued by University leadership because of the close connection it provides to students' needs.
 - The structure is viewed to be effective for the University, as it “has enough tentacles” to ensure relevant tone and approaches for each of the many community stakeholders.
- There are regularly occurring meetings between the Workforce Strategy divisional leaders which ensures each team (HR, EO/Compliance, and Diversity) knows what the others are doing. The Chancellor's Cabinet meets monthly, Deans meet monthly and other groups meet weekly.

How and why it came to be

- The current consolidated structure was driven by a series of internal assessments that started in 2012-2013 (the first of which was precipitated by an OCR complaint); the University then began assessing whether compliance programs were addressing the needs of the community and whether functions were effective and transparent. This was also a part of the Chancellor's vision to consolidate offices in 2014.
- One of the outcomes of the assessment, in addition to the new, integrated structure, was a new omnibus policy for discrimination, harassment and sexual misconduct. The policy has in its requirements an annual review of the policy itself and requisite procedures to ensure effectiveness and transparency.
- UNC-CH recently restructured its D&I function to better address campus needs and has used assessments and campus feedback to deploy resources into the most effective programs.
 - UNC-CH revised its D&I webpage so that activities are housed in one place—there is one central location sharing what is happening on campus and what stakeholders are involved.
 - The needs of the campus and changing national and local climate are large factors in UNC-CH's diversity structure and programming.
- UNC-CH refers to its journey to its current EO and D&I approach as “the long process.”
 - There was a concerted effort to make sure that policies were hinged on legal frameworks, but stitched in the language that the community brought forward; this ensures the “spine” meets legal requirements, but the community expresses how it is manifested.
 - The current approach is perceived to focus *proactively* on avoiding issues.
 - Another outcome was a central area for students and employees to seek assistance for reports of discrimination as they had previously been unsure about where to go (student affairs or HR?)
- UNC-CH offers professional development opportunities for cross-training—providing for increased efficiency, broader capacity and greater employee satisfaction; for example, investigators handle both EO and Title IX cases, report and response coordinators manage student and employee issues. This was a response to the “burnout” of full-time employees who were entirely dedicated to one of these jobs and an effort at growing efficiency and effectiveness without adding more staff.

- A benefit was found when parallel procedures were drawn for students and employees. “The more the processes were aligned, the more people feel the process is the same for everyone on campus, which is effective for non-discrimination. It’s not always possible, but should be done when it makes sense.”
- Communication was key for UNC-CH—during “the long process,” there was ongoing, planned messaging from the Chancellor, blogs, website updates and on-campus resources demonstrating their commitment to support the changes.” While the communication forms have changed with time, a divisional communications team ensures regular, consistent and coordinated messaging about EO and Diversity efforts.
- The current model, which has EO and Diversity consolidated into a single division, is believed to be a proactive approach which helps mitigate risk, ensures regular communication between and across units and saves the University money.

In consideration of consolidation

- UNC-CH believes that it has sufficiently integrated its EO and Diversity functions given that they exist within a single division and report to the same individual and that if EO and Diversity were considered to be one exclusive function, there would be an outcry from the campus. Diversity programming extends well beyond the protected status groups. Professional schools’ accreditation boards, for example, consider diversity programming. Further, the University mission statement says, in part, that it is “to serve as a center for research, scholarship and creativity and to teach a diverse community of undergraduate, graduate and professional students to become the next generation of leaders.” To achieve that mission, it is important that UNC-CH provide both the protections and the services to members of their community, such that they can all thrive.
- UNC-CH believes that it may be difficult to make progress “if there is no central office looking at how diversity is embedded throughout the campus.” D&I is not *owned* by that office, but the office helps facilitate or organize what others across campus want or need to do. Limited resources make it nearly impossible to have dedicated resources “on the ground” in every area of campus—but wide-spread D&I awareness and activity can be accomplished through councils, committees and representation.
- There is believed to be a competitive advantage for UNC-CH and its students from these programs—students are able to work and live in a global society because of diversity skills—and it is believed that further consolidation will put the effectiveness of the programs (and therefore the institution’s competitive advantage) at risk.
- UNC-CH also expressed concern about the office space ramifications of further consolidation, citing limited availability for real estate.

UNC Charlotte

Current structure and approach

- EO and D&I are taken very seriously at UNC Charlotte. The 2016-2021 Institutional Plan includes the following University Goal #5: Enhance opportunities for learning and working together in a socially and culturally diverse world. This Goal focuses exclusively on EO, Diversity and Inclusion, and addresses those issues for faculty, staff, and students.
- Each of four divisions has varied, distinct, and critical constituents with their own responsibilities in meeting that goal (Academic Affairs, Student Affairs, Business Affairs, and University Advancement).
- UNCC's Chancellor views himself as the Chief Diversity Officer of the institution, which "lends a seriousness to those areas."
 - The Council on University Community, created by the Chancellor in 2006 is composed primarily of the divisional Vice Chancellors empowered to affect change within their units, financially and structurally. They are accountable to the Chancellor for diversity efforts and, as such, each Vice Chancellor is subject to required performance reviews that involve a thorough 360-degree evaluation process which includes their EO and D&I efforts and commitment.
 - Each division has its own required strategic plan that must align with the University's Institutional Plan, and contain goals and objectives that speak to University Goal #5.
- No senior leader is solely responsible for diversity as a full-time job—the spirit at UNC Charlotte has always been one of collaboration, cooperation, and continuity.
 - The structure in place is set by the Chancellor and Cabinet with a tone at the top about the importance of and commitment to diversity.
- UNCC makes a concerted effort to facilitate communication and coordination with the people on campus who have some part of their job in diversity and inclusion. Efforts include adding to evaluation work plans and performance expectation, as well as coordinating with divisional and college associate vice chancellors, associate and vice provosts, and associate deans.

How and why it came to be

- The current structure is seen as being a necessity due to UNCC being among the fastest growing universities in the southeastern United States.
- The current structure reflects University leadership's best judgments to ensure structural integrity and the ability to serve students and recruit faculty, while giving staff the best channels for meeting and communicating their responsibilities/concerns related to D&I. This model for UNC Charlotte is generally effective given its fast-changing size, increasingly complex missions, and, critically, managing limited resources available to operate.
- The structure in place allows the University to be flexible in responding to new trends, such as an increased number of students with disabilities (which requires faculty and staff training and learning, in addition to increased needs for accommodation). Support structures for UNCC's large population of student veterans continues to also draw significant interest and attention.
- D&I and equity are believed to go above and beyond compliance, requiring many touchpoints; therefore, UNCC considers it a benefit to have D&I activities in many places to address various needs throughout the campus.
- UNCC finds that it is challenging to measure culture change (beyond standard diversity measures such as demographics), but attempts to measure progress in exit interviews and engagement surveys (including the Harvard COACHE survey). Currently, that robust engagement surveying regarding climate is primarily limited to faculty. However, as part of the UNC/BOG Strategic Plan, each campus

will be undertaking the first of a five-year engagement survey process for all employees, beginning in Spring 2018.

- Culture change has been visible recently as more groups on campus (including campus Police and Public Safety) are concerned about how their actions are perceived and as a result, they are reaching out to D&I offices from the perspective of “what *can* I do” vs. “what *must* I do.”

In consideration of consolidation

UNCC cites several challenges with moving to a consolidated model:

- Moving the many varied functions, programs, and offices under one entity would create significant issues, such as meeting the needs of a variety of constituencies, lack of depth of expertise sufficient to manage such a broad spectrum of functions centrally, and the reality of dealing with these matters on such a growing and evolving campus.
 - Because D&I is part of many employees’ jobs, consolidation would require additional staff to ensure the same levels of D&I activities are conducted on campus.
 - Furthermore, significant effort has been invested in the Council on University Community (communication, publication, and championship by senior leaders). Chancellor Dubois fully supports the COUC model as best for assisting him to manage this campus.
 - There is concern with potentially losing the current “D&I is everyone’s responsibility” culture and shared accountability if a centralized model is rolled out; there is also a related concern about having sufficient D&I representation across campus (“One person cannot sit in all the meetings.”)
- EO, Diversity and Inclusion are not just operational things but are embedded activities, values and principles across the UNCC campus. The underlying assumption that consolidation inherently means cost savings and greater operational efficiency may be false because UNCC’s decentralized functions are not performing redundant work and most of these functions have larger scopes and responsibilities beyond EO/D&I.
- Furthermore, since responsibility for diversity is included in many positions across campus with few having 100% responsibility, consolidation is not believed to result in any reduction of positions (cost savings); instead, it is believed there would in fact be a need to increase positions to manage effectively within a centralized model.
- There are ongoing opportunities for improvement in internal communication and information sharing between the campus units, as well as within the community. While there is some confusion about what is happening and when, this challenge is deemed possible to address and improve without consolidation (e.g., concerted web enhancements and coordination can assist in this regard).
 - The institution is currently creating a new working group as an extension of and reporting to the Chancellor’s campus Council on University Community. This working group will span across divisions (Student Affairs, Academic Affairs, Business Affairs, and University of Advancement) to help raise the visibility, coordination, and impact of the University’s Diversity Plan. The working group is seen as an opportunity to help distribute responsibility and improve communications.

UNC Greensboro

Current structure and approach

- The current structure of The University of North Carolina Greensboro (UNCG) is multi-tiered and functions to meet the high demands of compliance and demand for an environment which supports the needs of the State of North Carolina and students, promoting inclusiveness of everyone (students, families, faculty, and staff members).
- The EEO and Affirmative Action function reports into UNCG Human Resources. The office is overseen by a Director for EEO and Affirmative Action, who reports to the Associate Vice Chancellor and Chief Human Resources Officer. The EEO Investigator and Consultant reports to the Director and has responsibility for investigation of EEO complaints, grievances, and staff-related Title IX complaints. The director and investigator work closely with the UNCG Police Department to resolve criminal investigations, with the Office of the General Counsel, and with the Title IX Office regarding coordination of Title IX cases. This office focuses mostly on Title VII compliance and complaints, disparate impact and/or treatment, equity in recruitment practices, Affirmative Action, staff-related Title IX concerns, employee ADA compliance, grievances, unemployment hearings, diversity, equity, and employment law training.
- Title IX functions are overseen by a Title IX Coordinator who reports to the Associate Vice Chancellor for Strategy and Policy, who reports to the Chancellor. The Coordinator has responsibility for overseeing Title IX-related functions across the entirety of campus. A Title IX investigator, who reports to the Coordinator, has primary responsibility for investigation of student-related cases, while a dual-investigator model involving Human Resources and the Office of the Provost is employed for cases involving staff and faculty, respectively. The Title IX Coordinator and Investigator also work closely with individuals in The Division of Student Affairs (related to accommodations and the student conduct process) and the UNCG Police Department (related to criminal investigations). All the offices serve as a place for reporting Title IX issues and communications channels to ensure that the right respondents are involved in the resolution of issues.
- Individual offices in Enrollment Management and Student Affairs support faculty, staff, and students. Veteran Services provides support for all military affiliated students through required compliance efforts, processing of VA educational benefits, programming focused on the veteran experience, and support for families of veterans. Required academic classroom support for ADA students is provided through an office in Student Affairs.
- The Chancellor's Advisory Committee on Equity, Diversity and Inclusive Excellence is a volunteer group whose members are in other positions throughout campus and are appointed by the Chancellor. This committee is chaired by the Chancellor's Fellow on Campus Climate. The group provides input on strategies for promoting EDI at UNCG and contributes regular feedback to the Administration regarding necessary steps to ensure a healthy campus climate.
- A cross-functional Affirmative Action Network reporting to UNCG Human Resources helps ensure transparency with hiring practices and compliance with affirmative action goals, as mandated by the Office of Federal Contracts Compliance Programs. Each department volunteers as an individual representative to participate on the Affirmative Action Network.
- UNCG has some committees that promote access and equity, web resource guides and a search handbook for recruiting diverse faculty.
- UNCG offers trainings, forums, programs, blogs, website resources for diversity and inclusion.
- The work of D&I is very proactive, deliberate, and strategic; it requires calling on various experts and coordinating responses that are supportive of student needs and informed by legal changes and policies. The work of meeting student needs, including the compliance issues, is substantially different

than recruitment and retention of a diverse faculty and staff. Consolidation of all functions to one office will result in loss to both student and employee functions, to the detriment of the University.

- Student Affairs works to ensure that UNCG's students are prepared to be successful in the workplace and community upon graduation. Based on feedback from employers (Career Services is also housed in Student Affairs), this office both provides programming and measures student knowledge and skills related to students' understanding and development of diversity, and working in a global society (intercultural development inventory), which employers expect. The community has various "point people," who can get the appropriate D&I staff involved.
 - Multi-layered support ensures that no student slip through the cracks.

How and why it came to be

- UNCG is "very decentralized" into support systems for faculty, staff, and students (three different constituencies with different compliance requirements, different needs, and different expectations) and it is considered to be working well.
 - The nature of the decentralization allows the University to pay attention to individual constituents as it relates to faculty, staff, and students.
 - The decentralized model also ensures highly skilled expertise is acquired through multiple roles.
 - Major areas of compliance are generally staffed by full-time FTEs (e.g., ADA, EEO, Title IX); however, many individuals contribute to diversity-related initiatives as part of their job duties (do not have dedicated FTE). UNCG has been recognized in many national studies for closing the achievement gap between minority and non-minority students, both by gender and ethnic minority status. UNCG believes that it is able to "tie success fairly directly" to their decentralized model.
 - Success measures are deemed difficult to track and report because if EEO and D&I programs are done well, you are measuring "an absence of something, not a presence of something."

In consideration of consolidation

- UNCG believes it is not feasible to consolidate all EEO and D&I roles under one officer, and is not in support of consolidation.
 - If a consolidated model was required, it would take 2-3 years to implement and impact 47 people/positions. UNCG is strategically placed on campus according to its expertise.
 - If a consolidated model was required, it would negatively impact retention of students, retention of faculty and staff, and would hurt the University's compliance with state, federal, and grant requirements. This would result in the education of fewer citizens, higher costs to students and taxpayers, and reduced economic impact on the region and state.
- UNCG stated that prevention is far less expensive than dealing with the ramifications of ineffective EEO and D&I programs, to which they believe a centralized approach would lead.
- A drawback of a central office model would be lack of experience working with a variety of constituents, as well as a less-narrowly-focused objective associated with each group's unique purpose. Consolidation would make compliance requirements more complicated with no flexibility. There are also state and federal compliance audits that are mandated and require Subject Matter Experts.
 - For example, the Title IX office has a different focus than the EEO office; it is focused on students and has recently implemented a mission and purpose that differs from the EEO and AA office.
 - Furthermore, Disability Services, which provides classroom accommodations to students, is very different from the ADA office in UNCG Human Resources which provides workplace accommodations to faculty and staff.

- If a move to a centralized model was required, it will significantly change the culture, function, effectiveness, and standing of the institution. The model in place was developed and refined over a period of 125 years, and “it is part and parcel of what the University does.”
- UNCG believes that moving to a centralized model would require increased resources, as the current model is comprised of various jobs committed to D&I, but a centralized model would require a “major investment” for new, dedicated resources.
 - Currently, most of the full-time, dedicated staff are focused on advocacy, compliance, and promoting D&I to maintain an inclusive campus environment.

UNC Pembroke

Current structure and approach/How and why it came to be

- Compliance positions are centralized in HR, but Title IX is separate. D&I programs and activities are dispersed throughout the campus. There are multiple places for faculty, staff and students to go to report issues.
- UNCP believes that every campus is different and in a practical sense, it matters where you put the positions and offices to ensure that resources have the capacity and capability to meet and exceed faculty, staff and student needs.
- The current EO and Diversity and Inclusion structure and process includes the following:
 - The Office of Human Resources:
 - The office reports to the Vice Chancellor of Finance and Administration; this structure has been in place for more than 30 years.
 - The EO Officer and EO functions are housed in the Office of Human Resources.
 - The office works collaboratively with Title IX, Academic Resource Center, Military Affairs and the Office of Diversity and Inclusion.
 - The Affirmative Action Plan & EEO statements are posted on the Office of Human Resources website.
 - Required training for search committees and hiring officials is facilitated by the Office of Human Resources.
 - Required Equal Employment Opportunity (EEO), Workplace Harassment and Title IX training is conducted at Braves Kick-off (annually).
 - Annual updates of the EEO policy are approved by Office of State Human Resources (OSHR).
 - The office conducts consultations with Hiring Officials and Search Committee chairs in regards to compliance.
 - The office investigates complaints/allegations of policy violations, discriminatory allegations and imposes corrective actions to prevent further violations.
 - EEO Policy Statement and other campus policies are provided to all new hires in onboarding sessions.
 - A Human Resources staff member is certified to lead Equal Employment Opportunity and Diversity Fundamentals (EEODF) training, which is facilitated two times per year for new supervisors and managers.
 - Accessibility Resource Center (ARC) “accommodations for employees with disabilities” are provided to all new hires in onboarding sessions.
 - Office of Title IX and Clery Compliance:
 - This position reports directly to Chief of Staff and is a part of the Chancellor’s Division.
 - The unit is very specific to Title IX and Clery issues for students and collaborates with the Office of Human Resources for any faculty and staff issues.
 - Title IX sessions (one hour) are presented to all new hires in onboarding sessions.
 - Title IX training is provided at parent and new student/transfer orientation.
 - Office of Diversity and Inclusion:
 - The Director of Diversity and Inclusion reports directly to the Vice Chancellor of Student Affairs and the office has one Administrative Support Associate.
 - This office only serves students.
 - The Director of Diversity and Inclusion in Student Affairs division invites students, faculty and staff to events such as SafeZone, Social Injustice, We are More than Our Uniforms, Student Veterans, etc.

- Military Affairs:
 - The Office of Military Affairs reports to the Director of Distance Education in the Division of Academic Affairs.
- Accessibility Resource Center:
 - The Accessibility Resource Center reports to the Associate Provost in the Division of Academic Affairs.
 - The Office of Human Resources collaborates with the Accessibility Resource Center and Office of Human Resources coordinates all ADA concerns related to faculty and staff.

In consideration of consolidation

- UNCP is concerned with how a mandated restructure might cost the institution more money rather than reduce its costs, as the current structure was set up given the already limited constraints to meet the needs of the community.
 - Funding is considered to be the biggest barrier to D&I and EO efforts, especially on small campuses.
 - UNCP is already relatively reactive to compliance.
 - This topic will be discussed at the Chancellor's October retreat.
 - The Office of Human Resources suggests the following three options for where EO, Diversity and Inclusion should report in the event they are consolidated under one leader:
 - Chancellors' Division
 - Finance and Administration directly reporting to VC
 - Human Resources
- UNCP considers space and funding resources as roadblocks to moving programs under one office.
- UNCP suggests that, based on past transitions, the highest degree of organizational transition successes have occurred during summer months or between terms. Furthermore, UNCP estimates that it would take 12 months to plan and begin establishing positions, requesting and securing funding, either recruiting or identifying current employees to staff, identifying space and location, preparing communications, policies and website, to be prepared to launch the following summer.
- Although UNCP recognizes that there could be some value in consolidating all of the areas, such as communication and collaboration, managing its effectiveness would be challenging.

UNC School of the Arts

Current structure and approach/How and why it came to be

- When there is a “huge” Title IX cases within the HR department, people on campus know who to turn to; however, staff must shut down other activities to display the functional capacity that is required for support. Ultimately, this puts the University at a disadvantage (and sometimes at an institutional risk).

In consideration of consolidation

- A shared services model can be positive in alleviating capacity issues, but also negative by introducing outside parties (i.e., investigators) to D&I and EO situations such as Title IX cases.
 - In the past, while UNCOSA was getting additional support from General Assembly, it still had to use the same manpower as before because the UNCOSA investigator had to remain involved since the victim did not feel safe without them.

UNC Wilmington

Current structure and approach/How and why it came to be

- UNCW has its EO and D&I functions working very closely together, including Title IX, ADA and broader employee diversity issues. This collaboration is considered a strength for the University.
- EO has been a part of the HR function for over 20 years, working closely with Student Affairs as needed when student components arise. HR also handles employee ADA issues, with Student Affairs managing student ADA needs and other offices on campus, such as Environmental Health and Safety and the Office of General Counsel, providing support for issues that do not clearly fall within student/employee parameters (e.g., visitors to campus, accessibility concerns). The university is considering a campus ADA coordinator to raise the profile and education of ADA services, while ensuring smoother coordination of assistance.
- Military Affairs is embedded in different areas, working with HR, Student Affairs, the Dean of Students and the Provost's office.
- The Chief Diversity Officer role was created exclusively to handle the strategic planning and vision related to D&I as its primary role. It reports to the Chancellor and collaborates closely with other functions.
 - The Chief Diversity Officer operates strategically as a member of the Cabinet and is integrally involved with all areas regarding recruitment and retention for faculty, staff and students.
 - The decentralized model is used for compliance activities, due to limited resources; there is no overall compliance officer, but there is a compliance coordinator in the Office of General Counsel. This position seeks to catalogue, facilitate and coordinate all compliance across campus, including ADA, but is not responsible for oversight of compliance. In addition, the position provides legal services on a broad range of issues. Title IX is in Student Affairs, as a decentralized approach is required for the investigative process and it works closely with the Office of General Counsel and HR, when needed. At smaller campuses like UNCW, communication and collaboration make up for limited resources.
- Faculty, staff and students are communicated to and are aware of how the EO and D&I functions are structured during their respective orientation activities, which is when first they hear about EO matters (there is an institutional expectation that employees participate in harassment awareness training within the first 6 months of employment and every three years thereafter).
- There is a single online portal (called Maxient) for all faculty, staff and students to report issues. This acts as a funnel and the appropriate UNCW EO or D&I stakeholders are notified automatically.
 - This is perceived to be effective on campus, both by faculty, staff and students, as well as UNCW EO and D&I staff.
- UNCW can attribute their ability to bring multiple big employers, including Amazon and AT&T, to campus for recruiting to the success of their D&I programs. An example group of corporate sponsors of D&I programs at UNCW include: SAS Institute, Morgan Stanley, Corning, GE Hitachi, Duke Energy, Verizon, North Carolina Ports and PNC Bank.

In consideration of consolidation

- Equity and inclusion are a core part of institutional principles at UNCW and there is concern that a single consolidated unit would minimize levels of participation or ownership and accountability across campus.
- UNCW believes that it would be challenging to separate the EO and D&I activities from people performing the roles in a partial capacity across campus and create a central function—without hiring new staff and increasing costs.

- However, UNCW agrees that a central coordinator of all activities would facilitate even more collaboration and effectiveness in their programs and efforts.
 - Merging student interactions with faculty and staff may fail due to the differences in needs and finding expertise across groups, but better coordination between the two has led to success in the past.
- UNCW expressed concern with being able to find one person for each institution in the UNC system to lead and manage both EO and D&I (as the Appropriations Bill suggests); UNCW suggested that it would be daunting to effectively manage both, require a broad skillset and high salary expectation and require the one person to accept a very large amount of risk (rather than share the risk and oversight across several people/viewpoints).

Western Carolina University

Current structure and approach/How and why it came to be

- D&I and EO are part of WCU's strategic plan, core values and institutional value statement.
- WCU has a commitment in education to prepare students to be global citizens and be effective with cultural competences and has many efforts focused on recruiting faculty and staff to support the commitment.
- The structure is along functional lines to support the mission as WCU interprets it towards becoming a welcoming and inclusive campus community. Historically, the University had been lean in terms of administrative staffing, so WCU chose to align staff around functional areas.
 - Compliance falls under Legal.
 - EO falls under HR.
 - D&I student programming falls mostly under Student Affairs.
 - Additional D&I programming is embedded in the curriculum as well as all of Academic Affairs.
- The role of WCU's Chief Diversity Officer includes University-wide diversity and inclusion related strategic initiatives and programming.
- Regarding communication, personal networks of students are powerful—new and ongoing communication approaches are required to leverage them.
- Measuring effectiveness is challenging in the D&I and EO spaces, as it's preventative in most instances: "you don't know what you didn't get sued for."
- WCU believes that EO, diversity and inclusion are not just "operational items," but are embedded into the very fabric of the campus framework.

In consideration of consolidation

- WCU believes that D&I and EO are everyone's responsibility and if there were a consolidation, it would send the wrong message to the community; WCU is trying to create an atmosphere where the campus community learns (about D&I and other topics) *together*.
- Institutional risk is believed to be reduced by having multiple areas to manage EO and D&I issues rather than one central function.
- Consolidation is believed to imply lesser focus and commitment; with all industries in the workforce looking at diversity, WCU believes it would be contrary to trends and disadvantageous for the UNC system to move in the opposite direction.
 - Students are being trained to be globally inclusive and to understand how to work in a global society.
 - Additionally, WCU believes that an assumption that consolidation inherently means cost savings and greater operational efficiency is not necessarily accurate. WCU believes that its current structure along functional lines helps reduce redundancy and places responsibility within an area of expertise that best meets the needs of the campus community.

Winston-Salem State University

Current structure and approach/How and why it came to be

- As of 2016, WSSU reorganized under the Chief of Staff, who oversees EO, Title IX, and Disability Services.
- Within HR, WSSU conducts EO activities, and there is a lot of collaboration with Student Affairs and HR.
- A Title IX program coordinator was recently added to the HR function.

In consideration of consolidation

- WSSU notes that every institution is unique, with different missions and goals.
 - This means that there must be latitude with how to move ahead (structurally) towards achieving those missions.
- And while structures may be different across campuses, there may be benefits and efficiencies from standardizing policies and/or processes across the 17 institutions.

NC School of Science and Mathematics

Current structure and approach/How and why it came to be

- As a small residential high school with less than 240 faculty and staff, there is no full-time staff focused on EO and D&I.
 - EO and D&I activities for staff are conducted in HR.
 - For students, school leadership is developing a board for hearing complaints and issues.

In consideration of consolidation

- Due to lean staffing, NCSSM already faces capacity issues under a consolidated model; however, these issues are not as profound as in the university setting.
- Shared services related to EO and D&I would be welcomed by NCSSM, as the small number of staff creates unique issues.
 - HR at NCSSM only has 3 employees, and due to the intimate nature of the institution, faculty, staff, and students may be uncomfortable with raising EO and D&I issues to people they will continue to have to work with day-to-day; shared services would help with capacity, timing, and neutrality (and ultimately comfort level).
 - Additionally, parents must be considered as a stakeholder (for NCSSM as well as the 16 universities).

Appendix D: EO and D&I Program Cost Analysis Detail

Appalachian State University

| <i>Title</i> | <i>Program Area</i> | <i>Brief Description</i> | <i>One-Time or Recurring?</i> | <i>State Funded Non-Personnel Expenditures</i> | <i>Non-Personnel Expenditures (Other Funding)</i> | <i>Total Expense</i> | <i>Internal Measurements of Effectiveness, if available</i> |
|---|-----------------------|---|-------------------------------|--|---|----------------------|---|
| Diversity Celebration | Diversity & Inclusion | The Diversity Celebration features a wide array of local and international music, eclectic dancing, delectable food, and imaginative crafts. Appalachian students, faculty, staff, K-12 schools, and members of the local community are all invited to join us in this celebration of cultures through art and entertainment. | recurring | \$7,500 | \$24,990 | \$32,490 | |
| Understanding Bias | Diversity & Inclusion | Workshop designed to explain bias, understand bias and address bias | recurring | | | | |
| Interpersonal Violence Supervisor Training | EO | A 3-hour, in-person training teaches supervisors about the prevalence of interpersonal violence, and includes a critical section on the University's harassment, discrimination and retaliation policies. | recurring | \$3,500 | | \$3,500 | |
| Martin Luther King Commemoration | Diversity & Inclusion | Program of speakers at large lecture and sit down luncheon at different time with two different speakers | recurring | | \$28,000 | \$28,000 | |

| <i>Title</i> | <i>Program Area</i> | <i>Brief Description</i> | <i>One-Time or Recurring?</i> | <i>State Funded Non-Personnel Expenditures</i> | <i>Non-Personnel Expenditures (Other Funding)</i> | <i>Total Expense</i> | <i>Internal Measurements of Effectiveness, if available</i> |
|---------------------------------------|------------------------------|--|-------------------------------|--|---|----------------------|---|
| Inclusion Infusion Project | Diversity & Inclusion | The Program provided an assessment that determined the need for and the extent to which inclusion is a part of the curriculum and student, faculty, staff, and administrative experience and how these goals can be encouraged. Faculty and staff participated in focus groups, responded to surveys and a three day Summer Institute. | one-time | \$0 | | \$0 | |
| Inclusive Excellence Program | Diversity & Inclusion | Faculty trains departments on unconscious bias and will progress into multicultural models of curriculum development | recurring | \$0 | | \$0 | |
| Bias/Unconscious Bias Training | Diversity & Inclusion | Students, faculty, staff and administrators are trained to understand, recognize and value the importance of creating an inclusive community | recurring | \$0 | | \$0 | |
| New Faculty Orientation | EO/ Diversity & Inclusion | Orientation and training for new faculty. | recurring | \$0 | | \$0 | |

| <i>Title</i> | <i>Program Area</i> | <i>Brief Description</i> | <i>One-Time or Recurring?</i> | <i>State Funded Non-Personnel Expenditures</i> | <i>Non-Personnel Expenditures (Other Funding)</i> | <i>Total Expense</i> | <i>Internal Measurements of Effectiveness, if available</i> |
|---|---------------------------------|---|-------------------------------|--|---|----------------------|---|
| Equity in Action | EO/ Diversity & Inclusion | Equity in Action, formerly known as "Equality in Action," is a student run conference at Appalachian State University geared towards educating all participants on issues and topics relating to diversity, equality, equity, and social justice. In its fourth year, EIA aims to address topics that both directly and indirectly affect the lives of historically marginalized and underrepresented individuals. EIA is comprised of workshops to bring about education, understanding, and healing to students, faculty, and community members. | recurring | \$0 | \$2,012 | \$2,012 | |
| Walk for Awareness | EO/ Diversity & Inclusion | The Walk for Awareness is a silent walk through campus to commemorate lives lost to violence in our community, to support victims and survivors of violence and to affirm our commitment and responsibility to speak out against violence in all its forms. | recurring | \$0 | \$1,300 | \$1,300 | |
| Chancellor's Commission on Diversity | Diversity & Inclusion | The Chancellor's Commission on Diversity is a volunteer collective of stakeholders whose main purpose is to make recommendations of policy, process and practice around the very broad topic of diversity, a core value at Appalachian. This is | recurring | \$0 | | \$0 | |

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|--|-----------------------|---|-------------------------------|--|---|----------------------|---|
| | | an issues-oriented working group with a focus on a broad array of matters, including student success and campus climate, among others. | | | | | |
| Chancellor's Student Advisory Board | Diversity & Inclusion | Chancellor's Student Advisory Board for Diversity Recruitment is to share experiences, create suggestions, and actively recruit students of color in order to effectively recruit and enroll a more nationally representative student body. | recurring | \$0 | | \$0 | |

East Carolina University

| <i>Title</i> | <i>Program Area</i> | <i>Brief Description</i> | <i>One-Time or Recurring?</i> | <i>State Funded Non-Personnel Expenditures</i> | <i>Non-Personnel Expenditures (Other Funding)</i> | <i>Total Expense</i> | <i>Internal Measurements of Effectiveness, if available</i> |
|--|---------------------------|--|-------------------------------|--|---|----------------------|---|
| Prevention Training-Online Modules (Preventing Discrimination and Sexual Violence, EEO Laws and Discrimination Prevention, Unlawful Harassment Prevention, and EEO compliance and HR Best Practice Training in SHRA/CSS and EHRA Recruitment and Selection)(Academic Affairs) | EO/ Diversity & Inclusion | OED offers these educational modules to educate the ECU community on prohibited discrimination, harassment, and related retaliation. It also includes specific information about sexual assault, Title IX, Campus SaVE Act and other related terms and regulations. Additionally, the recruitment and selection training provides an in-depth training for search committees. http://www.ecu.edu/cs-acad/oed/education.cfm | recurring | \$16,067 | \$0 | \$16,067 | 5,407 online modules were completed in July 1, 2016 - June 30, 2017 |
| Disability Equity Briefing (Academic Affairs) | EO | Disability Equity Briefing designed to educate managers, supervisors, staff involved in administration of hiring and position management, ECU practitioners and others on matters of disability compliance | one-time | \$2,500 | \$197 | \$2,697 | Equity Briefing |
| Title IX Compliance Training for BOT, Chancellor and Vice Chancellors (Academic Affairs) | EO | Training provided included information on University policy and procedures regarding complaints of sex discrimination, sexual harassment, sexual misconduct, and interpersonal violence. | one-time | \$0 | \$10,000 | \$10,000 | |

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|---|------------------------------|--|-------------------------------|--|---|----------------------|---|
| Juliette Grimmett - Consent: There Are No Blurred Lines (Academic Affairs) | EO | Educational opportunity to discuss consent regarding sexual activity. Included relevant media topics and discussion of the University's definition of consent. | one-time | \$1,500 | \$0 | \$1,500 | |
| OED promotes a diverse, respectful, and inclusive environment for the University community through educational programming, training, and seminars. (Academic Affairs) | EO/ Diversity & Inclusion | Examples of the face-to-face educational opportunities offered, include, but are not limited to, "Equal Opportunity and Diversity Fundamentals", "Understanding Title IX", "Responsible, who Me?", "The Escalation of Assumptions, Stereotypes and Microaggressions", "Unpacking Bias in Personnel Decisions", "Because We Serve: Veteran's in Higher Education", "Bridging our Cultural Differences", and "Religious Diversity on Campus". OED also conducts sessions in "Manager's Bootcamp", "New Employee Orientation", and "New Faculty Orientation". | recurring | \$0 | \$0 | \$0 | EEO SHRA/CSS and EHRA Recruitment & Selection; Employment Searches and the Implications of Bias in the Workplace; Unpacking Bias in Personnel Decisions; Because We Serve: Understanding Veteran's in Higher Education; Can We be Colorblind; and The Escalation of Assumptions, Stereotypes and Microaggressions |
| International Women's Day (Academic Affairs) | EO/ Diversity & Inclusion | East Carolina University students, faculty, staff, guests, and partners from our global community join together to celebrate International Women's Month throughout a day | recurring | \$0 | \$483 | \$483 | International Women's Day was a success with over 100 attending the |

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|--|---------------------------|---|-------------------------------|--|---|----------------------|--|
| | | of women-focused events and presentations. | | | | | keynote luncheon, panel discussion, breakout sessions and movie screening. |
| Minigrant Award to attendee of International Women's Day Event to support diversity or equity program(Academic Affairs) | EO/ Diversity & Inclusion | The mini-grant project seeks to increase the number of diversity and inclusion initiatives in divisions, colleges and departments. The Office for Equity and Diversity mini-grants are designed to provide resources to fund diversity programs proposed by faculty and staff with a unit or college focus. Programs or projects including, but not limited to: discipline specific cultural competency educational sessions; programs to improve departmental climate; recruitment or retention strategy development for diverse populations; research for curriculum enhancement and departmental assessment mechanisms will be considered. | recurring | \$1,000 | \$0 | \$1,000 | There is currently one minigrant funded for up to 1000 dollars that will occur this fall around women's body image, health, rights and beauty. |
| ECU MLK Speaker Reception and Marketing (Academic Affairs) | EO/ Diversity & Inclusion | The Office for Equity and Diversity helps host the MLK speaker and hosts a reception prior to the lecture. | recurring | \$197 | \$432 | \$629 | The MLK reception and program was well attended by faculty, staff, students and the community. |

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|---|------------------------------|--|-------------------------------|--|---|----------------------|---|
| Dr. Wayne Frederick (Academic Affairs) | EO/ Diversity & Inclusion | Students and faculty attended a presentation by Dr. Wayne Frederick, president of Howard University, on the topic of diversity in the health care field, titled: Advancing Diverse Pipelines in STEM, Medicine and Health. | one-time | \$1,500 | \$357 | \$1,857 | The meetings and presentation were well attended by faculty, staff, students and the community. |
| Voyages of Discovery: Eboo Patel (Academic Affairs) | Diversity & Inclusion | Eboo Patel, founder and president of Interfaith Youth Core, a national nonprofit that aims to promote interfaith cooperation, discussed the keys to interfaith leadership during the Voyages of Discovery Lecture Series' Religion and Culture Lecture. | one-time | \$2,000 | \$0 | \$2,000 | The lecture was well attended by faculty, staff, students and the community. |
| Diversity and Inclusion Research Associates Program (Academic Affairs) | EO/ Diversity & Inclusion | The Diversity and Inclusion Research and Scholarship Program (DIRS) is a faculty development and seed grant program that provides funds to departments with faculty who engage in research projects related to diversity, equity, inclusion and/or cultural competence. Faculty members may apply for financial assistance for either diversity – related research expenses and/or reassignment from teaching assignments for up to one academic year. | recurring | \$4,844 | \$0 | \$4,844 | The program has grown in popularity amongst faculty and one faculty course buy-out was awarded. |

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|---|------------------------------|--|-------------------------------|--|---|----------------------|--|
| The Poverty Simulation (Academic Affairs) | EO/ Diversity & Inclusion | It is an experience designed to help participants begin to understand what it might be like to live in a typical low income family trying to survive from month to month. | one-time | \$3,000 | \$0 | \$3,000 | The interactive presentation was well attended by faculty, staff and students. |
| Diversity and Inclusion Awards Program (Academic Affairs) | Diversity & Inclusion | These awards may be given to ECU faculty, staff, students, administrators and/or teams. Recipients of these awards are engaged in meaningful diversity and inclusion activities in addition to or extending beyond their primary responsibility at the university. | recurring | \$28 | \$300 | \$328 | The nominations have remained steady and actually increased for students. The awards presentation was well attended. |
| Diversity and Inclusion Book Series- Between the World and Me (Academic Affairs) | Diversity & Inclusion | This book series is an opportunity to read and discuss a book around a diversity and inclusion theme and then discuss it amongst faculty, staff and students. | recurring | \$432 | \$0 | \$432 | The book series is so popular that there is always a 30+ person waiting list to participate. |
| Diversity and Inclusion Book Series- Hidden Figures: The American Dream and the Untold Story of the Black Women Who Helped Win the Space Race (Academic Affairs) | Diversity & Inclusion | This book series is an opportunity to read and discuss a book around a diversity and inclusion theme and then discuss it amongst faculty, staff and students. | recurring | \$467 | \$0 | \$467 | The book series is so popular that there is always a 30+ person waiting list to participate. |
| Hilary Corna (Academic Affairs) | EO/ Diversity & Inclusion | International Education week (Women's Leadership and Empowerment) | one-time | \$750 | \$0 | \$750 | The lecture was well attended by faculty and staff. |

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|--|---------------------------|--|-------------------------------|--|---|----------------------|---|
| Bryan Adams (Academic Affairs) | EO/ Diversity & Inclusion | Bryan Adams' presentation, "My War on PTSD" recounts his military service as a sniper in Iraq, being wounded in Tikrit, his physical recovery, and his struggle with mental health issues once he returned to civilian life. | one-time | \$500 | \$0 | \$500 | PDF Attached: My War on PTSD: Bryan Adams |
| Chinese New Year (Academic Affairs) | Diversity & Inclusion | Celebrating the 2017 Chinese New Year. A stage show featuring many traditional Chinese cultural activities. | recurring | \$0 | \$105 | \$105 | The celebration is always attended by several hundred faculty, staff and community members. |
| OED Strategic Plan EO/Diversity & Inclusion | Other | No | recurring | | | | PDF's Attached: OED's Summer 2017 Assessment of OED Strategic Plan. |
| Bystander Intervention Training (Athletics) | Diversity & Inclusion | Georgia Childs presented a philosophy and strategy for prevention of various types of violence, including, but not limited to bullying, sexual harassment, sexual assault, and intimate partners violence to the women's basketball team, men's and women's swimming teams, COAD 1000 class and SAAC on Bystander Intervention | recurring | \$0 | | \$0 | |

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|---|---------------------------|---|-------------------------------|--|---|----------------------|---|
| Inclusive Excellence (Athletics) | Diversity & Inclusion | Derek Greenfield presented on accepting teammates/colleagues as equals and understanding that every person has a Unique background. | one-time | \$0 | \$4,368 | \$4,368 | |
| Having Difficult Conversations in the Classroom (and Beyond) (Health Sciences) | Diversity & Inclusion | Dr. Lori Flint presented information on why and how to have difficult conversations as faculty in the classroom; faculty discussed amongst themselves and asked competency questions. | one-time | \$0 | \$122 | \$122 | |
| Reaping the Benefits of Diversity: The Power of Positive Intent* (Health Sciences) | EO/ Diversity & Inclusion | Series of sessions focusing on the principles of unconscious bias and the rules of engagement in a professional environment | one-time | \$0 | \$0 | \$0 | |
| States of Grace Video Viewing and Forum (Health Sciences) | Diversity & Inclusion | Showing and discussion of film on the accident and recovery of a HIV/AIDS physician after a disabling accident | one-time | \$0 | \$0 | \$0 | |
| White Coats for Black Lives Solidarity Event* (Health Sciences) | Diversity & Inclusion | BSOM Community members were invited to stand in solidarity after the tragedies that happened during Summer 2016 | one-time | \$0 | \$0 | \$0 | |
| Dr. Cedric Bright: Increasing Access and Decreasing Disparities (Health Sciences) | Diversity & Inclusion | Series of meetings and lunchtime lecture on increasing access and reducing disparities in healthcare and the academic setting | one-time | \$0 | \$260 | \$260 | |
| Heart-to-Heart Conversation: Muslim Culture Sensitivities* (Health Sciences) | Diversity & Inclusion | Lunchtime presentation and discussion on the Muslim culture and how to serve believers as a physician | one-time | \$0 | \$0 | \$0 | |

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|---|---------------------------|--|-------------------------------|--|---|----------------------|--|
| Advancing Diverse Pipelines in STEM, Medicine and Health: Dr. Wayne A.I. Frederick, MD (Health Sciences) | Diversity & Inclusion | Series of meetings and an afternoon lecture featuring the President of Howard University and how to create and increase access to pipelines | one-time | \$2,360 | \$0 | \$2,360 | Evaluation; EO and Diversity and Inclusion Related Reports on Internal Measurements of Effectiveness of Policies |
| R.E.A.L. Talk: Open Discussion* (Health Sciences) | Diversity & Inclusion | First discussion forum that allowed students and staff to address concerns about the environment and culture at Brody | one-time | \$0 | \$0 | \$0 | |
| Diversity Week 2017: African-American/Latinx Perspective (Health Sciences) | Diversity & Inclusion | Lunchtime presentation and discussion during the 2017 Diversity Week on African-American and Latinx culture as it relates to needed knowledge for future physicians. | one-time | \$0 | | \$0 | |
| Diversity Week 2017: Veterans' Perspective (Service to Student: Insight into Veteran Student Experiences)(Health Sciences) | EO/ Diversity & Inclusion | Lunchtime presentation and discussion during the 2017 Diversity Week on student veteran affairs and transitioning back to civilian life. | one-time | \$0 | \$445 | \$445 | |
| Diversity Week 2017: Women's Perspective: (Challenges Faced by Female Physicians in Medicine) (Health Sciences) | EO/ Diversity & Inclusion | Lunchtime presentation and discussion during the 2017 Diversity Week featuring a panel of current female physicians and the types of challenges they face in the workplace and in their careers. | one-time | \$0 | \$109 | \$109 | |

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|---|---------------------------|---|-------------------------------|--|---|----------------------|--|
| Diversity Week 2017: LGBTQ & Advocacy Perspective: (Allyship and Advocacy as a Professional) (Health Sciences) | EO/ Diversity & Inclusion | Lunchtime presentation and discussion during the 2017 Diversity Week on LGBT issues and a wrap up featuring how to be advocate for all the issues presented throughout the week. | one-time | \$0 | | \$0 | |
| The 33rd Annual Dr. Andrew A. Best Banquet** (Health Sciences) | Diversity & Inclusion | An annual fundraiser hosted by SNMA to honor the legacy of Dr. Andrew A. Best and to honor the minority members of the Brody M3 and M4 medical class. | one-time | \$0 | | \$0 | |
| Go Red for Women*/**(Health Sciences) | Diversity & Inclusion | Solidarity event to raise awareness to the heart health issues of numerous women in America | one-time | \$0 | \$0 | \$0 | |
| Changing The Culture to Foster Vitality, Diversity and Equality (Health Sciences) | EO/ Diversity & Inclusion | Dr. Linda Pololi from Brandeis University presented thoughts and strategies to change the environment and culture of an organization to best increase diversity in a lunchtime presentation and in workshops. | one-time | \$3,247 | \$0 | \$3,247 | |
| International Day of Pink */**(Health Sciences) | Diversity & Inclusion | Solidarity event to stand for those who are affected by bullying and discrimination. | one-time | \$0 | \$0 | \$0 | |
| Visiting Howard University: Advancing Knowledge Through Connecting (Health Sciences) | EO/ Diversity & Inclusion | Workshop hosted by VCDI featuring ODA to discuss the importance and benefit of relationships between HBCU and PWI institutions | one-time | \$0 | \$208 | \$208 | Survey Responses; EO and Diversity and Inclusion Related Reports on Internal Measurements of Effectiveness of Policies |

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|--|------------------------------|---|-------------------------------|--|---|----------------------|---|
| Perspectives in Practice: Dr. Julius Q. Mallette (Health Sciences) | EO/ Diversity & Inclusion | First of a series of workshops and discussions to bring primarily underrepresented Brody alums to speak with and network with students | one-time | \$0 | \$83 | \$83 | |
| Meeting The Health Needs of Bisexual Patients: Robyn Ochs (Health Sciences) | Diversity & Inclusion | Lunchtime discussion by Robyn Ochs, | one-time | \$0 | \$366 | \$366 | |
| Two Spirits, One Heart: Marsha Aizumi Roundtable (Health Sciences) | EO/ Diversity & Inclusion | Roundtable discussion with Marsha Lizum, author of "Two Spirits, One Heart" as she shared her journey as a parent of a transgender child. | one-time | \$0 | \$244 | \$244 | |
| If You Build It, They Will Come: Dr. Tracey Kurtzman, MD (Health Sciences) | EO/ Diversity & Inclusion | Series of meetings and presentation on health disparities and challenges faced by transgender and gender nonconforming youth | one-time | \$0 | \$1,234 | \$1,234 | Evaluation, Survey Responses, and Rosters; EO and Diversity and Inclusion Related Reports on Internal Measurements of Effectiveness of Policies |
| LGBT History Month Gallery Presentation (Health Sciences) | Diversity & Inclusion | BSOM participated in the visual art display during LGBT History month with the LGBT Resource Office that celebrates the beauty in diversity featuring LGBT members and allies | one-time | \$0 | \$251 | \$251 | |
| Brody Women's Faculty Committee Leadership (BWFC) | Diversity & Inclusion | Half-day conference for women that are clinicians and basic scientists discussing how to manage each stage of their | one-time | \$0 | \$3,992 | \$3,992 | |

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|---|-----------------------|--|-------------------------------|--|---|----------------------|---|
| Conference (Health Sciences) | | careers through a program hosted by the Edmunds Group. | | | | | |
| BWFC: Perspectives from the AAMC Mid-Career Women Professional Development Seminar (Health Sciences) | Diversity & Inclusion | Opportunity to hear perspectives from participants that attended the AAMC Mid-Career Women Faculty Professional Development Seminar. Interactive workshop on a variety of leadership topics and skills needed to advance to senior roles within academic medicine and realign careers. | one-time | \$0 | \$278 | \$278 | |
| BWFC: Bias Against Women in Science and Medicine Today And What You Can Do to Address It (Health Sciences) | Diversity & Inclusion | Forum that covers current research studies on bias against women and addresses strategies to solve these continuing problems in order to create an environment truly fair for all. | one-time | \$0 | \$253 | \$253 | |
| BWFC: Moving Greenville Forward: Plans Underway and How You Can Help (Health Sciences) | Diversity & Inclusion | Forum that covered opportunities to serve and work with the Greenville community and updates were shared from Uptown Greenville | one-time | \$0 | \$271 | \$271 | |
| BWFC: Effective Mentoring (Health Sciences) | Diversity & Inclusion | Forum that discussed and shared strategies on how to effectively mentor and be mentored with academia and medicine. | one-time | \$0 | \$279 | \$279 | |
| BWFC: Be Bold for Change (International Women's Day Celebration) (Health Sciences) | Diversity & Inclusion | BSOM Community members were invited to find out how to stand for change and create a more inclusive, gender equal world and to celebrate International Women's Day | one-time | \$0 | \$206 | \$206 | |

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|---|---------------------------|--|-------------------------------|--|---|----------------------|--|
| BWFC: Bridging Bench to Bedside (Health Sciences) | Diversity & Inclusion | BSOM Community Members were invited to come and hear from basic scientists and clinicians about research collaborations and opportunities that are available. | one-time | \$0 | \$150 | \$150 | |
| BWFC: Social Networking (Improving Online Visibility to Patients and Scientists) (Health Sciences) | Diversity & Inclusion | BSOM Community Members were invited to this forum on social networking and how to use an online presence to aid in patient care and research opportunities | one-time | \$0 | \$237 | \$237 | |
| Meaningful Conversations: National Issues Forum**/*** (Health Sciences) | Diversity & Inclusion | A series of 2 forums to discuss the summer of violence in 2016 and other national issues that were occurring and impacting the Brody community | one-time | \$0 | \$0 | \$0 | |
| Latino Medical Student Association OSCE in Spanish** (Health Sciences) | EO/ Diversity & Inclusion | A training event that allowed medical students to practice patient interviewing in Spanish and followed with a discussion about the Latino culture as it relates to patient care. | one-time | \$0 | \$187 | \$187 | |
| Student Orientations (M1-M3) Diversity Session* (Health Sciences) | Diversity & Inclusion | Each medical school class receives a presentation from the ODA about what our office does, opportunities we offer and a brief introduction to the diversity policies at ECU and Brody. | one-time | \$0 | \$0 | \$0 | Survey Responses; EO and Diversity and Inclusion Related Reports on Internal Measurements of Effectiveness of Policies |
| M3 Diversity Session* (Health Sciences) | Diversity & Inclusion | This session is a special Diversity session that allows for the M3 class to receive diversity training | recurring | \$0 | \$0 | \$0 | |

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|---|-----------------------|---|-------------------------------|--|---|----------------------|--|
| | | tailored to the clinical rotation experience. | | | | | |
| Graduate Student Orientations* (Health Sciences) | Diversity & Inclusion | Each year the graduate students receives a presentation from the ODA about what our office does, opportunities we offer and a brief introduction to the diversity policies at ECU and Brody. | recurring | \$0 | \$0 | \$0 | |
| Cross-Cultural Mentoring Workshop* (Health Sciences) | Diversity & Inclusion | Workshop hosted by ODA and OFD to discuss cross-cultural mentoring thoughts and strategies for academic and personal success. | one-time | \$0 | \$0 | \$0 | Survey Responses; EO and Diversity and Inclusion Related Reports on Internal Measurements of Effectiveness of Policies |
| Diversity Champions Meetings (Health Sciences) | Diversity & Inclusion | Meetings that are held twice an academic year to invite all of those persons that are interested in the space of diversity to hear updates from all groups and to discuss initiatives needed. | recurring | \$0 | \$224 | \$224 | |
| Diversity Leaders Mini Retreat: (The Olympics: Striving Towards Diversity Benefit) (Health Sciences) | Diversity & Inclusion | A 2 hour session for the leaders of the respective diversity faculty/staff groups at Brody School of Medicine for diversity updates, small diversity training and fall planning. | one-time | \$0 | \$104 | \$104 | |
| Cultural Crossroads: Minority Faculty Meet and Greet (Health Sciences) | Diversity & Inclusion | Opportunity for URMM Faculty to come to the ODA and meet other URMM faculty and address concerns | one-time | \$0 | \$47 | \$47 | |

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|--|-----------------------|---|-------------------------------|--|---|----------------------|---|
| Vice Chairs of Diversity and Inclusion (DCDI): Laps 4 Learning (Health Sciences) | Diversity & Inclusion | VCDI fundraiser hosted to support the Summer Biomedical Research Program and one student participant selected for the cohort. | one-time | \$0 | \$489 | \$489 | |
| 13th Annual Jean Mills Health Symposium "Achieving Healthcare Workforce Diversity: Addressing the Challenges" (College of Allied Health Sciences) (Health Sciences) | Diversity & Inclusion | | one-time | \$4,766 | \$2,500 | \$7,266 | |
| Healthcare In Haiti (College of Nursing) (Health Sciences) | Diversity & Inclusion | Discussion of the culturally diverse Haitian population and the aftermath of the 2010 earthquake. Around the time of the event, ECU Nursing students, faculty, staff and alumni raise \$5,690 through several fundraising events to fund seven full scholarships for nursing students in Haiti. | one-time | \$0 | \$0 | \$0 | |
| How Diverse is our Service? (College of Nursing) (Health Sciences) | Diversity & Inclusion | Keynote speaker addressed the need to serve diverse populations in health care. | one-time | \$0 | \$0 | \$0 | |
| Diversity in Gender (College of Nursing) (Health Sciences) | Diversity & Inclusion | A panel discussion included several men who shared their perspective on being a male in a female dominant profession. | one-time | \$0 | \$0 | \$0 | |

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|---|-----------------------|--|-------------------------------|--|---|----------------------|---|
| Diversity Discussion: Native Americans (College of Nursing) (Health Sciences) | Diversity & Inclusion | Native Americans representing several tribes served on a panel and participated in a book discussion of The Round House novel | one-time | \$0 | \$0 | \$0 | |
| LGBT Issues in Health Care and Beyond (College of Nursing) (Health Sciences) | Diversity & Inclusion | Panelist representing the LGBT population shared their interactions with health care practitioners and their suggestions for creating a more inclusive environment | one-time | \$0 | \$0 | \$0 | |
| Divers-Abilities: Just a Part of the Everyday World (College of Nursing) (Health Sciences) | Diversity & Inclusion | This program shared the perspectives of individuals with intellectual and/or developmental disabilities | one-time | \$0 | \$0 | \$0 | |
| Checking our Assumptions (College of Nursing) (Health Sciences) | Diversity & Inclusion | A guest speaker discussed micro-aggression and the promotion of inclusive language | one-time | \$0 | \$0 | \$0 | |
| LGBT poster presentations supported by College of Nursing Diversity Advisory Council (Health Sciences) | Diversity & Inclusion | Two faculty DAC members mentored an undergraduate student and DAC member to develop the poster presentation "LGBT issues in health care and beyond". The student presented at the CON Faculty Organization meeting in March 2015 and the student and faculty members presented their poster "Knowledge and attitude assessment of nursing students, faculty, and staff regarding LGBT issues" at Research and Creative Activity Week in 2015 | one-time | \$0 | \$0 | \$0 | |

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|---|-----------------------|---|-------------------------------|--|---|----------------------|---|
| 2015 Diversity Day Event (College of Nursing) (Health Sciences) | Diversity & Inclusion | Faculty members presented a posted presentation for the 2015 Diversity day event "Divers-Abilities: Just part of the everyday world" at Sigma Theta Tau International's 43rd Biennial Convention | one-time | \$0 | \$0 | \$0 | |
| Joining Forces Campaign (College of Nursing) (Health Sciences) | Diversity & Inclusion | The College of Nursing joined the national initiative called the "Joining Forces Campaign" and as part of this celebration of the military and their many contributions hosted an event with the Beta Nu Chapter of Sigma Theta Tau, the international honor society, to recognize the military | one-time | \$0 | \$0 | \$0 | |
| Black History Month - College of Nursing (Health Sciences) | Diversity & Inclusion | CON celebrates Black History Month by recognizing CON graduates and their achievements with a poster display in the CON lobby | one-time | \$0 | \$0 | \$0 | |
| Desegregating Healthcare in Eastern NC (Health Sciences Library) (Health Sciences) | Diversity & Inclusion | An exhibit to celebrate Dr. Andrew Best and Dr. Milton Quigless and their work to dissolve racial barriers in the region's healthcare center. | one-time | \$0 | \$95 | \$95 | |

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|--|-----------------------|---|-------------------------------|--|---|----------------------|---|
| Call of the ENC Midwife: The Remarkable Career of Lovie Beard Shelton (hosted by the Health Sciences Library) (Health Sciences) | Diversity & Inclusion | Presentation by Lisa Yarger on the career of Lovie Beard Shelton who delivered 4000 babies in eastern NC homes as the first public health nurse in Pamlico County and the first nurse-midwife to practice in NC. As a white nursing professional, she navigated between the white medical and public health establishment and the African American communities she primarily served. | one-time | | \$19 | \$19 | |
| Race, Class, Authorship, and Discovery of Sickle Cell Anemia in 1910-1911 (hosted by the Health Sciences Library) (Health Sciences) | Diversity & Inclusion | Dr. Todd Savitt, Professor of Bioethics and Interdisciplinary Studies shared the very divergent stories of the first two sickle-cell disease patients in medical literature and their physicians against the backdrop of a racially divided America. | one-time | | \$11 | \$11 | |
| Cultural Celebration - Spring 2017 (Health Sciences) | Diversity & Inclusion | Each spring, the SoDM Inclusion and Diversity Committee (in collaboration with the ECU Office for Equity and Diversity) presents a Cultural Celebration within the SoDM. For 2017, the Cultural Celebration focused on the East Indian culture, and included an exhibit of East Indian artifacts, music, traditions and exhibits, a dancing demonstration by members of the Indian community in Greenville - and some SoDM faculty in traditional attire, one | one-time | \$0 | \$600 | \$600 | |

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|---|-----------------------|---|-------------------------------|--|---|----------------------|---|
| | | faculty member sang the Indian national anthem, a tasting of various Indian foods, and a henna tattoo artist. | | | | | |
| Implicit and Explicit Bias (Health Sciences) | Diversity & Inclusion | On September 7, 2016, the SoDM hosted Dr. Benjamin Reese, Vice President for Institutional Equity at Duke University and Duke University Health System. Dr. Reese hosted two discussions on the topic of Implicit and Explicit Bias - one for staff and faculty and the other for residents and students. | one-time | \$0 | \$3,000 | \$3,000 | |
| LGBT/True Colors (Student Affairs) | Diversity & Inclusion | Partnership between the LGBT Resource office and the school of art and design to capture through photography the stories of ECU LGBT and ally community members. | recurring | | \$4,364 | \$4,364 | Traffic in the Student Center Gallery area is over 200 student, faculty, staff, and community visitors a day and the event was displayed for four weeks. Measurement and effectiveness |

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|---|-----------------------|---|-------------------------------|--|---|----------------------|---|
| | | | | | | | data is included in the attached Intercultural Affairs report. |
| LGBT/Trans Pride Campaign 2016 (Student Affairs) | Diversity & Inclusion | This event served as ECU celebration of the contribution of the transgender community as part of LGBT pride month | recurring | | \$1,366 | \$1,366 | This semester long educational campaign is estimated to have reached well over 1000 students faculty, and staff. Measurement and effectiveness data is included in the attached Intercultural Affairs report. |
| LGBT/Gay? Fine by Me (Student Affairs) | Diversity & Inclusion | During this event the LGBT Resource office gave away t-shirts featuring the slogan "Gay? Fine by Me" as a way of promoting an inclusive, respectful campus for LGBT community members | recurring | | \$4,931 | \$4,931 | This day long annual educational program occurred on the Student Center Brickyard and reached over 900 student and university community members. |

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|---|-----------------------|---|-------------------------------|--|---|----------------------|---|
| | | | | | | | Measurement and effectiveness data is included in the attached Intercultural Affairs report. |
| LGBT/A Queer and Pleasant Danger (Student Affairs) | Diversity & Inclusion | During this event the documentary "Kate Bornstein is....."was shown as part of the LGBT Resource offices fall 2016 documentary series | one-time | | \$7,300 | \$7,300 | A documentary screen in Hendrix Theater, attended by 75 students, faculty, staff, and community members. Measurement and effectiveness data is included in the attached Intercultural Affairs report. |
| LGBT/Upstairs Inferno (Student Affairs) | Diversity & Inclusion | The LBGT resource office screened "Upstairs Inferno" as part of the documentary series | one-time | | \$399 | \$399 | Scheduled film screening but got canceled. |
| LGBT/National Coming Out Day (Student Affairs) | Diversity & Inclusion | ECU celebrates National Coming Out Day every year around October 11 | recurring | | \$525 | \$525 | A day long annual program occurring on the Student Center Brickyard, reaching well over 1500 |

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|---|-----------------------|---|-------------------------------|--|---|----------------------|--|
| | | | | | | | students, faculty, staff, and community visitors. Measurement and effectiveness data is included in the attached Intercultural Affairs report. |
| LGBT/Transgender Day of Remembrance 2016 (Student Affairs) | Diversity & Inclusion | This is ECU's contribution to a national event where communities pause and honor the memories of lives lost in the past year to anti transgender violence. | recurring | | \$700 | \$700 | Occurred in the Green Room special events space for 45 students, faculty, staff, and community. Measurement and effectiveness data is included in the attached Intercultural Affairs report. |
| LGBT/Student Panel Training (Student Affairs) | Diversity & Inclusion | This program utilizes student volunteers who are members of the LGBTQA community to present in classrooms for the purpose of educating their peers about issues relating to gender transgender identities | recurring | | \$300 | \$300 | Trained 17 students and 2 graduate assistants on being an educational panelist for residence hall class programs. Measurement and effectiveness data is included |

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|--|-----------------------|---|-------------------------------|--|---|----------------------|---|
| | | | | | | | in the attached Intercultural Affairs report. |
| LGBT/Coming Out Stories (Student Affairs) | Diversity & Inclusion | This event provided participants the opportunity to share their personal stories about Coming Out as part of the LGBT community | recurring | | \$500 | \$500 | Occurred in Student Center 244 and had 43 students and faculty in attendance. Measurement and effectiveness data is included in the attached Intercultural Affairs report. |
| LGBT/Resources Office Fall 2016 Welcome//Social (Student Affairs) | Diversity & Inclusion | Annual event welcomes students back to campus and encourages them to get involved with the LGBT Resource office | recurring | | \$1,235 | \$1,235 | Annual welcome back program that reach capacity at 92 students and faculty, in the Green Room event space. Measurement and effectiveness data is included in the attached Intercultural Affairs report. |
| LGBT/Lavender Launch 2017(Student Affairs) | Diversity & Inclusion | This is an end of the year celebration honoring graduating students who were actively involved in LGBT resource office programing | recurring | | \$3,851 | \$3,851 | This program, celebrating the graduation of LGBT students and allies, occurred in the |

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|--|-----------------------|---|-------------------------------|--|---|----------------------|--|
| | | | | | | | Student Center Great Rooms for students, their guests, families, faculty, and staff. Measurement and effectiveness data is included in the attached Intercultural Affairs report. |
| LGBT/Serving Transgender Youth and Adults (Student Affairs) | Diversity & Inclusion | Students were selected to attend an alternative break trip to perform community services projects and be educated about LGBTQ | recurring | | \$840 | \$840 | Had a special guest speaker from AZ who spoke to over 40 students, faculty, staff, and community members. Measurement and effectiveness data is included in the attached Intercultural Affairs report. |
| LGBT/Love is.....A vision of love for all (Student Affairs) | Diversity & Inclusion | This Valentine's Day event encouraged attendees to celebrate love and equality. | recurring | | \$2,125 | \$2,125 | Occurred in the Student Center Atrium as an educational marketing campaign that reached over 200 university community members. |

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|--|-----------------------|--|-------------------------------|--|---|----------------------|---|
| | | | | | | | Measurement and effectiveness data is included in the attached Intercultural Affairs report. |
| LGBT/Resource Office Fall 2016 Dinner (Student Affairs) | Diversity & Inclusion | End of the semester dinner served as a thank you to LGBT resource office volunteers | recurring | | \$1,200 | \$1,200 | Occurred in the Green Room events space for 35 students. Measurement and effectiveness data is included in the attached Intercultural Affairs report. |
| LGBT/We are Strong, We are One (Student Affairs) | Diversity & Inclusion | The community gathered to remember the 49 lives lost in Orlando Florida in June 2016 | one-time | | \$300 | \$300 | Occurred in Brewster D-105 and we reached capacity of 83 students, faculty, and staff. Measurement and effectiveness data is included in the attached Intercultural Affairs report. |

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|---|-----------------------|--|-------------------------------|--|---|----------------------|---|
| LGBT/Getting Bi (Student Affairs) | Diversity & Inclusion | This event was in celebration for Bi Sexual week | recurring | | \$4,309 | \$4,309 | Presentation by a guest speaker in Hendrix theater for over 50 students. Measurement and effectiveness data is included in the attached Intercultural Affairs report. |
| LGBT/Coffee House Fall 2016 (Student Affairs) | Diversity & Inclusion | These weekly meetings, co facilitated by the LBGT resource office graduate assistants, provide LGBTQA students the opportunity to discuss topics relevant to their experience at ECU | recurring | | \$200 | \$200 | The is a weekly series that occurs in Brewster B-104 that averaged 18 students a week for 12 weeks. Measurement and effectiveness data are included in the attached Intercultural Affairs report. |
| Women/Marsha Aizuma "Two Spirits, One Heart" (Student Affairs) | Diversity & Inclusion | This event featured Marsha Aizuma sharing her story of loving and accepting her child who struggled with their gender identify | one-time | | \$2,100 | \$2,100 | Guest speaker in Hendrix Theater for 75 students and faculty. Measurement and effectiveness data is included in the attached Intercultural Affairs report. |

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|---|-----------------------|--|-------------------------------|--|---|----------------------|---|
| LGBT/Coffee House Spring 2017 (Student Affairs) | Diversity & Inclusion | These weekly meetings, co facilitated by the LBGT resource office graduate assistants, provide LGBTQA students the opportunity to discuss topics relevant to their experience at ECU | recurring | | \$200 | \$200 | The is a weekly series that occurs in Brewster B-104 that averaged 18 students a week for 12 weeks. Measurement and effectiveness data are included in the attached Intercultural Affairs report. |
| Women/"To Girls Everywhere, I am with you" (Student Affairs) | Diversity & Inclusion | This event explored the impact of sexual violence on our campuses and our society through a reading of the statements written by a woman who was sexually assaulted at Stanford University | recurring | | \$400 | \$400 | A student, faculty and staff stage reading and panel discussion of the Stanford Letter in Wright Auditorium for over 600 students, faculty, staff, and community members. Measurement and effectiveness data are included in the attached Intercultural Affairs report. |
| Women/The Vagina Monologues (Student Affairs) | Diversity & Inclusion | This event was ECU's performance of play wright and activities Eve Ensler's play called The Vagina Monologues, which | recurring | | \$2,200 | \$2,200 | A student faculty, and staff production of the Eve Ensler's |

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|---|-----------------------|--|-------------------------------|--|---|----------------------|---|
| | | seeks to destigmatize female sexuality. | | | | | award winning play in Wright Auditorium for over 450 students, faculty, staff, and community. Measurement and effectiveness data are included in the attached Intercultural Affairs report. |
| Multicultural/Film Screening "Free Angela and all the Political Prisoners" (Student Affairs) | Diversity & Inclusion | This event was a screening of the documentary "Free Angela Davis" as part of the LWCC 40th Anniversary | one-time | | \$500 | \$500 | Screening of the documentary in Bate Classroom for over 35 students. Measurement and effectiveness data are included in the attached Intercultural Affairs report. |
| Multicultural/LWCC Fall Open House (Student Affairs) | Diversity & Inclusion | This annual homecoming event provides visitors a tour of the LWCC and an overview of its services and resources. | recurring | | \$800 | \$800 | Occurred in the LWCC Building for over 25 students. Measurement and effectiveness data is included in the attached Intercultural Affairs report. |

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|---|-----------------------|--|-------------------------------|--|---|----------------------|--|
| Multicultural/4C Fall 2016 Welcome cookout (Student Affairs) | Diversity & Inclusion | This event welcomes ECU community members back to campus and provides info on the universities cultural student organizations. | recurring | | \$1,800 | \$1,800 | Occurred on the Brickyard as a student organization showcase and welcome back cookout that saw over 250 students. Measurement and effectiveness data are included in the attached Intercultural Affairs report. |
| Multicultural/40th Anniversary Celebration(Student Affairs) | Diversity & Inclusion | This final event celebrating the LWCC's 40th anniversary featured a lecture by an activist and educator Dr. Angela Davis. | one-time | | \$26,000 | \$26,000 | Had a special guest speaker Anglea Davis and had over 800 students, faculty, staff, alumni, and community members. Measurement and effectiveness data are included in the attached Intercultural Affairs report. |
| Multicultural/Cultural Cuisine & Chat Series (Student Affairs) | Diversity & Inclusion | This series of events provides education and food celebrating various cultures. | recurring | | \$1,100 | \$1,100 | A two part series that occurred in the fall that highlighted different cultural foods and had |

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|---|-----------------------|--|-------------------------------|--|---|----------------------|---|
| | | | | | | | over 90 students in the LWCC building. Measurement and effectiveness data are included in the attached Intercultural Affairs report. |
| Multicultural/Annual MLK Celebration with Dr. Marc Lamont Hill (Student Affairs) | Diversity & Inclusion | This week of events features community service projects and lecture by educator Dr. Marc Lamont Hill | recurring | | \$23,000 | \$23,000 | Annual MLK celebration speaker in Wright Auditorium that had over 850 students, faculty, staff, alumni, and community guests. Measurement and effectiveness data are included in the attached Intercultural Affairs report. |
| Multicultural/Culture Fest 2017 (Student Affairs) | Diversity & Inclusion | This annual end of the year events celebrates the diversity of cultural groups at ECU through performances, educational displays and food. | recurring | | \$5,800 | \$5,800 | A celebration of culture on the Brickyard during a rainy day and saw over 250 students (normally sees over 500). Measurement and effectiveness data are included |

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|--|-----------------------|--|-------------------------------|--|---|----------------------|--|
| | | | | | | | in the attached Intercultural Affairs report. |
| Multicultural/Interfaith Leadership Summit 2017 (Student Affairs) | Diversity & Inclusion | Student attendees to this conference engaged with and learned from people from diverse faith and nonfaith backgrounds. | recurring | | \$6,300 | \$6,300 | A weekend leadership summit on spirituality organized by students for students in the student center for over 50 attendees. Measurement and effectiveness data is included in the attached Intercultural Affairs report. |
| Multicultural/Spring 2017 A.L.A.N.A Recognition (Student Affairs) | Diversity & Inclusion | This awards ceremony honors students of color who achieved academic excellence during the previous year | recurring | | \$1,700 | \$1,700 | Our annual recognition of student academic achievement for freshmen of color that occurred in Hendrix Theater for over 200 students and their families. Measurement and effectiveness data are included in the attached |

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|---|-----------------------|---|-------------------------------|--|---|----------------------|--|
| | | | | | | | Intercultural Affairs report. |
| Multicultural/4C Fall 2016 ALANA Ceremony (Student Affairs) | Diversity & Inclusion | This awards ceremony honors students of color who achieved academic excellence during the previous year | recurring | | \$3,000 | \$3,000 | Our annual recognition of student academic achievement for upperclassmen of color that occurred in Hendrix Theater for over 600 students and their families. Measurement and effectiveness data are included in the attached Intercultural Affairs report. |
| Multicultural/Senior Recognition Heritage Ball (Student Affairs) | Diversity & Inclusion | This end of the year semi-formal celebrates students and organizations who work closely with the LWCC | recurring | | \$4,356 | \$4,356 | A celebration of multicultural student organizations prior to graduation in the Student Center Great Rooms for over 200 students. Measurement and effectiveness data are included in the attached Intercultural Affairs report. |

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|--|-----------------------|---|-------------------------------|--|---|----------------------|---|
| Multicultural/Cultural Cook Off Dessert Edition (Student Affairs) | Diversity & Inclusion | This was a competition during which cultural student organizations came together to share desserts which reflected their cultural backgrounds. | one-time | | \$150 | \$150 | This was canceled due to a planning problem. |
| Green Zone Training (Student Affairs) | Diversity & Inclusion | Training for faculty/staff re: issues facing vets. On campus | recurring | | | | |
| Student Green Zone Training (Student Affairs) | Diversity & Inclusion | Training for students re: issues facing s. vets on campus | recurring | | | | |
| Veterans Writing Workshop (Student Affairs) | Diversity & Inclusion | A several day event that features workshops by faculty and some outside personnel to teach veterans how to use writing to process their military service. | recurring | | \$8,000 | \$8,000 | |
| Women's Roundtable Incredible ECU Women Series event (University Advancement) | Diversity & Inclusion | The Incredible ECU Women Series event was a celebration of women's leadership, service, and philanthropy. The event honored 11 women designated as the 2016 Incredible ECU Women, as well as highlighting past and present Women's Roundtable scholarship recipients. Through events such as this, the Women's Roundtable is working to raise funds to endow two scholarships: the Women's Roundtable Access Scholarship and the Women's Roundtable Honors College Scholarship. The event typically occurs every 3 years. | recurring | \$0 | \$28,890 | \$28,890 | WRT Event Statement of Activities |

Elizabeth City State University

| <i>Title</i> | <i>Program Area</i> | <i>Brief Description</i> | <i>One-Time or Recurring?</i> | <i>State Funded Non-Personnel Expenditures</i> | <i>Non-Personnel Expenditures (Other Funding)</i> | <i>Total Expense</i> | <i>Internal Measurements of Effectiveness, if available</i> |
|----------------------|---------------------------------|---|-------------------------------|--|---|----------------------|---|
| Safe Colleges | EO/ Diversity & Inclusion | Online training module that includes 120 training course, Title IX, Sexual Harassment, Ferpa, Clery Act, etc. | recurring | \$3,800 | | \$3,800 | Individual report to Human Resources |

Fayetteville State University

| <i>Title</i> | <i>Program Area</i> | <i>Brief Description</i> | <i>One-Time or Recurring?</i> | <i>State Funded Non-Personnel Expenditures</i> | <i>Non-Personnel Expenditures (Other Funding)</i> | <i>Total Expense</i> | <i>Internal Measurements of Effectiveness, if available</i> |
|------------------------------------|---------------------------|---|-------------------------------|--|---|----------------------|---|
| Disability Services Program | Diversity & Inclusion | The Center for Personal Developments offers personal support to students with disabilities. Counselors are available to discuss scheduling classes. Additional services include pre-admission information, orientation, accessibility information, and information about study skills and testing techniques. This program will also assist in making reasonable accommodations related to campus life. Working in close contact with other areas of the University as well as community agencies and organizations, the program works to enrich the educational opportunities offered to students with disabilities. Students with disabilities who wish to receive assistance from the university should register with the Center for Personal Development at the beginning of each semester. | recurring | \$70,000 | | \$70,000 | Not Available |
| Residence Life Training | EO/ Diversity & Inclusion | Mandatory Title IX Orientation Training for all RA | recurring | | | | Not Available |
| Rape Sensitivity Training | Diversity & Inclusion | Voluntary Training for Staff or Students conducted by the Rape Crisis Center | one-time | | \$1,000 | \$1,000 | Not Available |

| <i>Title</i> | <i>Program Area</i> | <i>Brief Description</i> | <i>One-Time or Recurring?</i> | <i>State Funded Non-Personnel Expenditures</i> | <i>Non-Personnel Expenditures (Other Funding)</i> | <i>Total Expense</i> | <i>Internal Measurements of Effectiveness, if available</i> |
|---|------------------------------|--|-------------------------------|--|---|----------------------|---|
| Public Safety Training | EO/ Diversity & Inclusion | Law Enforcement Training on Trauma Informed Investigations and Title IX | recurring | | | | Not Available |
| My Student Body On-Line Training | EO/ Diversity & Inclusion | On-Line Title IX Training Available Campus-Wide | recurring | | \$2,500 | \$2,500 | Not Available |
| Literature and Paraphernalia Campaign | EO/ Diversity & Inclusion | Title IX Pamphlets, Card Holders, Whistles, T-Shirts | one-time | \$2,000 | \$2,000 | \$4,000 | Not Available |
| Catharsis Production | EO/ Diversity & Inclusion | Sex Assault Awareness Theater Production | one-time | \$5,500 | | \$5,500 | Not Available |
| Title IX Coordination | Diversity & Inclusion | Investigate sexual harassment, sexual misconduct and/or relationship violence involving faculty, staff, and students within the division of Academic Affairs. | recurring | | | | Not Available |
| Gender Equity Committee/Plan | Diversity & Inclusion | Provide recommendations and directions to ensure that the interests and abilities of the underrepresented sex are being fully and effectively accommodated. | recurring | | | | Gender Equity Plan and annual progress update |
| LGBTQ Diversity and Inclusion Workshop | Diversity & Inclusion | On March 28, 2017, the FSU athletics department collaborated with the Division of Student Affairs to host an LGBTQ Diversity and Inclusion Workshop. The five-session workshop included meetings with coaches and athletic administrators, athletics and student affairs administrators, student-athlete advisory committee and team captains, a | recurring | | \$1,000 | \$1,000 | Email: LGBTQ SportsSafe Consultant Summary |

| <i>Title</i> | <i>Program Area</i> | <i>Brief Description</i> | <i>One-Time or Recurring?</i> | <i>State Funded Non-Personnel Expenditures</i> | <i>Non-Personnel Expenditures (Other Funding)</i> | <i>Total Expense</i> | <i>Internal Measurements of Effectiveness, if available</i> |
|--|-----------------------|---|-------------------------------|--|---|----------------------|---|
| | | student body keynote address, and a meeting with the Chancellor | | | | | |
| Safezone Training Workshop | Diversity & Inclusion | On May 24 & 25, 2017, athletics' staff and administrators participated in a two-day Safezone Training Workshop conducted by the university's Safezone Program Coordinator, Brent Lewis. The goal of the Safezone Program at Fayetteville State University is to create an affirming and supportive campus climate by identifying and educating members of the campus community who are opened to and supportive of all individuals regardless of sexual orientation, gender identity, or gender expression. | recurring | | \$200 | \$1,000 | Forthcoming: Safezone Office Year-End Report |
| CIAA Diversity and Inclusion Development Plan | Diversity & Inclusion | Engage, educate and empower CIAA athletic administrators, coaches and student-athletes to lead campus initiatives while championing an inclusive climate and culture at member institutions | recurring | | | | Not Available |

North Carolina A&T State University

| <i>Title</i> | <i>Program Area</i> | <i>Brief Description</i> | <i>One-Time or Recurring?</i> | <i>State Funded Non-Personnel Expenditures</i> | <i>Non-Personnel Expenditures (Other Funding)</i> | <i>Total Expense</i> | <i>Internal Measurements of Effectiveness, if available</i> |
|---|-----------------------|--|-------------------------------|--|---|----------------------|---|
| Diversity and Inclusion Committee | Diversity & Inclusion | A committee consisting of key campus stakeholders collaborating to promote and cultivate a more diverse and inclusive campus community by developing programs, curricula, and workplace practices. | recurring | \$0 | \$0 | \$0 | Chancellor charge letter |
| Annual International Education Week | Diversity & Inclusion | Education week in November with activities such as parade of flags, luncheon, cultural seminars/workshops to encourage engagement and dialogue | recurring | \$0 | \$0 | \$0 | |
| Annual International Festival | Diversity & Inclusion | | one-time | \$0 | \$0 | \$0 | |
| Military Appreciation Day | Diversity & Inclusion | Veterans and Disability Office and Athletic Department honor veterans. | recurring | \$0 | | \$0 | |
| Diversity Program: Examining How Bias and Stereotypes Impacts, Communication | Diversity & Inclusion | Multi-cultural Center | one-time | \$0 | \$0 | \$0 | http://www.ncat.edu/student-affairs/student-services/multicultural/current-events.html |
| Supporting LBGTQ Students on Campus | Diversity & Inclusion | Multi-cultural Center | one-time | \$125 | | \$125 | |
| LGBTQ Students & Allies Meet and Greet | Diversity & Inclusion | Multi-cultural Center | recurring | \$250 | | \$250 | |
| SAFE Zone Training | Diversity & Inclusion | Multi-cultural Center | recurring | | | | |

| <i>Title</i> | <i>Program Area</i> | <i>Brief Description</i> | <i>One-Time or Recurring?</i> | <i>State Funded Non-Personnel Expenditures</i> | <i>Non-Personnel Expenditures (Other Funding)</i> | <i>Total Expense</i> | <i>Internal Measurements of Effectiveness, if available</i> |
|--|-----------------------|--------------------------|-------------------------------|--|---|----------------------|---|
| International Education Week: Annual Multi-cultural Thanksgiving Dinner | Diversity & Inclusion | Multi-cultural Center | recurring | \$3,600 | | \$3,600 | |
| World Aids Day - Campus & Community Awareness Commemoration Program | Diversity & Inclusion | Multi-cultural Center | recurring | \$1,200 | | \$1,200 | |
| TRANS Zone Test Trail Training | Diversity & Inclusion | Multi-cultural Center | recurring | \$0 | \$0 | \$0 | |
| MLK Celebration Week | Diversity & Inclusion | Multi-cultural Center | recurring | \$0 | \$0 | \$0 | |
| February 1st Sit-In Celebration | Diversity & Inclusion | Multi-cultural Center | recurring | \$1,500 | | \$1,500 | |
| Diversity Training and Classroom Diversity Support Lectures | Diversity & Inclusion | Multi-cultural Center | recurring | \$0 | \$0 | \$0 | |
| Cultural Perceptions about Being Gay, Lesbian or Transgender Panel Discussion | Diversity & Inclusion | Multi-cultural Center | one-time | \$0 | \$0 | \$0 | |
| Understanding Terminology, "What is the meaning of L.G.B.T.Q.A.?" | Diversity & Inclusion | Multi-cultural Center | one-time | \$0 | \$0 | \$0 | |
| Women's History Month | Diversity & Inclusion | Multi-cultural Center | recurring | \$0 | \$0 | \$0 | |
| WHM Program: Phenomenal Women's Historical Wall of Fame Exhibit | Diversity & Inclusion | Multi-cultural Center | recurring | \$0 | \$0 | \$0 | |

| <i>Title</i> | <i>Program Area</i> | <i>Brief Description</i> | <i>One-Time or Recurring?</i> | <i>State Funded Non-Personnel Expenditures</i> | <i>Non-Personnel Expenditures (Other Funding)</i> | <i>Total Expense</i> | <i>Internal Measurements of Effectiveness, if available</i> |
|---|-----------------------|--------------------------|-------------------------------|--|---|----------------------|---|
| WHM: Educational Discussion: Should Beauty Be Put in a Box | Diversity & Inclusion | Multi-cultural Center | one-time | \$0 | \$0 | \$0 | |

North Carolina Central University

| <i>Title</i> | <i>Program Area</i> | <i>Brief Description</i> | <i>One-Time or Recurring?</i> | <i>State Funded Non-Personnel Expenditures</i> | <i>Non-Personnel Expenditures (Other Funding)</i> | <i>Total Expense</i> | <i>Internal Measurements of Effectiveness, if available</i> |
|---|-----------------------|---|-------------------------------|--|---|----------------------|---|
| Men's Achievement Center: Title III - Grant | Diversity & Inclusion | Promote academic achievement, social justice, servant leadership, professionalism, and personal success for all NCCU students while serving as a matrix for learning that supports healthy collegiate male development through awareness, education, and access to resources. | one-time | \$0 | \$6,292 | \$6,292 | Executive Summary of 2016-2017 Title III |
| Office of Violence Against Women: Grant HBCU HAVEN | Diversity & Inclusion | Prevention and education designed to decrease sexual assault, dating violence & stalking on college campuses | recurring | \$0 | \$100,000 | \$100,000 | Semi-Annual Report to the Federal Agency Funder |

North Carolina State University

| <i>Title</i> | <i>Program Area</i> | <i>Brief Description</i> | <i>One-Time or Recurring?</i> | <i>State Funded Non-Personnel Expenditures</i> | <i>Non-Personnel Expenditures (Other Funding)</i> | <i>Total Expense</i> | <i>Internal Measurements of Effectiveness, if available</i> |
|--|-----------------------|--|-------------------------------|--|---|----------------------|--|
| 04 GRADUATE SCHOOL: Initiative for Maximizing Student Diversity | Diversity & Inclusion | This federally funded program is currently in no-cost extension status. The purpose of IMSD is to increase diversity in the doctoral workforce in the biomedical and behavioral sciences. This is achieved through providing research experience, professional development opportunities, networking and mentoring to both undergraduate and graduate students from underrepresented groups. | one-time | \$0 | \$138,309 | \$138,309 | (1) CHASS Report.pdf, (2) CHASS Report Supplement.pdf, and (3) COS Report.docx |
| Graduate Student Crosstalks | Diversity & Inclusion | The Graduate School hosts a series of graduate student "Crosstalks" designed to promote diversity in graduate education, and to build a stronger community by giving students the opportunity to network with other graduate students from diverse backgrounds and disciplines. | recurring | \$0 | \$150 | \$150 | |
| 11 CALS: Opening Doors | Diversity & Inclusion | This is a program jointly hosted by the College (75%) and OIED (25%). All vendor payments are initiated through CALS. Opening Doors is an annual program using established and tested research to enable to participants to gain important insight into social topics that make them more effective in | recurring | \$13,618 | \$0 | \$13,618 | "Post Event Evaluation Report". 3 years of Participant Evaluations have been provided. |

| <i>Title</i> | <i>Program Area</i> | <i>Brief Description</i> | <i>One-Time or Recurring?</i> | <i>State Funded Non-Personnel Expenditures</i> | <i>Non-Personnel Expenditures (Other Funding)</i> | <i>Total Expense</i> | <i>Internal Measurements of Effectiveness, if available</i> |
|--|---------------------------|---|-------------------------------|--|---|----------------------|---|
| | | the workplace, as they interact with diverse populations. | | | | | |
| 14 Member-ship in the GEM Consortium, attend meeting | Diversity and inclusion | "enables qualified students from underrepresented communities to pursue graduate education in applied science and engineering" | recurring | \$3,233 | \$6,167 | \$9,399 | not available |
| 15 Natural Resources Community for Diversity | EO/ Diversity & Inclusion | Year-long programs to expand the community's understanding and appreciation of the value of diversity and equal opportunity compliance | recurring | \$0 | \$12,000 | \$12,000 | Not Available |
| 17 COS: Living and Learning Village-WISE: Mentor training | Diversity & Inclusion | Opportunity for (first and second year women) student employees to be trained on university housing and university policies and procedures associated to living and working in the residence hall. | recurring | \$0 | \$1,000 | \$1,000 | |
| 19 CVM: VOICE (Veterinary students as one in culture and ethnicity) | Diversity & Inclusion | DVM Student Club 1. To increase awareness and sensitivity to socio-cultural issues in the field of veterinary medicine 2. To celebrate multiculturalism within the profession of veterinary medicine and provide a campus environment that embraces diversity and promotes the success of students, particularly underrepresented students. 3. To promote the importance of cross-cultural awareness in veterinary medicine in order to | recurring | | | | |

| <i>Title</i> | <i>Program Area</i> | <i>Brief Description</i> | <i>One-Time or Recurring?</i> | <i>State Funded Non-Personnel Expenditures</i> | <i>Non-Personnel Expenditures (Other Funding)</i> | <i>Total Expense</i> | <i>Internal Measurements of Effectiveness, if available</i> |
|--|-----------------------|--|-------------------------------|--|---|----------------------|--|
| | | meet the needs of our diversifying clientele. 4. To promote the veterinary profession, provide leadership and mentorship to any youth, particularly underrepresented youth, interested in careers in veterinary medicine. | | | | | |
| Cultural Awareness Modules | Diversity & Inclusion | Between five and eight Cultural Awareness Modules are offered each year on a variety of subjects and in a variety of formats. The goal of the modules is to provide exposure and education to the students, faculty, and staff of NC State's CVM on multicultural issues, populations, practices and other areas. Topics have included Native Americans, GLBT, Hispanic Culture, and the Muslim religion. Formats have included luncheons, panels, speakers, movies and discussion and others. | recurring | \$0 | \$200 | \$200 | Annual requirement for DVM Students: Verification of student attendance at minimum of one module per year completed by review of each student skills book. |
| 20 PCOM: Poole College of Management: Diversity Education | Diversity & Inclusion | PCOM D&I support of Academic Advising transition course for first term students. 88 volunteers supported 72 small groups in cultural competence development | recurring | | \$3,227 | \$3,227 | Poole College of Management 2016-2017 D&I Year End Report |
| Poole College of Management: Support of Student Groups | Diversity & Inclusion | PCOM facilitates corporate sponsorship for student groups events | recurring | | \$2,505 | \$2,505 | Poole College of Management 2016-2017 D&I Year End Report |

| <i>Title</i> | <i>Program Area</i> | <i>Brief Description</i> | <i>One-Time or Recurring?</i> | <i>State Funded Non-Personnel Expenditures</i> | <i>Non-Personnel Expenditures (Other Funding)</i> | <i>Total Expense</i> | <i>Internal Measurements of Effectiveness, if available</i> |
|---|--------------------------|--|-------------------------------|--|---|----------------------|--|
| Disability Services Office | EO | The DSO determines eligibility for accommodations for students with disabilities and serves as a resources to faculty in helping them understand their obligation in providing equal access. https://dso.dasa.ncsu.edu | recurring | \$31,685 | \$92,406 | \$124,091 | Disability Services Office |
| 38 OIED: Equal Opportunity Institute | EO/Diversity & Inclusion | This unique certificate program is designed for both employees and students of NC State. The program is also available to individuals from the general public for a fee. Participants learn about equal opportunity, diversity, affirmative action, discrimination and harassment, and university policies and procedures. Institute participants broaden their knowledge base and also learn how the information gained can be applied in their day-to-day activities and interactions. | recurring | \$1,000 | \$1,900 | \$2,900 | Link to program evaluation and pre/post assessment results: https://drive.google.com/open?id=0B6UfsQ9egbwobGF5ellqQmNsR3c |

| <i>Title</i> | <i>Program Area</i> | <i>Brief Description</i> | <i>One-Time or Recurring?</i> | <i>State Funded Non-Personnel Expenditures</i> | <i>Non-Personnel Expenditures (Other Funding)</i> | <i>Total Expense</i> | <i>Internal Measurements of Effectiveness, if available</i> |
|---|-----------------------|--|-------------------------------|--|---|----------------------|--|
| National Coalition Building Institute | Diversity & Inclusion | The National Coalition Building Institute (NCBI) has conducted programs on hundreds of college and university campuses across North American and the Pacific. An NCBI campus affiliate is made up of a team of students, faculty and staff from various disciplines that provide a powerful leadership resource for the campus. The team provides pro-active workshops that allow participants to claim pride in their own identities, celebrate similarities and differences, and learn strategies to create inclusive, productive environments. The team also teaches the NCBI model for conflict resolution. This model teaches participants skills to handle tough interpersonal and intergroup conflicts. | recurring | \$1,475 | \$1,800 | \$3,275 | Link to NCBI 2016-17 workshop evaluations: coming soon today |
| Chancellor's Creating Community Awards Program | Diversity & Inclusion | The Chancellor's Creating Community Awards is coordinated annually by the Office for Institutional Equity and Diversity. It recognizes outstanding faculty, staff, colleges, students, and student organizations that have made exceptional efforts and contributions in the areas of equity, diversity, and inclusion. | recurring | \$4,000 | \$2,500 | \$6,500 | Measured in the 2014-15 Annual Assessment Report |

| <i>Title</i> | <i>Program Area</i> | <i>Brief Description</i> | <i>One-Time or Recurring?</i> | <i>State Funded Non-Personnel Expenditures</i> | <i>Non-Personnel Expenditures (Other Funding)</i> | <i>Total Expense</i> | <i>Internal Measurements of Effectiveness, if available</i> |
|--|-----------------------|---|-------------------------------|--|---|----------------------|---|
| University Diversity Mini-Grant Program | Diversity & Inclusion | The purpose of the University Diversity Mini-Grant Program is: 1) to encourage faculty and staff to address the campus goals for building a diverse campus community; 2) to fund programs or research initiatives that seek innovative approaches to diversity and inclusion or seek to provide new data to support the importance of institutional diversity and 3) to promote the development of initiatives that foster an inclusive and welcoming environment that promotes the success of all who work and study at NC State. Through this mini-grant program, we hope to generate ideas, foster initiatives, and stimulate educational efforts that are tailored to the needs of the various colleges and constituencies at NC State. This program seeks to engage a broader spectrum of faculty and staff in the work of making NC State University locally responsive and globally engaged. | recurring | \$25,000 | \$0 | \$25,000 | All Mini-grant final reports from 2010-2017 can be found online here: https://oied.ncsu.edu/diversity/university-diversity-mini-grant-program/ |

| <i>Title</i> | <i>Program Area</i> | <i>Brief Description</i> | <i>One-Time or Recurring?</i> | <i>State Funded Non-Personnel Expenditures</i> | <i>Non-Personnel Expenditures (Other Funding)</i> | <i>Total Expense</i> | <i>Internal Measurements of Effectiveness, if available</i> |
|---|-----------------------|--|-------------------------------|--|---|----------------------|---|
| Fall and Spring Diversity Dialogue | Diversity & Inclusion | The Campus Diversity Dialogues are held each semester. The fall dialogue is hosted during the university's annual Diversity Education Week. These events serve to promote awareness and understanding of our nation and world's diverse cultures and foster intercultural understanding through a collection of engaging opportunities. | recurring | \$3,721 | \$4,000 | \$7,721 | Measured in the 2012-13 Annual Assessment Report |
| Diversity Education Week | Diversity & Inclusion | By utilizing the strengths of our diverse student body, Diversity Education Week (DEW) serves to further equip NC State students, faculty and staff with 21st century skills. DEW advances learning and scholarship, builds understanding and respect among different peoples, and enhances constructive leadership and dialogue in our local and global community. Through education and engagement, it promotes awareness and understanding of our nation and world's diverse cultures and fosters intercultural understanding. Participants gain information and experience during the week through a collection of engaging opportunities including lectures, workshops, panel and group discussions, film, food, music, dance and more. | recurring | \$616 | \$1,250 | \$1,866 | Measured in the 2014-15 Annual Assessment Report |

| <i>Title</i> | <i>Program Area</i> | <i>Brief Description</i> | <i>One-Time or Recurring?</i> | <i>State Funded Non-Personnel Expenditures</i> | <i>Non-Personnel Expenditures (Other Funding)</i> | <i>Total Expense</i> | <i>Internal Measurements of Effectiveness, if available</i> |
|--|-----------------------|--|-------------------------------|--|---|----------------------|---|
| Building Future Faculty Program | Diversity & Inclusion | The NC State University Building Future Faculty (BFF) Program invites scholars from across the country to a 2.5 day workshop for doctoral students and post-doctoral scholars who are interested in pursuing academic careers. The program is targeted to graduate students who are in the dissertation phase and post-doctoral scholars. The BFF program encourages applications from graduate students and postdoctoral scholars from groups that are underrepresented in their disciplines. The program aims to increase representation of diverse U.S. graduate students and postdoctoral scholars joining the professoriate. During the workshop, which is held each spring at NC State University, the participants attend sessions outlining life as a faculty member at a research extensive university, expectations of new faculty, and resources available to faculty for help with research and teaching. Participants attend presentations on research and teaching and faculty development, as well as having discussion sessions with current faculty at all levels from assistant to full professor. Each participant is matched with an | recurring | \$30,000 | \$6,000 | \$36,000 | 2016-17 Building Future Faculty Final Report |

| <i>Title</i> | <i>Program Area</i> | <i>Brief Description</i> | <i>One-Time or Recurring?</i> | <i>State Funded Non-Personnel Expenditures</i> | <i>Non-Personnel Expenditures (Other Funding)</i> | <i>Total Expense</i> | <i>Internal Measurements of Effectiveness, if available</i> |
|--|-----------------------|--|-------------------------------|--|---|----------------------|---|
| | | academic department whose interests closely match their own | | | | | |
| Awareness Initiatives | Diversity & Inclusion | Series of events throughout the year that honor the achievements of various affinity groups and brings awareness to social issues that impact historically underrepresented and marginalized populations. Awareness months/weeks include: GLBT History, Trans Awareness, Women's Herstory, Domestic Violence and Sexual Assault. | recurring | | \$24,448 | | 2016-2017 Center Assessment Reports |
| Chocolate Festival | Diversity & Inclusion | This program combines breast cancer awareness, wellness, and chocolate sampling. A fundraising and educational event, the Chocolate Festival raises funds for the Kay Yow Cancer funds as well as Women's Center programming. It is a campus tradition and is denoted #39 on the "Top 54 Things to Do at NC State list." | recurring | | \$15,007 | \$15,007 | 2016-2017 Center Assessment Reports |
| Campus Community Center Open Houses | Diversity & Inclusion | Bi-annual welcome events that introduce the campus community to the programs and services provided by the Campus Community Centers and provide a space for self-identified students, | recurring | | \$1,800 | \$1,800 | 2016-2017 Center Assessment Reports |

| <i>Title</i> | <i>Program Area</i> | <i>Brief Description</i> | <i>One-Time or Recurring?</i> | <i>State Funded Non-Personnel Expenditures</i> | <i>Non-Personnel Expenditures (Other Funding)</i> | <i>Total Expense</i> | <i>Internal Measurements of Effectiveness, if available</i> |
|---------------------------------------|-----------------------|--|-------------------------------|--|---|----------------------|---|
| | | staff and faculty to come together to connect and build community. | | | | | |
| Cultural Heritage Celebrations | Diversity & Inclusion | Multiple series of events that celebrate the histories, cultures and contributions of American citizens whose ancestors came from other parts of the globe and bring awareness to social issues that impact communities in America and their indigenous countries. NC State sponsors celebration months for the following ethnicities: Hispanic/Latinx, Native American, African American and Asian/Pacific Islander American. | recurring | | \$5,200 | \$5,200 | 2016-2017 Center Assessment Reports |
| Denim Day | Diversity & Inclusion | As a part of Sexual Assault Awareness Month, Denim Day is a national awareness building campaign that brings attention to an international court case, which ruled against the survivor based on her wearing tight jeans. On this day, campus members are encouraged to wear jeans and take a pledge against sexual violence. | recurring | | \$450 | \$450 | 2016-2017 Center Assessment Reports |

| <i>Title</i> | <i>Program Area</i> | <i>Brief Description</i> | <i>One-Time or Recurring?</i> | <i>State Funded Non-Personnel Expenditures</i> | <i>Non-Personnel Expenditures (Other Funding)</i> | <i>Total Expense</i> | <i>Internal Measurements of Effectiveness, if available</i> |
|--|-----------------------|---|-------------------------------|--|---|----------------------|---|
| Dr. Martin Luther King, Jr. Celebration | Diversity & Inclusion | Annual campus-wide celebration that honors the life and legacy of the Rev. Dr. Martin Luther King, Jr. and explores social issues he addressed that still impact Americans today. | recurring | \$18,000 | \$8,000 | \$26,000 | 2016-2017 Center Assessment Reports |
| Ebony Harlem Awards | Diversity & Inclusion | Awards program designed to recognize students for their leadership, scholarship, talents and contributions to the NC State African American community | recurring | | \$2,400 | \$2,400 | 2016-2017 Center Assessment Reports |
| Freshman Honors Convocation | Diversity & Inclusion | Event that recognizes first-year African-American students who achieve a Fall semester grade point average of 3.0 or greater | recurring | | \$4,400 | \$4,400 | 2016-2017 Center Assessment Reports |
| Gender and Equity Research Symposium | Diversity & Inclusion | Initiative that provides students and faculty from all disciplines an opportunity to present their research on topics relating to gender, race, class, ableism, orientation and equity. | recurring | | \$2,253 | \$2,253 | 2016-2017 Center Assessment Reports |
| GLBT Symposium | Diversity & Inclusion | Half-day initiative that welcomes incoming GLBT students to campus, introduces them to programs, resources and services provided by the GLBT Center, helps them successfully transition to college and fosters a stronger sense of inclusion and community by connecting them with other GLBT students. | recurring | | \$2,443 | \$2,443 | 2016-2017 Center Assessment Reports |

| <i>Title</i> | <i>Program Area</i> | <i>Brief Description</i> | <i>One-Time or Recurring?</i> | <i>State Funded Non-Personnel Expenditures</i> | <i>Non-Personnel Expenditures (Other Funding)</i> | <i>Total Expense</i> | <i>Internal Measurements of Effectiveness, if available</i> |
|----------------------------------|-----------------------|--|-------------------------------|--|---|----------------------|---|
| Harambee! | Diversity & Inclusion | "Harambee!!" (Swahili word meaning "Let us come together!") is an annual event that welcomes new members into our Wolfpack family and celebrates African culture. | recurring | | \$5,791 | \$5,791 | 2016-2017 Center Assessment Reports |
| Indigenous People's Day | Diversity & Inclusion | In 2015, NC State became the first campus in NC to recognize Indigenous Peoples' Day. Each year, we commemorate this day by telling the true history of Christopher Columbus and celebrating continued Indian resiliency. | recurring | | \$522 | \$522 | 2016-2017 Center Assessment Reports |
| Kwanzaa Celebration | Diversity & Inclusion | Community event sponsored in observance of a week-long African American holiday which reinforces seven significant community principles (unity, self-determination, collective work and responsibility, cooperative economics, purpose, creativity and faith). | recurring | | \$1,900 | \$1,900 | 2016-2017 Center Assessment Reports |
| Lavender Graduation | Diversity & Inclusion | Pre-Commencement event that affirms the identities of graduates and recognizes them for their accomplishments and contributions to NC State and the GLBT community | recurring | | \$3,374 | \$3,374 | 2016-2017 Center Assessment Reports |
| Live Blacks in Wax Museum | Diversity & Inclusion | Event that brings African American history to life. Students reenact significant moments in African American history to increase understanding of the history and | recurring | | \$250 | \$250 | 2016-2017 Center Assessment Reports |

| <i>Title</i> | <i>Program Area</i> | <i>Brief Description</i> | <i>One-Time or Recurring?</i> | <i>State Funded Non-Personnel Expenditures</i> | <i>Non-Personnel Expenditures (Other Funding)</i> | <i>Total Expense</i> | <i>Internal Measurements of Effectiveness, if available</i> |
|---|-----------------------|---|-------------------------------|--|---|----------------------|---|
| | | culture of people of African descent and foster stronger sense of community. | | | | | |
| Multicultural Graduation Celebration | Diversity & Inclusion | Pre-Commencement event that celebrates the accomplishments of graduates in a personal and culturally relevant atmosphere | recurring | | \$6,390 | \$6,390 | 2016-2017 Center Assessment Reports |
| Pow Wow | Diversity & Inclusion | Community event designed to honor and celebrate the vibrancy of Native cultures across the state and their enduring relationship with NC State University through tribal dancing, drumming and food. | recurring | | \$9,200 | \$9,200 | 2016-2017 Center Assessment Reports |
| Sisterhood Dinner | Diversity & Inclusion | University wide event that celebrates the contributions and accomplishments of women at NC State and raises funds for grants that support women. Co-sponsored by the Women's Center and the Council on the Status of Women. | recurring | | \$17,320 | \$17,320 | 2016-2017 Center Assessment Reports |
| Social Justice January | Diversity & Inclusion | Annual day-long training designed to help student leaders develop their social justice advocacy skills. | recurring | | \$4,161 | \$4,161 | 2016-2017 Center Assessment Reports |

| <i>Title</i> | <i>Program Area</i> | <i>Brief Description</i> | <i>One-Time or Recurring?</i> | <i>State Funded Non-Personnel Expenditures</i> | <i>Non-Personnel Expenditures (Other Funding)</i> | <i>Total Expense</i> | <i>Internal Measurements of Effectiveness, if available</i> |
|--|-----------------------|---|-------------------------------|--|---|----------------------|---|
| Take Back the Night | Diversity & Inclusion | Three-part event that raises awareness about sexual assault and creates a space for survivors to connect and heal (rally, march and survivor speak out). | recurring | | \$2,370 | \$2,370 | 2016-2017 Center Assessment Reports |
| Tunnel of Oppression | Diversity & Inclusion | Initiative designed to help students critically analyze how oppression operates interpersonally and institutionally; their social location in relation to oppression; and how they can take action to disrupt oppression. | recurring | | \$2,200 | \$2,200 | 2016-2017 Center Assessment Reports |
| 42 EHPS: ADA Accessibility Compliance | EO | Provide compliance for ADA accessibility parking for students and staff on campus. | recurring | \$0 | \$708 | \$708 | NA |

UNC Asheville

| <i>Title</i> | <i>Program Area</i> | <i>Brief Description</i> | <i>One-Time or Recurring?</i> | <i>State Funded Non-Personnel Expenditures</i> | <i>Non-Personnel Expenditures (Other Funding)</i> | <i>Total Expense</i> | <i>Internal Measurements of Effectiveness, if available</i> |
|---------------------------------------|---------------------------|---|-------------------------------|--|---|----------------------|---|
| Multicultural Affairs | Diversity & Inclusion | https://multiculturalaffairs.unca.edu/ | recurring | | \$27,570 | | |
| Center for Diversity Education | Diversity & Inclusion | http://www.diversityed.org/ | recurring | \$16,450 | | \$16,450 | |
| Title IX | EO/ Diversity & Inclusion | https://titleix.unca.edu/ | recurring | | | | |
| Veterans Programs | EO/ Diversity & Inclusion | - https://transition.unca.edu/ E5 Transitioning and veteran services | recurring | | \$1,000 | | |

UNC Chapel Hill

| <i>Title</i> | <i>Program Area</i> | <i>Brief Description</i> | <i>One-Time or Recurring?</i> | <i>State Funded Non-Personnel Expenditures</i> | <i>Non-Personnel Expenditures (Other Funding)</i> | <i>Total Expense</i> | <i>Internal Measurements of Effectiveness, if available</i> |
|--|---------------------------|---|-------------------------------|--|---|----------------------|---|
| Carolina MALES Program (Men of Color Engagement, Center for Student Success and Academic Counseling, College of Arts & Science) | Diversity & Inclusion | Monthly networking gatherings of undergraduate men of color, mentor-coaches, as well as alum and other professionals to provide engagement and build community; pin lineage groups; and summer leadership training. | recurring | \$0 | \$15,000 | \$15,000 | |
| Healthy Relationships online module (LGBTQ Center, Student Affairs) | Diversity & Inclusion | The Healthy Relationships and Interpersonal Violence Prevention curriculum and program is centered on the experiences of LGBTIQ+ communities but applicable to people of all sexual orientations. | recurring | \$0 | \$2,400 | \$2,400 | |
| HAVEN (EOC) | EO/ Diversity & Inclusion | HAVEN training provides students, faculty, and staff with tools to support someone who has experienced sexual or interpersonal violence or stalking, including reporting procedures and support resources. | recurring | \$0 | \$0 | \$0 | EOC Annual Report |
| BEST Training (EOC) | EO | Required live training for employee supervisors that covers a number of topics pertaining to their role as a supervisor at the University | recurring | \$14,143 | \$11,623 | \$25,767 | EOC Annual Report |
| ADA Training (EOC) | EO/ Diversity & Inclusion | Live training for employees, supervisors, and HR professionals that increases awareness of the University's Reasonable Accommodations in Employment Policy and familiarizes participants | recurring | \$0 | \$1,887 | \$1,887 | EOC Annual Report |

| <i>Title</i> | <i>Program Area</i> | <i>Brief Description</i> | <i>One-Time or Recurring?</i> | <i>State Funded Non-Personnel Expenditures</i> | <i>Non-Personnel Expenditures (Other Funding)</i> | <i>Total Expense</i> | <i>Internal Measurements of Effectiveness, if available</i> |
|---|---------------------------------|---|-------------------------------|--|---|----------------------|---|
| | | with their responsibilities and available resources. | | | | | |
| Tarheel Tribute (EOC) | EO/ Diversity & Inclusion | Tar Heel Tribute is an annual program that celebrates faculty, students, and staff who have served in the United States Armed Forces. | recurring | \$0 | \$6,376 | \$6,376 | EOC Annual Report |
| Title IX Awareness & Prevention (EOC) | EO/ Diversity & Inclusion | 60-minute mandatory online training course discusses the laws governing discrimination and violence, helps identify these issues on campus, and provides the resources and reporting options available. | recurring | \$11,495 | \$0 | \$11,495 | EOC Annual Report |
| Everfi's Haven: Understanding Sexual Assault (EOC) | EO/ Diversity & Inclusion | introduces students to the dynamics of sexual assault and how to prevent it from happening to their peers through bystander intervention | recurring | \$17,500 | \$0 | \$17,500 | EOC Annual Report |
| Responsible Employee/CSA Training (EOC/DPS) | EO/ Diversity & Inclusion | This 35-minute webinar provides information about the reporting requirements for employees designated as Responsible Employees and CSA | recurring | \$0 | \$0 | \$0 | EOC Annual Report |

| <i>Title</i> | <i>Program Area</i> | <i>Brief Description</i> | <i>One-Time or Recurring?</i> | <i>State Funded Non-Personnel Expenditures</i> | <i>Non-Personnel Expenditures (Other Funding)</i> | <i>Total Expense</i> | <i>Internal Measurements of Effectiveness, if available</i> |
|--|-----------------------|--|-------------------------------|--|---|----------------------|---|
| Diversity THINKposium | Diversity & Inclusion | The annual Diversity THINKposium is a meeting of interested participants on a particular issue or topic, engaged speakers providing data and context, a free exchange of ideas, and fuel for creative problem solving. The program is led by the CDO and developed by a planning committee represented by members of multiple units and departments. The THINKposium is meant to be an unconventional approach to addressing diversity topics, inspiring direct action, and facilitating solution making and dialogue. | recurring | \$23,515 | \$10,000 | \$33,515 | 2016-2017 DMA Program Assessment and Outcomes Report, Page 1 |
| College to Corporate Etiquette Dinner | Diversity & Inclusion | Inclusive Student Excellence in Diversity and Multicultural Affairs initiative incorporates skill development strategies with executive leadership principles to enhance professional and personal growth, with the aim being to maximize students' potential for excellence in corporate leadership. Participants receive strategies for navigating complex corporate environments, exposure to relevant networking opportunities, and academic and career coaching. | recurring | \$2,200 | \$16,751 | \$18,951 | 2016-2017 D&I Inclusive Student Excellence Program Assessment and Outcomes Report, page 2 |

| <i>Title</i> | <i>Program Area</i> | <i>Brief Description</i> | <i>One-Time or Recurring?</i> | <i>State Funded Non-Personnel Expenditures</i> | <i>Non-Personnel Expenditures (Other Funding)</i> | <i>Total Expense</i> | <i>Internal Measurements of Effectiveness, if available</i> |
|--|-----------------------|---|-------------------------------|--|---|----------------------|---|
| Hispanic Heritage Month Kickoff and Events of the | Diversity & Inclusion | HMM is a cultural celebration and national tribute to the generations of Latinx who have influenced and enriched our country and the University. Throughout the month, there are various educational events including a keynote address, facilitated discussions, informational sessions, cultural dances, and Carnaval. Previous speakers have included renowned thought leaders like Junot Diaz and Rito Moreno | recurring | \$3,031 | \$4,333 | \$7,364 | 2016-2017 D&I Inclusive Student Excellence Program Assessment and Outcomes Report, page 3 |
| MLK Jr. Memorial Banquet and Award Presentation | Diversity & Inclusion | This collaboration between the non-profit MLK Community Planning corporation and the University provides for the recognition of students and citizens and also raises scholarship funds for local high school and UNC students. Event is primarily operated by the non-profit, which also handles most costs involved. The University provides publicity and other staff support. | recurring | \$187 | \$0 | \$187 | 2016-2017 DMA Program Assessment and Outcomes Report, Page 5 |

| <i>Title</i> | <i>Program Area</i> | <i>Brief Description</i> | <i>One-Time or Recurring?</i> | <i>State Funded Non-Personnel Expenditures</i> | <i>Non-Personnel Expenditures (Other Funding)</i> | <i>Total Expense</i> | <i>Internal Measurements of Effectiveness, if available</i> |
|--|-----------------------|---|-------------------------------|--|---|----------------------|---|
| MLK 5k Day of Service | Diversity & Inclusion | This run, which is co-sponsored by ROCTS (Rejuvenating Our Community Through Service), Fleet Feet, the Department of Housing and Residential Education, keeps Dr. King's bridge-building work alive by supporting different organizations each year. | recurring | \$5,026 | \$481 | \$5,507 | 2016-2017 DMA Program Assessment and Outcomes Report, Page 6 |
| MLK Celebration Keynote Lecture and Awards Ceremony | Diversity & Inclusion | The annual MLK Lecture provides an opportunity for students, faculty, staff and members of the community to hear from nationally recognized speakers known for their service, dedication, and/or commitment to matters of inclusion. The program also includes the awarding of student, staff and community awards. | recurring | \$0 | \$46,371 | \$46,371 | 2016-2017 DMA Program Assessment and Outcomes Report, Page 7 |
| African American History Month Lecture | Diversity & Inclusion | A highlight of Black History Month, this lecture is designed to provide insight and reflection on the history and achievements of African Americans. This year's speaker was Brenda E. Stevenson, Nicholl Family Endowed Professor of History, UCLA | recurring | \$0 | \$7,827 | \$7,827 | |
| College to Corporate (C2C) Seminar | Diversity & Inclusion | This program is led by Inclusive Student Excellence in Diversity & Inclusion, and aims to provide participants with skill development strategies and executive leadership insights, as well as aids | recurring | \$13 | \$6,711 | \$6,724 | 2016-2017 D&I Inclusive Student Excellence Program Assessment and |

| <i>Title</i> | <i>Program Area</i> | <i>Brief Description</i> | <i>One-Time or Recurring?</i> | <i>State Funded Non-Personnel Expenditures</i> | <i>Non-Personnel Expenditures (Other Funding)</i> | <i>Total Expense</i> | <i>Internal Measurements of Effectiveness, if available</i> |
|-------------------------------------|-----------------------|--|-------------------------------|--|---|----------------------|--|
| | | for navigating complex corporate environments, exposure to relevant networking opportunities, academic and career coaching, and direct contact with D&I Corporate Advisory Partners. | | | | | Outcomes Report, page 12 |
| Diversity in STEM Conference | Diversity & Inclusion | This conference, hosted by D&I, the Chancellor's Science Scholars and other groups on campus, provides a developmental learning experience for faculty and staff who are in positions to support ethnic minorities and women in STEM. It also provides a space for diverse students in STEM to gather, network, and provide feedback to program participants--all in an effort to raise the university's consciousness about, and ability to address, diversity in STEM. | recurring | \$4,497 | \$0 | \$4,497 | |
| University Diversity Awards | Diversity & Inclusion | The University Diversity Awards recognize significant contributions to the enhancement, support, and/or furtherance of diversity on the campus and in the community. | recurring | \$2,308 | \$0 | \$2,308 | 2016-2017 DMA Program Assessment and Outcomes Report, Page 8 |
| Exitos Recognition Reception | Diversity & Inclusion | Exitos is an end-of year commencement ceremony and reception to honor May and December graduates and those who have worked to support and | recurring | \$0 | \$1,380 | \$1,380 | 2016-2017 DMA Program Assessment and Outcomes Report, Page 9 |

| <i>Title</i> | <i>Program Area</i> | <i>Brief Description</i> | <i>One-Time or Recurring?</i> | <i>State Funded Non-Personnel Expenditures</i> | <i>Non-Personnel Expenditures (Other Funding)</i> | <i>Total Expense</i> | <i>Internal Measurements of Effectiveness, if available</i> |
|--|---------------------------|--|-------------------------------|--|---|----------------------|---|
| | | promote Latinx communities at Carolina. | | | | | |
| Diversity Trainings and Workshops | Diversity & Inclusion | Various educational offerings are made available to students, faculty and staff, including onsite workshops and training, orientations, retreats. The most commonly requested presentation topics include diversity and leadership, diversity in the classroom, diversity in the workplace, recognizing the need for cultural competency in our everyday lives, and diversity in hiring. | recurring | \$0 | \$0 | \$0 | 2016-2017 DMA Program Assessment and Outcomes Report, Page 10 |
| Title IX, EO and EEO Tracking and Reporting (EOC) | EO | Services and Software for tracking all Title IX, EO, and EEO reports | recurring | \$0 | \$29,438 | \$29,438 | EOC Annual Report, EEO Report |
| Empowering Carolina | EO/ Diversity & Inclusion | Series of programs to raise awareness of resources for individuals with disabilities and to celebrate disabilities as part of diversity. | recurring | \$0 | \$4,786 | \$4,786 | EOC Annual Report |
| LGBTQ Education Programs | Diversity & Inclusion | Educational programs provided at the request of units or departments | recurring | \$0 | \$2,059 | \$2,059 | LGBTQ Center Annual Report |
| LGBTQ Collaborative Programs | Diversity & Inclusion | These programs represent events and programs conducted in tandem with other academic units or social groups in support of | recurring | \$0 | \$153 | \$153 | LGBTQ Center Annual Report |

| <i>Title</i> | <i>Program Area</i> | <i>Brief Description</i> | <i>One-Time or Recurring?</i> | <i>State Funded Non-Personnel Expenditures</i> | <i>Non-Personnel Expenditures (Other Funding)</i> | <i>Total Expense</i> | <i>Internal Measurements of Effectiveness, if available</i> |
|--|-----------------------|--|-------------------------------|--|---|----------------------|---|
| | | positive relationships, diversity and inclusion. | | | | | |
| LGBTQ Gen Education Programs | Diversity & Inclusion | Educational programs for student groups, units and departments focused on LGBTQ awareness, cultural competency, and inclusion | recurring | \$0 | \$5,181 | \$5,181 | LGBTQ Center Annual Report |
| LGBTQ Lavender Graduation | Diversity & Inclusion | Lavender Graduation is a commencement ceremony honoring Sexuality Studies minors, graduating LGBTIQ+ identified students, and their allies. It is a cultural celebration that acknowledges the achievements and contributions that students of all sexual orientations, gender identities, and gender expressions have made. | recurring | \$0 | \$3,583 | \$3,583 | LGBTQ Center Annual Report |
| LGBTQ Outreach & Orient Program | Diversity & Inclusion | These programs are aimed at assisting incoming students who identify as LGBTQ in orienting to the University | recurring | \$0 | \$903 | \$903 | LGBTQ Center Annual Report |
| LGBTQ Safe Zone | Diversity & Inclusion | Safe Zone is a program designed to create a network of visible allies to people who identify as part of the diverse LGBTIQ+ community. The four hour educational session provides information and resources related to sexual | recurring | \$0 | \$5,411 | \$5,411 | LGBTQ Center Annual Report |

| <i>Title</i> | <i>Program Area</i> | <i>Brief Description</i> | <i>One-Time or Recurring?</i> | <i>State Funded Non-Personnel Expenditures</i> | <i>Non-Personnel Expenditures (Other Funding)</i> | <i>Total Expense</i> | <i>Internal Measurements of Effectiveness, if available</i> |
|---------------------------------|---------------------------|---|-------------------------------|--|---|----------------------|---|
| | | orientation, gender identity, and gender expression. | | | | | |
| LGBTQ Support Services | Diversity & Inclusion | The LGBTQ Center provides support services ranging from direct consultations with students to discussion and support groups for LGBTQ students and allies | recurring | \$0 | \$636 | \$636 | LGBTQ Center Annual Report |
| LGBTQ Community Building | Diversity & Inclusion | The LGBTQ Center sponsors programs such as monthly social events, major speakers and film screenings as well as events in support of national Pride and Visibility days. Students, staff and faculty are invited to suggest and/or host events, and preference is given to events that address intersecting identities and reflect the Center and Institutional mission and values. | recurring | \$0 | \$1,492 | \$1,492 | LGBTQ Center Annual Report |
| LGBTQ Lunch and Learn | Diversity & Inclusion | Lunch time sessions aimed at supporting members of the LGBTQ community and growing the leadership skills of the university community | recurring | \$0 | \$13,465 | \$13,465 | LGBTQ Center Annual Report |
| CWC Education Programs | EO/ Diversity & Inclusion | e.g., film screenings, media literacy, coffee conversations, gender in the workplace--all with the focus of education and | recurring | \$0 | \$1,500 | \$1,500 | |

| <i>Title</i> | <i>Program Area</i> | <i>Brief Description</i> | <i>One-Time or Recurring?</i> | <i>State Funded Non-Personnel Expenditures</i> | <i>Non-Personnel Expenditures (Other Funding)</i> | <i>Total Expense</i> | <i>Internal Measurements of Effectiveness, if available</i> |
|---|---------------------------|---|-------------------------------|--|---|----------------------|---|
| | | awareness of gender inequities and how to address them | | | | | |
| CWC Collaborative Programs | EO/ Diversity & Inclusion | Relationship Violence Awareness Month (RVAM) & Sexual Assault Awareness Month (SAAM) education and awareness programs | recurring | \$0 | \$500 | \$500 | |
| Women Veterans Luncheon | Diversity & Inclusion | Marine Corps veteran and author Tracy Crow met with women veterans and discussed telling their story through creative writing. | recurring | \$20 | \$305 | \$325 | Student Assessment forms |
| Coffee with a Veteran | Diversity & Inclusion | Support student veteran driven Coffee with a Veteran event | recurring | \$0 | \$163 | \$163 | |
| Color of Courage | Diversity & Inclusion | Performance of the experiences of African American soldiers after the Civil War by UNC Graduate Student Veteran and his performing partner | one-time | \$1,050 | \$3,000 | \$4,050 | |
| KFBS Veterans Day Speaker Panel | Diversity & Inclusion | Various educational offerings are made available to students, faculty and staff, including onsite workshops and training, orientations, retreats. The most commonly requested presentation topics include diversity and leadership, diversity in the classroom, | recurring | \$0 | \$300 | \$300 | |
| Red, White, and Carolina Blue - December | Diversity & Inclusion | Military-affiliated student graduation ceremony | recurring | \$100 | \$454 | \$554 | |

| <i>Title</i> | <i>Program Area</i> | <i>Brief Description</i> | <i>One-Time or Recurring?</i> | <i>State Funded Non-Personnel Expenditures</i> | <i>Non-Personnel Expenditures (Other Funding)</i> | <i>Total Expense</i> | <i>Internal Measurements of Effectiveness, if available</i> |
|--|-----------------------|--|-------------------------------|--|---|----------------------|---|
| Red, White, and Carolina Blue - May | Diversity & Inclusion | Military-affiliated student graduation ceremony | recurring | \$308 | \$2,046 | \$2,354 | |
| Green Zone training | Diversity & Inclusion | Military cultural competency training for faculty, staff, students | recurring | \$100 | \$0 | \$100 | |
| Challenge Coins | Diversity & Inclusion | Recognition program for students, faculty, staff, that serve and support Carolina Student Veterans | recurring | \$7,516 | \$0 | \$7,516 | |
| Summer Journaling | Diversity & Inclusion | Program designed to encourage connection to Carolina among student veterans. | recurring | \$0 | \$478 | \$478 | |
| Summer Journaling | Diversity & Inclusion | Program designed to encourage connection to Carolina among student veterans. | | \$0 | \$478 | \$478 | |

UNC Charlotte

| <i>Title</i> | <i>Program Area</i> | <i>Brief Description</i> | <i>One-Time or Recurring?</i> | <i>State Funded Non-Personnel Expenditures</i> | <i>Non-Personnel Expenditures (Other Funding)</i> | <i>Total Expense</i> | <i>Internal Measurements of Effectiveness, if available</i> |
|--------------------------------------|-----------------------|--|-------------------------------|--|---|----------------------|--|
| Multicultural Resource Center | Diversity & Inclusion | The Multicultural Resource Center is responsible for providing leadership and strategic direction for a diverse, comprehensive offering of educational programming and resources focused on multiculturalism and identity. | recurring | \$30,925 | \$57,069 | \$87,994 | |
| EverFi - Think About It | Diversity & Inclusion | All incoming students are required to complete online awareness and prevention training module - Campus Clarity's Think About It - that thoroughly tackles issues of consent, bystander intervention, North Carolina laws and University policies, and other important educational information surrounding the topics of sexual assault, interpersonal violence, and stalking. | recurring | \$25,000 | \$0 | \$25,000 | Information about this program can be found online at https://home.campusclarity.com/ and http://titleix.uncc.edu/node/39 . As of today, 2,572 incoming students (580 graduate students, 1,992 undergraduate students) have completed the module, which is well ahead of last year's pace (in which 2,824 students |

| <i>Title</i> | <i>Program Area</i> | <i>Brief Description</i> | <i>One-Time or Recurring?</i> | <i>State Funded Non-Personnel Expenditures</i> | <i>Non-Personnel Expenditures (Other Funding)</i> | <i>Total Expense</i> | <i>Internal Measurements of Effectiveness, if available</i> |
|---|-----------------------|--|-------------------------------|--|---|----------------------|--|
| | | | | | | | completed the module). |
| Resource Fair | Diversity & Inclusion | Resource Table with information related to Title IX | recurring | \$8,500 | \$0 | \$8,500 | Printed information is distributed to students, faculty, and staff to promote awareness of Title IX and the Title IX office. |
| Dismantling Racism/Racial Equity Phase I | Diversity & Inclusion | Racial Equity Phase I is a two-day, intensive workshop designed to build the capacity of educators, law enforcement officers and other community leaders who are interested in understanding and eliminating racial inequities, disparities, and disproportionality within the Mecklenburg community. The curricula provide talking points, historical factors and an organizational definition of racism. It also supports organizational and community leaders develop a common race analysis and foundational vocabulary. This workshop connects the dots between the origins of race in the early construction of America to today's current systemic racial inequities across our nation. | one-time | \$2,985 | | \$2,985 | |

| <i>Title</i> | <i>Program Area</i> | <i>Brief Description</i> | <i>One-Time or Recurring?</i> | <i>State Funded Non-Personnel Expenditures</i> | <i>Non-Personnel Expenditures (Other Funding)</i> | <i>Total Expense</i> | <i>Internal Measurements of Effectiveness, if available</i> |
|---|-----------------------|--|-------------------------------|--|---|----------------------|---|
| Athletic Staff 2017 Academic Year Kick-Off | Diversity & Inclusion | Key note speaker on diversity and inclusion in athletics. Providing consulting on student athlete programming and life skills program. | recurring | | \$1,500 | \$1,500 | |

UNC Greensboro

| <i>Title</i> | <i>Program Area</i> | <i>Brief Description</i> | <i>One-Time or Recurring?</i> | <i>State Funded Non-Personnel Expenditures</i> | <i>Non-Personnel Expenditures (Other Funding)</i> | <i>Total Expense</i> | <i>Internal Measurements of Effectiveness, if available</i> |
|--|-----------------------|---|-------------------------------|--|---|----------------------|---|
| Chancellor's Advisory Committee on Equity, Diversity Inclusive Excellence | Diversity & Inclusion | A committee of committed individuals on the campus to contribute to a healthy campus climate by analyzing, monitoring, and providing input regarding EDI issues at UNCG. | recurring | \$0 | | | |
| Black Faculty Staff Alliance | Diversity & Inclusion | | recurring | \$0 | | | |
| LGBTQIA | Diversity & Inclusion | The mission of LEARN is to advance the health, wellness, and quality of life for people who are or identify as LGBTQ+ through interdisciplinary research and scholarship, creative activity, education, practice, and community engagement. | recurring | \$0 | | | |
| Native American Affinity | Diversity & Inclusion | | recurring | \$0 | | | |
| University Teaching and Learning Center: Equity, Diversity, and Inclusion Institute | Diversity & Inclusion | A two-day long workshop for faculty across the University. This Institute provides faculty with opportunities to explore topics related to equity in today's classroom, from inclusive language to handling difficult conversations. Faculty work with a skilled educator to develop tools and strategies for discussing topics, creating inclusive conversations, understanding aspects of identity, and "navigating | recurring | \$16,207 | \$1,942 | \$18,149 | No Report |

| <i>Title</i> | <i>Program Area</i> | <i>Brief Description</i> | <i>One-Time or Recurring?</i> | <i>State Funded Non-Personnel Expenditures</i> | <i>Non-Personnel Expenditures (Other Funding)</i> | <i>Total Expense</i> | <i>Internal Measurements of Effectiveness, if available</i> |
|--|-----------------------|--|-------------------------------|--|---|----------------------|---|
| | | classroom dynamics, advising/mentoring, and conflict." | | | | | |
| UTLC:TIO-Advancement of Teaching and Learning Grants - Equity, Diversity, Inclusion | Diversity & Inclusion | This is a mini-grant (\$300) available to full-time faculty to incorporate equity, diversity, and inclusion work into their teaching and broader disciplinary curriculums | recurring | \$600 | \$0 | \$600 | No Report |
| UTLC:TIO-The Just Classroom Workshop | Diversity & Inclusion | This was a 75-minute workshop on how to incorporate topics related to equity and inclusion into the classroom experience through high tech (virtual reality) and low tech (discussion) opportunities. Part of the UTLC Course Development Incubator. | recurring | \$0 | \$0 | \$0 | No Report |
| UTLC:URSCO-Research in the Curriculum Development | EO | This workshop provides practical ideas for giving all students access to the benefits and rewards of conducting scholarly work by creating scaffolded, inquiry-based assignments and research-rich courses across the curriculum—with appropriate supports in lower-division courses and intentional advancement of skills in the transition to upper-division work, ultimately leading to more independent scholarship in the last year of undergraduate study. | recurring | \$9,110 | \$0 | \$9,110 | No Report |

| <i>Title</i> | <i>Program Area</i> | <i>Brief Description</i> | <i>One-Time or Recurring?</i> | <i>State Funded Non-Personnel Expenditures</i> | <i>Non-Personnel Expenditures (Other Funding)</i> | <i>Total Expense</i> | <i>Internal Measurements of Effectiveness, if available</i> |
|---|------------------------------|--|-------------------------------|--|---|----------------------|---|
| Faculty Senate Committee on Equity, Diversity, and Inclusion | EO/ Diversity & Inclusion | Includes representation from each college or school at UNCG. Addresses ongoing planning and implementation of the University's equity, diversity, and inclusive excellence initiatives from a faculty perspective. | recurring | \$0 | \$0 | | |
| College of Arts & Sciences Diversity Initiatives | EO/ Diversity & Inclusion | https://aas.uncg.edu/diversity/committee/ | recurring | | | | |
| Health & Human Sciences Diversity & Inclusion Committee | EO/ Diversity & Inclusion | http://hhs-diversity-and-inclusion.wp.uncg.edu/ | recurring | \$0 | \$0 | | |
| Recruiting Diverse Faculty - Web Resource Guide | EO/ Diversity & Inclusion | A listing of resources made available via the Provost's website at https://provost.uncg.edu/recruiting-diverse-faculty | recurring | | | | |
| Recruiting Diverse Faculty - Search Handbook | EO/ Diversity & Inclusion | A supplemental resource designed to assist search committees with hiring processes that are unbiased. | recurring | | | | https://drive.google.com/file/d/0B0rFGGhJvbDHd113dHplem9mWm8/view |
| "Eliminating Bias" - Canvas Module on Bias-Free Hiring Processes | EO/ Diversity & Inclusion | An online training resource designed to provide search committees with helpful information and best practices designed to ensure a fair, bias-free hiring process. | recurring | | | | https://uncg.instructure.com/courses/14247 |
| UNCG Libraries Diversity and Inclusion Blog | Diversity & Inclusion | A blog produced by University Libraries that features articles, resources, and events that promote diversity and inclusion at UNCG and the greater community. | recurring | | | | http://uncglibdiversityinclusion.blogspot.com/ |

| <i>Title</i> | <i>Program Area</i> | <i>Brief Description</i> | <i>One-Time or Recurring?</i> | <i>State Funded Non-Personnel Expenditures</i> | <i>Non-Personnel Expenditures (Other Funding)</i> | <i>Total Expense</i> | <i>Internal Measurements of Effectiveness, if available</i> |
|---|-----------------------|--|-------------------------------|--|---|----------------------|---|
| Diversity Resources at the University Libraries | Diversity & Inclusion | University Libraries' website with resources for the UNCG community. | recurring | | | | http://library.uncg.edu/info/diversity/ |
| Faculty and Staff Access and Equity Committees - School of Education | Diversity & Inclusion | Committees charged with promoting access and equity in the School of Education. | recurring | | | | http://soe.uncg.edu/about/diversity-and-equity/ |
| Coalition for Diverse Language Communities | Diversity & Inclusion | Committee that promotes a comprehensive research agenda, establishes and strengthens partnerships among diverse language community stakeholders, and advocates and engages in outreach activities. | recurring | | | | https://cdlc.uncg.edu/about/mission/ |
| Office of Intercultural Engagement | Diversity & Inclusion | The Office of Intercultural Engagement (OIE) creates and delivers co-curricular programs to bring all students together for the purpose of deepening and broadening awareness, knowledge and skill around identity, culture, and our interconnected fate. As a unit within the Division of Student Affairs, OIE contributes to the academic mission of UNC Greensboro by collaborating with various campus and community partners to complement and advance institutional goals for diversity, equity and inclusion. | recurring | \$31,965 | \$78,806 | \$110,771 | See tab "Annual Reports" for departmental annual report. |
| Office of Accessibility, Resources, and Services | EO | The mission of The Office of Accessibility Resources and Services (OARS) at The University of North Carolina at Greensboro is to provide, coordinate, and | recurring | \$113,318 | | \$113,318 | See tab "Annual Reports" for departmental annual report. |

| Title | Program Area | Brief Description | One-Time or Recurring? | State Funded Non-Personnel Expenditures | Non-Personnel Expenditures (Other Funding) | Total Expense | Internal Measurements of Effectiveness, if available |
|---|--------------------------------------|--|------------------------|---|--|---------------|--|
| | | <p>advocate for services which enable undergraduate and graduate students with disabilities to receive equal access to a college education and to all aspects of university life. Academic growth, disability management and self-advocacy skills for students are supported and enhanced. The Office of Accessibility Resources and Services broadens disability awareness within the university community.</p> | | | | | |
| <p>Search Process: Eliminating Bias in the Hiring Process (UNCG Canvas-based Course)</p> | <p>EO/ Diversity & Inclusion</p> | <p>The Office of the Provost has developed a Canvas-based site to share materials designed to help search committees in their task of attracting and retaining excellent faculty.</p> | <p>recurring</p> | | | | |
| <p>Spousal/ Domestic Partner Hiring Program</p> | <p>EO/ Diversity & Inclusion</p> | <p>The University recognizes that success in recruitment and retention of tenured and tenure-track faculty and EPA administrators often depends on the ability to facilitate appointment of an accompanying spouse or domestic partner.</p> | <p>recurring</p> | | | | |

UNC Pembroke

| <i>Title</i> | <i>Program Area</i> | <i>Brief Description</i> | <i>One-Time or Recurring?</i> | <i>State Funded Non-Personnel Expenditures</i> | <i>Non-Personnel Expenditures (Other Funding)</i> | <i>Total Expense</i> | <i>Internal Measurements of Effectiveness, if available</i> |
|--|---------------------------|--|-------------------------------|--|---|----------------------|---|
| Hiring Team Guidelines | EO/ Diversity & Inclusion | Training includes the review of EEO/AA guidelines and best practices as well as interview best practices. | recurring | \$0 | \$0 | \$0 | Hiring Team Guidelines Trainings |
| Recruitment and Selection for Hiring Officials | EO/ Diversity & Inclusion | Training includes interview best practices and EEO/AA guidelines and best practices. | recurring | \$0 | \$0 | \$0 | Recruitment and Selection for Hiring Officials Trainings |
| Student Veterans of America Events | EO/ Diversity & Inclusion | Program of events sharing best practices to provide advocacy, resources and support to military affiliated | recurring | \$0 | \$0 | \$0 | |
| Veterans Work Study Program | Diversity & Inclusion | Full to 3/4 time military students in a college degree, vocational program with VA work study allowance | recurring | \$0 | \$0 | \$0 | |
| VSA | Diversity & Inclusion | Provides arts and education opportunities for people with disabilities and increases access to arts for all. | recurring | \$0 | \$5,000 | \$5,000 | |
| Brave Education Advocating for Diversity (BEAD) Diversity Education | Diversity & Inclusion | BEAD is a student led diversity education program geared towards educating about diversity | recurring | \$0 | \$1,000 | \$1,000 | BEAD Presentation Evaluation |
| Safe Zone Education and Advocacy | Diversity & Inclusion | Educate and certify students, staff and faculty on becoming allies to UNCP LGBTQ communities | recurring | \$100 | \$0 | \$100 | Safe Zone Evaluation |
| Social Justice Symposium | Diversity & Inclusion | Annual symposium which focuses on social issue / topic injustice. | recurring | \$500 | \$500 | \$1,000 | Social Justice Evaluation |

| <i>Title</i> | <i>Program Area</i> | <i>Brief Description</i> | <i>One-Time or Recurring?</i> | <i>State Funded Non-Personnel Expenditures</i> | <i>Non-Personnel Expenditures (Other Funding)</i> | <i>Total Expense</i> | <i>Internal Measurements of Effectiveness, if available</i> |
|--|-----------------------|---|-------------------------------|--|---|----------------------|---|
| Brave Dialogue Series | Diversity & Inclusion | Safe space for differing opinions to be heard and shared. | recurring | \$0 | | \$0 | Brave Dialogue Evaluation |
| Title IX and Clery Compliance | Diversity & Inclusion | Training program for sexual discrimination and sexual harassment (include sexual assaults/violence) | recurring | \$15,702 | | \$15,702 | |
| University Career Awareness Event | Diversity & Inclusion | Outreach effort for military personnel to introduce them to University's and their programs | recurring | \$0 | \$0 | \$0 | |

UNC School of the Arts

No programs were reported that were included in the cost analysis.

UNC Wilmington

| <i>Title</i> | <i>Program Area</i> | <i>Brief Description</i> | <i>One-Time or Recurring?</i> | <i>State Funded Non-Personnel Expenditures</i> | <i>Non-Personnel Expenditures (Other Funding)</i> | <i>Total Expense</i> | <i>Internal Measurements of Effectiveness, if available</i> |
|---|------------------------------|--|-------------------------------|--|---|----------------------|---|
| Spring Event (Name changes annually) | EO/ Diversity & Inclusion | Partnership with Upperman, Centro, and the LGBTQIA Resource Center to connect student with employment opportunities. | recurring | \$750 | \$0 | \$750 | |
| New Student Orientation | EO | Orientation presentations are offered to all incoming students and their parents on issues related to gender-based/interpersonal violence issues | recurring | \$0 | \$0 | \$0 | |
| My Stand Mentor Program | EO | Current and up-and-coming student leaders attend a three-hour training on gender-based/interpersonal violence issues and maintain contact with the CARE office. | recurring | \$0 | \$0 | \$0 | |
| Awareness Month Programming | EO | Numerous events are hosted to raise awareness during October, for domestic violence awareness month and April, for sexual assault awareness month. Events include giving out information and ribbons and creating Clothesline Campaign t-shirts and visual displays. | recurring | \$0 | \$0 | \$0 | |
| Peer Education Program | EO | Peer Educators are trained by the CARE office and deliver awareness raising and prevention education programs on campus focused on prevention of gender-based/interpersonal violence | recurring | \$0 | \$0 | \$0 | |

| <i>Title</i> | <i>Program Area</i> | <i>Brief Description</i> | <i>One-Time or Recurring?</i> | <i>State Funded Non-Personnel Expenditures</i> | <i>Non-Personnel Expenditures (Other Funding)</i> | <i>Total Expense</i> | <i>Internal Measurements of Effectiveness, if available</i> |
|--|------------------------------|---|-------------------------------|--|---|----------------------|---|
| Advocacy Services | EO | Crisis response services are available for victims of gender-based/interpersonal violence and harassment including advocacy, accompaniment, crisis counseling and 24-hour hotline response | recurring | \$0 | \$0 | \$0 | |
| Awareness and Training Sessions (+50) | EO/ Diversity & Inclusion | Educate campus constituents about Title IX | recurring | \$0 | \$0 | \$0 | |
| Road to Sankofa | Diversity & Inclusion | The Road to Sankofa program welcomes you and your family to the UNCW family. This program introduces you to the Upperman African American Cultural Center and the great legacy of the African American presence at UNCW. Join members of the UNCW faculty and administration, student leaders and other distinguished guests for this important UNCW tradition. | recurring | \$0 | \$1,900 | \$1,900 | Upperman Center Annual Report |
| Convocation and Picnic | Diversity & Inclusion | Convocation and Picnic | recurring | | | | |
| LGBTQIA & PRIDE Social | Diversity & Inclusion | LGBTQIA & PRIDE Social | recurring | \$100 | \$320 | \$420 | LGBTQIA Annual Report |
| Black Friday: Mix It UPP | Diversity & Inclusion | A program that seeks to create introductory social opportunities in the center that improve community engagement under the idea - Sip. Savor. Socialize. | one-time | \$0 | \$200 | \$200 | Upperman Center Annual Report |
| LGBTQIA Resource Office Meet/Greet | Diversity & Inclusion | LGBTQIA Resource Office Meet/Greet | recurring | \$0 | \$125 | \$125 | LGBTQIA Annual Report |

| <i>Title</i> | <i>Program Area</i> | <i>Brief Description</i> | <i>One-Time or Recurring?</i> | <i>State Funded Non-Personnel Expenditures</i> | <i>Non-Personnel Expenditures (Other Funding)</i> | <i>Total Expense</i> | <i>Internal Measurements of Effectiveness, if available</i> |
|---|-----------------------|---|-------------------------------|--|---|----------------------|---|
| MSO Mixer | Diversity & Inclusion | Multicultural Student Organization mixer to begin networking and meeting students who participate in culturally enriching experiences. | recurring | \$0 | \$250 | \$250 | Upperman Center Annual Report |
| Black Friday: Franco Gallery Opening | Diversity & Inclusion | UPPERMAN African American Culture Center: Black Friday: A program that seeks to create introductory social opportunities in the center that improves community engagement under the idea - Sip. Savor. Socialize. | one-time | \$0 | \$650 | \$650 | Upperman Center Annual Report |
| Excellence Project Social | Diversity & Inclusion | Excellence Project Social: The Excellence Project was developed by the Upperman African American Cultural Center to support excellence in academic achievement among African American students at UNCW through tutoring and supplemental instruction, highlighting of special achievements, peer support and public programs that recognize and celebrate excellence. | recurring | \$250 | \$100 | \$350 | Upperman Center Annual Report |
| Successful Latinos Camino al Exito | Diversity & Inclusion | Alumni, mentors and student leaders shared tips with current students on how to have a successful life journey and to excel in their careers. We discussed how to stay on track to graduate from college and to become the future professional they desire to be. | recurring | \$75 | \$300 | \$375 | Centro Annual Report |

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|---|-----------------------|--|-------------------------------|--|---|----------------------|---|
| Black Friday: Black Girl Magic | Diversity & Inclusion | Black Friday: A program that seeks to create introductory social opportunities in the center that improve community engagement under the idea - Sip. Savor. Socialize. | | \$0 | \$200 | \$200 | Upperman Center Annual Report |
| Black Friday: Blues & BBQ | Diversity & Inclusion | Black Friday: Blues & BBQ | recurring | \$0 | \$200 | \$200 | Upperman Center Annual Report |
| Upperman Open House | Diversity & Inclusion | Upperman Open House | recurring | \$75 | \$400 | \$475 | Upperman Center Annual Report |
| Lyrical Lounge: Say It Loud! | Diversity & Inclusion | Join the Upperman Center and the English Department as consider Blackness, Geography, Race and Class in a lively discussion with and reading by current authors. | one-time | \$0 | \$75 | \$75 | Upperman Center Annual Report |
| Black Friday: Neo-Soul | Diversity & Inclusion | Black Friday: Neo-Soul | recurring | \$0 | \$200 | \$200 | Upperman Center Annual Report |
| Cultural Excursion to Gantt Museum | Diversity & Inclusion | The Harvey B. Gantt Center for African- American Arts + Culture (formerly the Afro- American Cultural Center) celebrates the contributions of Africans and African- Americans to American culture and serves as a community epicenter for music, dance, theater, visual art, film, arts education programs, literature and community outreach. | one-time | \$125 | \$400 | \$525 | Upperman Center Annual Report |
| Empire Watch Party | Diversity & Inclusion | UPP: Empire Watch Party | one-time | \$0 | \$50 | \$50 | Upperman Center Annual Report |

| <i>Title</i> | <i>Program Area</i> | <i>Brief Description</i> | <i>One-Time or Recurring?</i> | <i>State Funded Non-Personnel Expenditures</i> | <i>Non-Personnel Expenditures (Other Funding)</i> | <i>Total Expense</i> | <i>Internal Measurements of Effectiveness, if available</i> |
|--|-----------------------|--|-------------------------------|--|---|----------------------|---|
| Scandal & Voter Registration | Diversity & Inclusion | UPP: Scandal & Voter Registration | recurring | \$0 | \$50 | \$50 | Upperman Center Annual Report |
| Ballet Folklorico | Diversity & Inclusion | Ballet Folklórico de México is a Mexican folkloric ballet ensemble in Mexico City. For six decades it has presented dances in costumes that reflect the traditional culture of Mexico. | one-time | \$0 | \$250 | \$250 | Upperman Center Annual Report |
| Black Friday: Alumni Networking Mixer | Diversity & Inclusion | Black Friday: A program that seeks to create introductory social opportunities in the center that improve community engagement under the idea - Sip. Savor. Socialize. | recurring | \$25 | \$180 | \$205 | Upperman Center Annual Report |
| Upperman Cookout | Diversity & Inclusion | Upperman Cookout | recurring | \$50 | \$400 | \$450 | Upperman Center Annual Report |
| La Fiesta del Pueblo | Diversity & Inclusion | As part of the Hispanic Heritage Month celebrations, Centro Hispano hosted the annual La Fiesta del Pueblo. | one-time | \$25 | \$125 | \$150 | Centro Annual Report |
| Presidential Debate Watch Party | Diversity & Inclusion | Presidential Debate Watch Party | one-time | \$0 | \$75 | \$75 | Upperman Center Annual Report |
| Black Friday: Viva La Cuba | Diversity & Inclusion | Black Friday: A program that seeks to create introductory social opportunities in the center that improve community engagement under the idea - Sip. Savor. Socialize. | recurring | \$0 | \$125 | \$125 | Upperman Center Annual Report |
| Diversity Social | Diversity & Inclusion | Diversity Social | recurring | \$0 | \$250 | \$250 | Upperman Center Annual Report |

| <i>Title</i> | <i>Program Area</i> | <i>Brief Description</i> | <i>One-Time or Recurring?</i> | <i>State Funded Non-Personnel Expenditures</i> | <i>Non-Personnel Expenditures (Other Funding)</i> | <i>Total Expense</i> | <i>Internal Measurements of Effectiveness, if available</i> |
|--|-----------------------|--|-------------------------------|--|---|----------------------|---|
| MED Week Pre Conference Networking Reception | Diversity & Inclusion | MED Week Pre Conference Networking Reception | recurring | \$125 | \$375 | \$500 | Annual report |
| Issues Forum | Diversity & Inclusion | Discussion of current issues impacting campus climate. | one-time | \$50 | \$0 | \$50 | Annual report |
| 2nd Annual Cape Fear Region MED Week Conference | Diversity & Inclusion | Cape Fear Region MED Week recognizes the outstanding achievements of minority entrepreneurs and provides opportunities for networking and business growth. | recurring | \$50 | \$11,300 | \$11,350 | Annual report |
| ACE Film: Instructions Not Included | Diversity & Inclusion | ACE Film: Instructions Not Included | one-time | \$200 | \$400 | \$600 | Upperman Center Annual Report |
| Black Friday: Down by Law | Diversity & Inclusion | Black Friday: Down by Law | recurring | \$0 | \$200 | \$200 | Upperman Center Annual Report |
| The Way: Leadership Training for Resident Organizations | Diversity & Inclusion | The Way: Leadership Training for Resident Organizations | one-time | \$50 | \$50 | \$100 | LGBTQIA Annual Report |
| 2016 Cape Fear Heart Walk | Diversity & Inclusion | 2016 Cape Fear Heart Walk | one-time | | | | |
| The Human Computer with Duchess Harris | Diversity & Inclusion | The Human Computer with Duchess Harris | one-time | \$700 | \$225 | \$925 | Upperman Center Annual Report |

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|--|-----------------------|---|-------------------------------|--|---|----------------------|---|
| Salsa Fiesta | Diversity & Inclusion | As part of the Hispanic Heritage Month celebrations, Centro Hispano hosted the annual Salsa Fiesta. The celebration included music from Orquesta Internacional La Clave and UNCW's own DJ Yoel Del Rio spinning live. Also there were performances by UNCW Ritmo Latino and Wilmington Latin Dance. | recurring | \$100 | \$300 | \$400 | Centro Annual Report |
| Black Friday: Let's Get Dizzy | Diversity & Inclusion | Black Friday: Let's Get Dizzy | recurring | \$0 | \$200 | \$200 | Upperman Center Annual Report |
| MI CASA Academic Activity | Diversity & Inclusion | The MI CASA mentoring program was selected as a highlight spot in this year's UNC Hispanic Faculty and Staff Forum held at Appalachian State University. A few mentors who exhibit leadership in the program and on the UNCW campus were selected to present at the forum. | recurring | \$125 | \$350 | \$475 | Centro Annual Report |
| The Birdman | Diversity & Inclusion | The Birdman | one-time | \$0 | \$75 | \$75 | Upperman Center Annual Report |
| Halloween Decorating | Diversity & Inclusion | Halloween Decorating | one-time | \$0 | \$150 | \$150 | Upperman Center Annual Report |
| Black Friday: A Black History Halloween | Diversity & Inclusion | Black Friday: A Black History Halloween | recurring | \$0 | \$200 | \$200 | Upperman Center Annual Report |

| <i>Title</i> | <i>Program Area</i> | <i>Brief Description</i> | <i>One-Time or Recurring?</i> | <i>State Funded Non-Personnel Expenditures</i> | <i>Non-Personnel Expenditures (Other Funding)</i> | <i>Total Expense</i> | <i>Internal Measurements of Effectiveness, if available</i> |
|---|-----------------------|--|-------------------------------|--|---|----------------------|---|
| MI CASA Retreat | Diversity & Inclusion | MI CASA Retreat: The MI CASA mentoring program was selected as a highlight spot in this year's UNC His-panic Faculty and Staff Forum held at Appalachian State University. A few mentors who exhibit leadership in the program and on the UNCW campus were selected to present at the forum. | recurring | \$140 | \$1,225 | \$1,365 | Centro Annual Report |
| Halloween Contest | Diversity & Inclusion | Halloween Contest | one-time | \$0 | \$150 | \$150 | Upperman Center Annual Report |
| The One That Should Do the Telling | Diversity & Inclusion | UPP: Discussion series aim at exploring the creation of narrative in communities. | one-time | \$50 | \$50 | \$100 | Upperman Center Annual Report |
| Black Friday: Red, White & Black | Diversity & Inclusion | Discussion on the impact of politics and political races on the Black community. | recurring | \$0 | \$200 | \$200 | Upperman Center Annual Report |
| Festival Latino | Diversity & Inclusion | Centro Hispano and Ritmo Latino participated in North Carolina's largest festival celebrating Latino/Hispanic culture. Centro staff and students connected with the community and reached out to Hispanic youth to encourage them to pursue higher education. | recurring | \$150 | \$50 | \$200 | Centro Annual Report |
| Sharecrop | Diversity & Inclusion | Sharecrop | one-time | \$50 | \$150 | \$200 | Upperman Center Annual Report |
| Election Watch Party | Diversity & Inclusion | Election Watch Party | one-time | \$0 | \$40 | \$40 | Upperman Center Annual Report |

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|--|-----------------------|---|-------------------------------|--|---|----------------------|---|
| Post-Election Results | Diversity & Inclusion | Post-Election Results | one-time | \$0 | \$25 | \$25 | Upperman Center Annual Report |
| Black Friday: Give Thanks | Diversity & Inclusion | Black Friday: Give Thanks | recurring | \$0 | \$200 | \$200 | Upperman Center Annual Report |
| Black Friday: A Taste of Nigeria | Diversity & Inclusion | Black Friday: A Taste of Nigeria | recurring | \$0 | \$150 | \$150 | Upperman Center Annual Report |
| Celebration of Cultures | Diversity & Inclusion | Celebration of Cultures | recurring | \$100 | \$500 | \$600 | Annual report |
| Pre-Kwanzaa Celebration | Diversity & Inclusion | Pre-Kwanzaa Celebration | recurring | \$0 | \$1,000 | \$1,000 | Upperman Center Annual Report |
| Fall Senior Sankofa | Diversity & Inclusion | Fall Senior Sankofa | recurring | \$250 | \$600 | \$850 | Upperman Center Annual Report |
| Centro Familia Graduation Reception Commencement | Diversity & Inclusion | Centro Familia Graduation Reception | recurring | \$75 | \$450 | \$525 | Centro Annual Report |
| | Diversity & Inclusion | Commencement | recurring | | | | |
| MI CASA Parents Day | Diversity & Inclusion | MI CASA Parents Day – Annual mentoring program kickoff, Juntos joining this year. | recurring | \$75 | \$200 | \$275 | Centro Annual Report |
| Building Q*mmunity | Diversity & Inclusion | Building Q*mmunity | recurring | \$0 | \$75 | \$75 | LGBTQIA Annual Report |
| Being Mary Jane Watch Party - black women, class, race | Diversity & Inclusion | Being Mary Jane Watch Party - black women, class, race | one-time | \$50 | \$25 | \$75 | Upperman Center Annual Report |
| Art Crawl featuring Unspoken by Gemynii (Opening Reception) | Diversity & Inclusion | UPP: Art Crawl featuring Unspoken by Gemynii (Opening Reception) | one-time | \$0 | \$125 | \$125 | Upperman Center Annual Report |

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|---|-----------------------|--|-------------------------------|--|---|----------------------|---|
| Black Friday: Red Alert (Black Fridays are all social gatherings) | Diversity & Inclusion | Black Friday: Red Alert (Black Fridays are all social gatherings) | recurring | \$0 | \$200 | \$200 | Upperman Center Annual Report |
| Cesar Chavez. Film | Diversity & Inclusion | Cesar Chavez. Film | one-time | \$200 | \$100 | \$300 | Centro Annual Report |
| MLK Lecture with Kenya Barris | Diversity & Inclusion | MLK Lecture is held as part of the city-wide MLK Day celebration line up. The event typically sells out the 1,000 seat Kenan auditorium with about half of the participants coming from the local community. | recurring | \$0 | \$23,000 | \$23,000 | Upperman Center Annual Report |
| Black Friday: Work, Work, Work | Diversity & Inclusion | Black Friday: Work, Work, Work | recurring | \$50 | \$150 | \$200 | Upperman Center Annual Report |
| Dr. Derek Greenfield for student athletes only (And student presentation in Warwick Ballroom # 5, 7:00 p.m.) | Diversity & Inclusion | Dr. Derek Greenfield TALKS DIVERSITY for student athletes only (And student presentation in Warwick Ballroom # 5, 7:00 p.m.) | one-time | \$0 | \$250 | \$250 | Annual report |
| No! Documentary | Diversity & Inclusion | No! Documentary | one-time | \$25 | \$25 | \$50 | LGBTQIA Annual Report |
| Safe Zone Training for faculty and staff only | Diversity & Inclusion | Safe Zone Training for faculty and staff only | recurring | \$25 | \$50 | \$75 | LGBTQIA Annual Report |
| Black Friday: Revenge of the Black Nerds | Diversity & Inclusion | Black Friday: Revenge of the Black Nerds | recurring | \$50 | \$150 | \$200 | Upperman Center Annual Report |
| Black History Month Kick-Off: Wilmington on Fire/Mahogany Matinee | Diversity & Inclusion | Black History Month Kick-Off: Wilmington on Fire/Mahogany Matinee | recurring | \$75 | \$200 | \$275 | Upperman Center Annual Report |

| <i>Title</i> | <i>Program Area</i> | <i>Brief Description</i> | <i>One-Time or Recurring?</i> | <i>State Funded Non-Personnel Expenditures</i> | <i>Non-Personnel Expenditures (Other Funding)</i> | <i>Total Expense</i> | <i>Internal Measurements of Effectiveness, if available</i> |
|--|-----------------------|---|-------------------------------|--|---|----------------------|---|
| Black Friday: It's a Family Reunion Etched in Gold Upperman Mixer | Diversity & Inclusion | Black Friday: It's a Family Reunion Etched in Gold Upperman Mixer | recurring | \$0 | \$350 | \$350 | Upperman Center Annual Report |
| National Pan-Hellenic Council (NPHC) Step Show | Diversity & Inclusion | National Pan-Hellenic Council (NPHC) Step Show | recurring | \$100 | \$500 | \$600 | Upperman Center Annual Report |
| Salsa Fiesta during Homecoming weekend, Free with valid UNCW ids, Others \$10.00 – live band, dance lessons | Diversity & Inclusion | Salsa Fiesta during Homecoming weekend, Free with valid UNCW ids, Others \$10.00 – live band, dance lessons | recurring | \$0 | \$350 | \$350 | Centro Annual Report |
| Upperman Fellowship Service | Diversity & Inclusion | Upperman Fellowship Service | recurring | \$0 | \$125 | \$125 | Upperman Center Annual Report |
| Mahogany Matinee: Searching for Shaniqua | Diversity & Inclusion | Mahogany Matinee: Searching for Shaniqua | one-time | \$125 | \$200 | \$325 | Upperman Center Annual Report |
| Camille Brown lecture/dance class/performance for students | Diversity & Inclusion | Camille Brown lecture/dance class/performance for students Inspired by Mel Watkins' book, "On The Real Side: From Slavery to Chris Rock", Spike Lee's controversial movie, "Bamboozled", and Dave Chappelle's "dancing vs. shuffling" analogy, this evening-length dance theater work celebrates African-American humor, examines "the mask" of survival and the "double consciousness" (W.E.B. DuBois) of the black performer throughout history and the stereotypical roles | | \$100 | \$800 | \$900 | Upperman Center Annual Report |

| Title | Program Area | Brief Description | One-Time or Recurring? | State Funded Non-Personnel Expenditures | Non-Personnel Expenditures (Other Funding) | Total Expense | Internal Measurements of Effectiveness, if available |
|-------|--------------|---|------------------------|---|--|---------------|--|
| | | <p>dominating current popular Black culture. Camille A. Brown is a prolific choreographer who has achieved multiple accolades and awards for her daring works. Informed by her music background as a clarinetist, she utilizes musical composition as storytelling and makes a personal claim on history through the lens of a modern Black female perspective. She leads her dancers through excavations of ancestral stories, both timeless and traditional, that illustrate stories which connect history with contemporary culture. Her versatility is effortlessly demonstrated in works that range from light-hearted (Groove to Nobody's Business; Been There, Done That) to spiritually based (New Second Line; City of Rain) and politically charged with comedic flare (Mr. TOL E. RAnCE) to personal (BLACK GIRL: Linguistic Play). Through comedy, animation, theater, soul-stirring live music by Scott Patterson (with original compositions from Jonathan Melville Pratt, Brandon McCune, Kurt "KC" Clayton and Scott Patterson) and poignantly retrospective dance vocabulary, Mr. TOL E. RAnCE speaks to the</p> | | | | | |

| <i>Title</i> | <i>Program Area</i> | <i>Brief Description</i> | <i>One-Time or Recurring?</i> | <i>State Funded Non-Personnel Expenditures</i> | <i>Non-Personnel Expenditures (Other Funding)</i> | <i>Total Expense</i> | <i>Internal Measurements of Effectiveness, if available</i> |
|--|-----------------------|--|-------------------------------|--|---|----------------------|---|
| | | issue of tolerance- how much Black performers had to tolerate, and addresses-forms of modern day minstrelsy we tolerate today. It is not a history lesson. Blending and contrasting the contemporary with the historic, the goal of this personal work is to engage, provoke, and move the conversation of race forward in a timely dialogue about where we have been, where we are and where we might want to be. | | | | | |
| Black Friday: Motown: Supreme | Diversity & Inclusion | Black Friday: Motown: Supreme | one-time | \$50 | \$150 | \$200 | Upperman Center Annual Report |
| #BlackLovesBeautiful – part of wellness program is love oneself | Diversity & Inclusion | #BlackLovesBeautiful – part of wellness program is love oneself | one-time | \$0 | \$50 | \$50 | Upperman Center Annual Report |
| Mahogany Matinee: The Arrangements | Diversity & Inclusion | Mahogany Matinee: The Arrangements | one-time | \$200 | \$400 | \$600 | Upperman Center Annual Report |
| Black Friday: I Think It's Time To Go-Go | Diversity & Inclusion | Black Friday: I Think It's Time To Go-Go | recurring | \$50 | \$150 | \$200 | Upperman Center Annual Report |
| NCA for residents - Statewide conference on campus for resident assistants (Not open to public) | Diversity & Inclusion | NCA for residents - Statewide conference on campus for resident assistants (Not open to public) | one-time | | | | |

| <i>Title</i> | <i>Program Area</i> | <i>Brief Description</i> | <i>One-Time or Recurring?</i> | <i>State Funded Non-Personnel Expenditures</i> | <i>Non-Personnel Expenditures (Other Funding)</i> | <i>Total Expense</i> | <i>Internal Measurements of Effectiveness, if available</i> |
|--|-----------------------|---|-------------------------------|--|---|----------------------|---|
| Women's Conference | Diversity & Inclusion | Women's Conference (10 am - 4 pm) The UNCW Women's Conference is an annual event for students focused on creating a space for women on campus to discover their interest, meet other like-minded students, learn new skills for career and personal development within a supportive network, and create lifelong friendships. – Kimberly McLaughlin-Smith and Brooke Lambert doing joint session - Open to UNCW students - Participants must sign up. | recurring | | | | |
| Women's Conference - Latina Leaders Panel | Diversity & Inclusion | Women's Conference - Latina Leaders Panel | | | | | |
| Jennifer Thompson, Picking Cotton – Judicial Reform Advocate | Diversity & Inclusion | Jennifer Thompson, Picking Cotton – Judicial Reform Advocate – Her testimony sent an innocent man, Ronald Cotton, to prison until DNA results freed him. They coauthored Picking Cotton. | | | | | |
| Dare to Learn Academy - Generational Diversity in the Workplace | Diversity & Inclusion | Dare to Learn Academy - Generational Diversity in the Workplace | one-time | \$25 | \$0 | \$25 | Annual report |
| Mahogany Matinee: Tress | Diversity & Inclusion | Mahogany Matinee: Tress | recurring | \$200 | \$400 | \$600 | Upperman Center Annual Report |
| Black Friday: #OscarsSoBlack | Diversity & Inclusion | Black Friday: #OscarsSoBlack | recurring | \$50 | \$150 | \$200 | Upperman Center Annual Report |

| <i>Title</i> | <i>Program Area</i> | <i>Brief Description</i> | <i>One-Time or Recurring?</i> | <i>State Funded Non-Personnel Expenditures</i> | <i>Non-Personnel Expenditures (Other Funding)</i> | <i>Total Expense</i> | <i>Internal Measurements of Effectiveness, if available</i> |
|--|-----------------------|---|-------------------------------|--|---|----------------------|---|
| Cultural Excursion to Greensboro, NC | Diversity & Inclusion | Cultural Excursion to Greensboro, NC | one-time | | \$0 | \$0 | |
| Mardi Gras | Diversity & Inclusion | Mardi Gras | one-time | \$0 | \$450 | \$450 | Upperman Center Annual Report |
| Safe Zone Training for students only | Diversity & Inclusion | Safe Zone Training for students only | recurring | \$50 | \$50 | \$100 | LGBTQIA Annual Report |
| Bladen County Schools visits UNCW | Diversity & Inclusion | Bladen County Schools visits UNCW | recurring | \$75 | \$0 | \$75 | Centro Annual Report |
| Graduate/Non Traditional Student Coffee House | Diversity & Inclusion | Graduate/Non Traditional Student Coffee House | one-time | \$0 | \$50 | \$50 | Annual report |
| Black Friday: The Color Purple: Black Girl Magic Reprise - | Diversity & Inclusion | Black Friday: The Color Purple: Black Girl Magic Reprise - Named in honor of Alice Walker's timeless book, this Black Friday seeks to explore all things Womanist. Join us for a day of Black Girl Magic. | recurring | \$50 | \$100 | \$150 | Upperman Center Annual Report |
| Dare to Learn Academy - Creating a More Inclusive Work Environment | Diversity & Inclusion | Dare to Learn Academy - Creating a More Inclusive Work Environment | recurring | \$25 | \$0 | \$25 | Annual report |
| Refugee and Immigrant Rights: Whose country is it? | Diversity & Inclusion | Refugee and Immigrant Rights: Whose country is it? Co-sponsored by Catholic Campus Ministries | one-time | \$100 | \$0 | \$100 | Centro Annual Report |
| NCHPDA North Carolina Alliance of Health Professions Diversity Conference | Diversity & Inclusion | NCHPDA North Carolina Alliance of Health Professions Diversity Conference - Learning opportunity, Interest meeting for Community College students | recurring | \$250 | \$50 | \$300 | Annual report |

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|---|-----------------------|---|-------------------------------|--|---|----------------------|---|
| Black Friday: Writing On The Wall: Egypt | Diversity & Inclusion | Black Friday: Writing On The Wall: Egypt - In honor of our visitors from the Nile Project, this Black Friday seeks to consider how North Africans are indeed Africans through their contributions of literature, thought, theology, food and dance. | one-time | \$50 | \$150 | \$200 | Upperman Center Annual Report |
| The Nile Project | Diversity & Inclusion | The Nile Project - From its debut concert, captured live on the 2013 release entitled ASWAN, it was clear that the Nile Project was something completely new. National Public Radio named the recording one of five “Must Hear International Albums.” Fast forward a few years – through tours in Africa, Europe, the US and UAE – and almost all major media outlets agree that the Nile Project is much more than just a band. The New York Times described it as “a committed, euphoric international coalition.” Afropop Worldwide calls it “seductive and beautiful [...] nothing short of revolutionary.” Join us as we welcome the Nile Project to UNCW. For more information, click here. | one-time | \$75 | \$75 | \$150 | Annual report |
| PeaceJam Conference. | Diversity & Inclusion | PeaceJam Conference. Tallahassee, FL (Eteal/MI CASA) – social justice and civic duty trainings, Nobel Prize winners | recurring | \$275 | \$25 | \$300 | Centro Annual Report |

| <i>Title</i> | <i>Program Area</i> | <i>Brief Description</i> | <i>One-Time or Recurring?</i> | <i>State Funded Non-Personnel Expenditures</i> | <i>Non-Personnel Expenditures (Other Funding)</i> | <i>Total Expense</i> | <i>Internal Measurements of Effectiveness, if available</i> |
|--|-----------------------|---|-------------------------------|--|---|----------------------|---|
| Dr. Bennet Omalu – Physician, forensic pathologist and neuropathologist | Diversity & Inclusion | Dr. Bennet Omalu – Physician, forensic pathologist and neuropathologist discovered chronic traumatic encephalopathy (CTE) after examining NFL players. Concussion was adapted into a film in which Dr. Omalu is portrayed by Will Smith. | one-time | | | | |
| Black Friday: Primetime Blackness | Diversity & Inclusion | Black Friday: Primetime Blackness - Remember Fresh Prince of Bel-Air or The Cosby Show or Gimmie A Break, well let's just say today is a refresher course of all things Black on television. Join us as we look at the roles of Blacks on network TV. | recurring | \$50 | \$150 | \$200 | Upperman Center Annual Report |
| Lecture Series centered around philosophy, race, culture | Diversity & Inclusion | Lecture Series centered around philosophy, race, culture | one-time | \$0 | \$250 | \$250 | Annual report |
| Jose Herrera – Conference for vets who want to get into farming | Diversity & Inclusion | Jose Herrera – Conference for vets who want to get into farming | one-time | | \$0 | \$0 | |
| NASPA. Chris Montero presents "Cultural Taxation" | Diversity & Inclusion | NASPA. Chris Montero presents "Cultural Taxation" | one-time | \$640 | \$0 | \$640 | Centro Annual Report |
| Trans Day of Visibility | Diversity & Inclusion | Trans Day of Visibility | recurring | \$50 | \$50 | \$100 | LGBTQIA Annual Report |
| Rosenwald Schools Conference - Exploring Contributions | Diversity & Inclusion | Rosenwald Schools Conference - Exploring Contributions: In conjunction with the work of the UNCW School of Education, Upperman invites you to | recurring | \$0 | \$250 | \$250 | Annual report |

| <i>Title</i> | <i>Program Area</i> | <i>Brief Description</i> | <i>One-Time or Recurring?</i> | <i>State Funded Non-Personnel Expenditures</i> | <i>Non-Personnel Expenditures (Other Funding)</i> | <i>Total Expense</i> | <i>Internal Measurements of Effectiveness, if available</i> |
|---|-----------------------|--|-------------------------------|--|---|----------------------|---|
| | | participate in a day-long conference that seeks to explore the contributions of the Rosenwald Schools, which educated many African Americans in the rural south prior to integration. | | | | | |
| Black Friday: The Phreshmen Class | Diversity & Inclusion | Black Friday: The Phreshmen Class - Each year, XXL magazine releases an issue that focuses in on up and coming artists in Hip Hop. Join Bigg B and the Alphas for a listening party that seeks to let you know what new and emerging artists are on the rise in Hip Hop. Co-Sponsored by Omicron Theta of Alpha Phi Alpha. | recurring | \$50 | \$150 | \$200 | Upperman Center Annual Report |
| MI Casa Copa Unidos | Diversity & Inclusion | MI Casa Copa Unidos | recurring | \$0 | \$200 | \$200 | Centro Annual Report |
| Cultural Excursion: National Museum of Black History and Culture | Diversity & Inclusion | Cultural Excursion: National Museum of Black History and Culture - Join the Upperman Center as it endeavor's to visit the recently opened Smithsonian National Museum for African American History & Culture. The Upperman Center invites 20 students to participate in a weekend trip that will expose students both the museum and other forms of iconic cultural idioms emanating from the DC area. Space is limited. Co-Sponsored by the Division of | one-time | | | | |

| <i>Title</i> | <i>Program Area</i> | <i>Brief Description</i> | <i>One-Time or Recurring?</i> | <i>State Funded Non-Personnel Expenditures</i> | <i>Non-Personnel Expenditures (Other Funding)</i> | <i>Total Expense</i> | <i>Internal Measurements of Effectiveness, if available</i> |
|--|-----------------------|---|-------------------------------|--|---|----------------------|---|
| | | Student Affairs and the University College. | | | | | |
| Ink In Her Veins: Celebrating the Legacy of Mary Alice Jervay Thatch and The Wilmington Journal - | Diversity & Inclusion | Ink In Her Veins: Celebrating the Legacy of Mary Alice Jervay Thatch and The Wilmington Journal - Join the Upperman Center as it celebrates the legacy of the Wilmington Journal and Mary Alice Jervay Thatch in the telling of African American narratives. As our last program in our Africana Lecture Series, Linda Upperman-Smith sits down with Mary Alice to discuss the prolific role the newspaper has had in telling the story of Black Wilmingtonians over the last 90 years. Join us as we listen in on this conversation, and learn more about the contributions of the woman behind the newspaper. | one-time | | | | |
| Dare to Learn Academy - Generational Diversity in the Workplace | Diversity & Inclusion | Dare to Learn Academy - Generational Diversity in the Workplace | recurring | \$25 | \$0 | \$25 | Annual report |
| Ash Beckham - Give Voice To Your Truth | Diversity & Inclusion | Ash Beckham - Give Voice To Your Truth: Ash has talked about the importance of acceptance, empathy and conversation at several events throughout the US and Canada, including more than 30 colleges and universities over the last year. She was the keynote | one-time | \$2,500 | \$2,200 | \$4,700 | LGBTQIA Annual Report |

| Title | Program Area | Brief Description | One-Time or Recurring? | State Funded Non-Personnel Expenditures | Non-Personnel Expenditures (Other Funding) | Total Expense | Internal Measurements of Effectiveness, if available |
|--------------------------------|-----------------------|--|------------------------|---|--|---------------|--|
| | | <p>speaker at the first-ever LEGTQ Conference at Harvard University and has been sought by companies including: Deutsche Bank, Baxter Health Care Corporation and Altria Group. Her speeches are dynamic, intrepid, highly relatable and intrinsically comical. By taking listeners through colorful stories about her own struggle with acceptance, Ash intrigues with a new perspective on the differences that make each of us human, uniting audiences by daring them to consider one simple truth shared by all — Hard is not relative. Hard is hard. There is no harder. There is only hard.</p> | | | | | |
| National Day of Silence | Diversity & Inclusion | <p>National Day of Silence Day of Silence is a student-led national event organized in thousands of schools, bringing awareness to the silencing effects of anti-LGBTQ name-calling, bullying and harassment in schools. Students from middle school to college take a vow of silence in an effort to encourage schools and classmates to address the problem of anti-LGBTQ behavior by illustrating the silencing effect of bullying and harassment on</p> | | | | | |

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|---|-----------------------|---|-------------------------------|--|---|----------------------|---|
| | | LGBTQ students and those perceived to be LGBTQ. | | | | | |
| Black Friday: Deep Fried Bars – Southern Hip Hop - | Diversity & Inclusion | Black Friday: Deep Fried Bars – Southern Hip Hop - Everybody knows that Southern Hip Hop brings with it a certain kind of twang and expression that only the south can provide. Come explore the contributions of artists like Outkast, Rhasody, and Arrested Development in a day filled with food, fellowship, and sound. Join us for our last Black Friday of the academic year. | recurring | \$50 | \$150 | \$200 | Upperman Center Annual Report |
| UNC System Hispanic Forum at UNCG | Diversity & Inclusion | UNC System Hispanic Forum at UNCG | one-time | \$600 | \$125 | \$725 | Centro Annual Report |
| MI CASA Field Day and End of Year Celebration – with Hammerheads | Diversity & Inclusion | MI CASA Field Day and End of Year Celebration – with Hammerheads | recurring | \$50 | \$450 | \$500 | Annual report |
| Train the Trainer | Diversity & Inclusion | Train the Trainer | recurring | \$25 | \$25 | \$50 | LGBTQIA Annual Report |
| Lavendar Graduation | Diversity & Inclusion | Lavendar Graduation - Combined graduation celebration with Women's Studies | recurring | \$50 | \$175 | \$225 | LGBTQIA Annual Report |
| Spring Senior Sankofa | Diversity & Inclusion | Spring Senior Sankofa - Senior Sankofa was established in 1999 by the African American Graduate Association (AAGA) and the Upperman African American Cultural Center. Sankofa is a West African word in the Akan language meaning “wisdom in learning from the past to build for the future” and | recurring | \$800 | \$700 | \$1,500 | Upperman Center Annual Report |

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|--|-----------------------|---|-------------------------------|--|---|----------------------|---|
| | | symbolizes an African rite of passage. The Sankofa Graduation Ceremony is a reception celebrating the success of students within the African diaspora at UNCW. | | | | | |
| SPN 394 Study abroad to Oaxaca, Mexico | Diversity & Inclusion | Spring Senior Sankofa - Senior Sankofa was established in 1999 by the African American Graduate Association (AAGA) and the Upperman African American Cultural Center. Sankofa is a West African word in the Akan language meaning “wisdom in learning from the past to build for the future” and symbolizes an African rite of passage. The Sankofa Graduation Ceremony is a reception celebrating the success of students within the African diaspora at UNCW. | one-time | \$1,200 | \$425 | \$1,625 | Centro Annual Report |
| Faculty/leader support for SPN 394 Study abroad to Oaxaca, Mexico | Diversity & Inclusion | Support provided to cover faculty and leader expenses for this education abroad program | one-time | \$2,500 | | \$2,500 | Post-experience student survey |
| Intercultural Festival | Diversity & Inclusion | An annual celebration during International Education Week of student and community multicultural representation | recurring | \$13,000 | | \$13,000 | Post-event survey |
| Kathleen Madigan Artist Reception | Diversity & Inclusion | Women's Studies and Resource Center: Art opening and show | one-time | \$100 | | \$100 | |
| WSRC (Women Studies and Resource | Diversity & Inclusion | Welcome and Reception | one-time | | \$129 | \$129 | |

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|---|-----------------------|---|-------------------------------|--|---|----------------------|---|
| Center) Welcome Reception | | | | | | | |
| Ephemera: International Female Perspectives on Collage | Diversity & Inclusion | Art opening and show | one-time | \$105 | | \$105 | |
| Women in Law: Roundtable with Women Attorneys | Diversity & Inclusion | Panel with Women Attorneys | one-time | | | | |
| The Refugee Journey From Persecution to Wilmington | Diversity & Inclusion | Educational Experience mirroring refugee travel | one-time | | | | |
| Everything You Wanted to Know about Title IX | Diversity & Inclusion | Discussion with Title IX Officer | one-time | | | | |
| Colours of the Women's Movement in India | Diversity & Inclusion | Lecture, Discussion, and Reception with Nandini Rao | one-time | | \$513 | \$513 | |
| Selling and Selling Out of Feminism with Andi Zeisler | Diversity & Inclusion | Public Lecture and Informal Conversation with Andi Zeisler | one-time | | | | |
| Academic Majors and Minors Fair | Diversity & Inclusion | Introduction to the Academic Subject of Women's and Gender Studies | one-time | | | | |
| Polling and Prediction of the 2016 Election | Diversity & Inclusion | Lecture by D. Sunshine Hillygus | one-time | \$100 | | \$100 | |
| Women in Technology Panel Discussion | Diversity & Inclusion | Panel Discussion with Women Working in Tech Industry | one-time | | | | |
| Women's Mental Health | Diversity & Inclusion | Lecture by Dr. Sally MacKain on Women's Mental Health | one-time | | | | |
| Duchess Harris Speaking on the Human Computers | Diversity & Inclusion | Lecture by Dr. Duchess Harris on African American women working in NASA | one-time | \$100 | | \$100 | |

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|--|-----------------------|---|-------------------------------|--|---|----------------------|---|
| Book talk on Little Bee | Diversity & Inclusion | Facilitated discussion on Synergy Common Reading | one-time | | | | |
| Showing of The Hunting Ground and panel discussion | Diversity & Inclusion | Showing of film and panel discussion by experts on violence against women on campus | one-time | | | | |
| Writers' Week | Diversity & Inclusion | Panel Discussions by contemporary women writers | one-time | \$200 | | \$200 | |
| Showing of Iron Jawed Angels | Diversity & Inclusion | Film on Women Getting Right to Vote | one-time | \$275 | | \$275 | |
| Sexual Assault Case Processing in the U.S. and Canada | Diversity & Inclusion | Lecture and discussion by Babette Boyd, Esq. | one-time | | | | |
| Worth and Power Coffee Hour | Diversity & Inclusion | Discussion of Little Bee and Mental Health | one-time | \$105 | | \$105 | |
| Women in Business panel discussion | Diversity & Inclusion | Panel Discussion led by Women in Business | one-time | | | | |
| Lecture on Dating and Money | Diversity & Inclusion | Lecture by Shanhong Luo, Ph.D. | one-time | | | | |
| Gendered Identities in Pakistan Panel | Diversity & Inclusion | Panel Discussion led by Florentina Andreescu, Ph.D. | one-time | \$83 | | \$83 | |
| The Journey of an Arab Woman Composer | Diversity & Inclusion | Lecture and Discussion by Suad Bushnaq | one-time | \$100 | | \$100 | |
| Express Yourself: Feminist Protest Collage | Diversity & Inclusion | Art Project | one-time | | | | |
| The C/F REading Series | Diversity & Inclusion | Poetry Reading by Sandra Simonds and Erin Wunkder | one-time | \$500 | | \$500 | |
| Raise Your Voice Wednesday | Diversity & Inclusion | Open Forum for Students on Needs facing Women Students on campus | one-time | | | | |
| Harassment, Free Speech, and Campus Climate | Diversity & Inclusion | Lecture and Discussion by John Scherer, Esq. | one-time | | | | |

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|---|-----------------------|---|-------------------------------|--|---|----------------------|---|
| Intersectional Feminism Rocks | Diversity & Inclusion | Art Project | one-time | \$113 | | \$113 | |
| Women in Health panel Discussion | Diversity & Inclusion | Panel Discussion by Women in the Health Professions | one-time | | | | |
| Vagina Monologues | Diversity & Inclusion | Dramatic Performances and fundraiser for YWCA, Carousel Center, and Spotlight | recurring | | | | |
| UNCW Women's Conference | Diversity & Inclusion | Conference for Women Students on Personal and Professional Development | one-time | \$79 | | \$79 | |
| Port City Super Girls | Diversity & Inclusion | Camp for At-Risk Girls to Encourage them to consider College | one-time | | | | |
| Talks with Bettina Love | Diversity & Inclusion | Public Lecture and Public Workshop on Inclusive Feminism and Civics curriculum | one-time | \$2,011 | | \$2,011 | |
| Talk with Lisa Yarger | Diversity & Inclusion | Lecture and REading by Lisa Yarger on NC midwives | one-time | | | | |
| AAUW Start Smart Workshop | Diversity & Inclusion | Wage Negotiation Workshop | one-time | \$300 | | \$300 | |
| Democracy for Sale Screening and Panel | Diversity & Inclusion | Film showing and panel discussion | one-time | | | | |
| Race and the science of Masculinity with Melissa Stein | Diversity & Inclusion | Lecture and discussion by Melissa Stein, Ph.D. on nineteenth-century American masculinity | one-time | \$264 | | \$264 | |
| Women in Education panel discussion | Diversity & Inclusion | Panel discussion with women professionals in Education | one-time | | | | |
| Jill Filipovic discussion | Diversity & Inclusion | Public Lecture and discussion by contemporary public intellectual Jill Filipovic | one-time | \$290 | | \$290 | |
| CAS Open House | Diversity & Inclusion | Introducing Public to work of Women's and Gender Studies | one-time | | | | |

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|--|------------------------------|---|-------------------------------|--|---|----------------------|---|
| That Sara Asiz | Diversity & Inclusion | Dramatic Reading of Play by Pakistani American Writer Maniza Naqvi | one-time | | | | |
| Wide Lens of Discrimination | Diversity & Inclusion | Public Lecture and discussion by Christia Brown, Ph.D. | one-time | \$139 | | \$139 | |
| Give Voice to Your Truth | Diversity & Inclusion | Public Lecture and Discussion by Ash Beckhan | one-time | | | | |
| YWCA Women of Achievement | Diversity & Inclusion | Public Nomination and Presentation of Women Community Leaders | one-time | | | | |
| Purple and Lavender Reception | Diversity & Inclusion | Graduation Reception for WGS graduates | one-time | | \$315 | \$315 | |
| Harassment Awareness Mini-Conference | EO/ Diversity & Inclusion | UNCW employees are asked to complete a harassment mini-conference within six months of employment and again every three years. This training covers broad issues of harassment prevention & resolution, as well as employee reporting responsibility under the Student Gender-Based Sexual Misconduct Policy. | recurring | | | | |
| New Employee Orientation Diversity Module | Diversity & Inclusion | Interactive session that introduces participants to many types of diversity including generational and socioeconomic. | recurring | | | | |

Western Carolina University

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|---|-----------------------|--|------------------------|---|--|---------------|--|
| Gender Based Discrimination Training | EO | The training video and PDF Hand-Out contain the latest explanations of an employee’s duties under Title IX, Policy 53, and other regulations that relate to gender-based discrimination. The information is in two forms: 1) an instructional video; and 2) a written hand-out. Either the videos or the hand-out are comprehensive in their own right. Mastering these materials (either the videos or the PDF Hand-Out) means mastering your obligations as an employee of Western Carolina University. As such, we strongly encourage you to print the PDF Hand-Out and keep it in your work-space for ease of reference. | recurring | \$0 | \$0 | \$0 | Participant Feedback Survey |
| Diversity and Cultural Competency in the Workplace | Diversity & Inclusion | The workplace is ever changing, especially on a college campus. Students, coworkers, and visitors expect a welcoming and inclusive environment with faculty and staff in possession of the cultural competency skills for fostering effective communication and building positive relationships. In this workshop, participants will examine the topics of diversity work, bias, stereotyping, microaggressions, microinequities, and perception lenses. | recurring | \$0 | | \$0 | Participant Feedback Survey |

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|-------------------------------|--------------|---|------------------------|---|--|---------------|--|
| | | Participants will develop the skills for effective interactions with all community members, leading to better working relationships and ultimately results. | | | | | |
| Campus Safety Training | EO | Western Carolina University is committed to creating and maintaining a culture of safety. As part of the university's on-going safety initiative, all employees must attend Campus Safety Training presented by the WCU Police Department and Emergency Management in conjunction with representatives from Academic Affairs, Student Affairs and the Office of Human Resources. The goal of this workshop is to increase community awareness of methods and action steps utilized when confronted with a violent situation, including: individual response, departmental response, preparedness and prevention. A UNC sanctioned video entitled "Shots Fired" is included in the program. Additional objectives include: learning to recognize a potentially unsafe situation, learning the university systems and processes for handling a violent situation, learning about on-line websites/linkages to access policies/procedures, and | recurring | \$0 | \$0 | \$0 | |

| Title | Program Area | Brief Description | One-Time or Recurring? | State Funded Non-Personnel Expenditures | Non-Personnel Expenditures (Other Funding) | Total Expense | Internal Measurements of Effectiveness, if available |
|-------------------------------------|-----------------------|---|------------------------|---|--|---------------|--|
| | | identifying campus consultants, referral contacts, and crisis teams/committees. | | | | | |
| Project CARE Leader Training | Diversity & Inclusion | Project CARE aims to improve academic performance and the retention of underrepresented students at Western Carolina University. In an effort to apply theory to practice, the Department of Intercultural Affairs has designed this program as a proactive measure to address the academic challenges underrepresented students face at Predominately White Institutions (PWIs). The program pairs first | recurring | \$0 | \$0 | \$0 | |

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|------------------------------|-----------------------|--|------------------------|---|--|---------------|--|
| | | year and transfer student participants with student leaders who serve as peer counselors who help them to adjust to college life academically, culturally, and socially. | | | | | |
| Unity Fest Breakfast* | Diversity & Inclusion | Unity Fest, a three-program event designed to bring awareness to tragedies occurring across the nation and to spread the message of human equity and love. A kickoff breakfast will feature a dialogue with Geneva Reed-Veal, the mother of Sandra Bland, who will discuss how to build unity through tragedy. Other speakers include photographer Cendino Teme and speaker, actor and recording artist Wess Morgan. | one-time | \$0 | \$0 | \$0 | |
| Unity Fest BBQ* | Diversity & Inclusion | Unity Fest, a three-program event designed to bring awareness to tragedies occurring across the nation and to spread the message of human equity and love. A kickoff breakfast will feature a | one-time | \$0 | \$0 | \$0 | |

* Meals for these events were covered using an allotment of “Aramark points” that are provided to each division as part of the Aramark contract. When points are utilized, there is no charge back to the University or the Division.

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|-----------------------------|-----------------------|--|-------------------------------|--|---|----------------------|---|
| | | dialogue with Geneva Reed-Veal, the mother of Sandra Bland, who will discuss how to build unity through tragedy. Other speakers include photographer Cendino Teme and speaker, actor and recording artist Wess Morgan. | | | | | |
| Unity Fest Speaker* | Diversity & Inclusion | Unity Fest, a three-program event designed to bring awareness to tragedies occurring across the nation and to spread the message of human equity and love. A kickoff breakfast will feature a dialogue with Geneva Reed-Veal, the mother of Sandra Bland, who will discuss how to build unity through tragedy. Other speakers include photographer Cendino Teme and speaker, actor and recording artist Wess Morgan. | one-time | \$0 | \$0 | \$0 | |
| Project CARE Retreat | Diversity & Inclusion | Project CARE aims to improve academic performance and the retention of underrepresented students at Western Carolina University. In an effort to apply theory to practice, the Department of Intercultural Affairs has designed this program as a proactive measure to address the academic challenges underrepresented students face at | recurring | \$0 | \$0 | \$0 | |

* Meals for these events were covered using an allotment of “Aramark points” that are provided to each division as part of the Aramark contract. When points are utilized, there is no charge back to the University or the Division.

| <i>Title</i> | <i>Program Area</i> | <i>Brief Description</i> | <i>One-Time or Recurring?</i> | <i>State Funded Non-Personnel Expenditures</i> | <i>Non-Personnel Expenditures (Other Funding)</i> | <i>Total Expense</i> | <i>Internal Measurements of Effectiveness, if available</i> |
|--|-----------------------|--|-------------------------------|--|---|----------------------|---|
| | | Predominately White Institutions (PWIs). The program pairs first year and transfer student participants with student leaders who serve as peer counselors who help them to adjust to college life academically, culturally, and socially. | | | | | |
| M.V.P./S.O.U.L Sisters Kick off | Diversity & Inclusion | | one-time | \$0 | \$0 | \$0 | |
| C.A.S.E: The True You | Diversity & Inclusion | The Cultural Awareness and Sensitivity Education (C.A.S.E.) program is comprised of intentional sessions that are designed to increase awareness and develop attitudes, knowledge, and skills of the student population at Western Carolina University around the concepts of Culture, Inclusion, Civic Engagement and Leadership in an increasingly diverse world. These engaging sessions are foundational and aimed at providing introductory context to the multiple aspects centered on the concept of inclusion. All voices, experiences, and perspectives are appreciated and welcomed. | recurring | \$0 | \$0 | \$0 | |
| Intercultural Fusion | Diversity & Inclusion | Intercultural Fusion is our kick-off event for the year where students can learn about the Department of Intercultural Affairs and minority based student organizations. | recurring | \$0 | \$0 | \$0 | |

| <i>Title</i> | <i>Program Area</i> | <i>Brief Description</i> | <i>One-Time or Recurring?</i> | <i>State Funded Non-Personnel Expenditures</i> | <i>Non-Personnel Expenditures (Other Funding)</i> | <i>Total Expense</i> | <i>Internal Measurements of Effectiveness, if available</i> |
|--------------------------------------|-----------------------|---|-------------------------------|--|---|----------------------|---|
| Safe Zone Part 1 | Diversity & Inclusion | The Safe Zone program provides training to all students, faculty, staff, and community members who are interested in increasing awareness of and sensitivity to issues of gender and sexuality. In order to receive Safe Zone certification, individuals must attend both a Part I and a Part II training. | recurring | \$0 | \$0 | \$0 | |
| T.V. & Talk: George Lopez | Diversity & Inclusion | | one-time | \$0 | \$0 | \$0 | |
| Safe Zone Part 2 | Diversity & Inclusion | The Safe Zone program provides training to all students, faculty, staff, and community members who are interested in increasing awareness of and sensitivity to issues of gender and sexuality. In order to receive Safe Zone certification, individuals must attend both a Part I and a Part II training. | recurring | \$0 | \$0 | \$0 | |
| Project CARE GAME NIGHT | Diversity & Inclusion | Social EVENT for underrepresented students that is part of Project CARE aims to improve academic performance and the retention of underrepresented students at Western Carolina University. In an effort to apply theory to practice, the Department of Intercultural Affairs has designed this program as a proactive measure to address the academic challenges underrepresented students face at | one-time | \$0 | \$0 | \$0 | |

| <i>Title</i> | <i>Program Area</i> | <i>Brief Description</i> | <i>One-Time or Recurring?</i> | <i>State Funded Non-Personnel Expenditures</i> | <i>Non-Personnel Expenditures (Other Funding)</i> | <i>Total Expense</i> | <i>Internal Measurements of Effectiveness, if available</i> |
|--|-----------------------|--|-------------------------------|--|---|----------------------|---|
| | | Predominately White Institutions (PWIs). The program pairs first year and transfer student participants with student leaders who serve as peer counselors who help them to adjust to college life academically, culturally, and socially. | | | | | |
| Latino Heritage Month Event | Diversity & Inclusion | Programming to celebrate Latino Heritage month from Sept. 15 to October 15 | recurring | \$0 | \$0 | \$0 | |
| Campus Safety Walk | Diversity & Inclusion | | recurring | \$0 | \$0 | \$0 | |
| C.A.S.E: Walk in my Shoes-Different Perspective | Diversity & Inclusion | The Cultural Awareness and Sensitivity Education (C.A.S.E.) program is comprised of intentional sessions that are designed to increase awareness and develop attitudes, knowledge, and skills of the student population at Western Carolina University around the concepts of Culture, Inclusion, Civic Engagement and Leadership in an increasingly diverse world. These engaging sessions are foundational and aimed at providing introductory context to the multiple aspects centered on the concept of inclusion. All voices, experiences, and perspectives are appreciated and welcomed. | recurring | \$0 | \$0 | \$0 | |
| Take Back the Night | Diversity & Inclusion | Take Back the Night is an international event taking place in over 30 countries with a mission of | recurring | \$0 | \$0 | \$0 | |

| <i>Title</i> | <i>Program Area</i> | <i>Brief Description</i> | <i>One-Time or Recurring?</i> | <i>State Funded Non-Personnel Expenditures</i> | <i>Non-Personnel Expenditures (Other Funding)</i> | <i>Total Expense</i> | <i>Internal Measurements of Effectiveness, if available</i> |
|------------------------------------|-----------------------|---|-------------------------------|--|---|----------------------|---|
| | | ending sexual, relationship, and domestic violence in all forms. | | | | | |
| S.O.U.L Sister program | Diversity & Inclusion | | one-time | \$0 | \$0 | \$0 | |
| Red Zone Training | EO | Western Carolina University is committed to the safety and security of our campus community. Through the Red Zone education campaign we educate students to bring awareness to and to prevent sexual misconduct and violence. The 'Red Zone' is commonly known as the period of time for college students during which they are at higher risk of experiencing sexual violence, coercion, and/or manipulation. The 'Red Zone' is typically defined as the first six weeks of the semester but we will host Red Zone activities and programs throughout the year to foster an informed student body. | recurring | \$0 | \$0 | \$0 | |
| LGBTQA Heritage Month Event | Diversity & Inclusion | | recurring | \$0 | \$0 | \$0 | |
| C.A.S.E: Belief in Action | Diversity & Inclusion | The Cultural Awareness and Sensitivity Education (C.A.S.E.) program is comprised of intentional sessions that are designed to increase awareness and develop attitudes, knowledge, and skills of the student population | recurring | \$0 | \$0 | \$0 | |

| Title | Program Area | Brief Description | One-Time or Recurring? | State Funded Non-Personnel Expenditures | Non-Personnel Expenditures (Other Funding) | Total Expense | Internal Measurements of Effectiveness, if available |
|---|-----------------------|--|------------------------|---|--|---------------|--|
| | | at Western Carolina University around the concepts of Culture, Inclusion, Civic Engagement and Leadership in an increasingly diverse world. These engaging sessions are foundational and aimed at providing introductory context to the multiple aspects centered on the concept of inclusion. All voices, experiences, and perspectives are appreciated and welcomed. | | | | | |
| Cultural Immersion Excursion, NOLA | Diversity & Inclusion | This bi-annual experience is designed to expose students to persons or groups markedly different in culture (ethnicity, language, and socioeconomic status) from that of themselves and create awareness for the world around them. | recurring | \$0 | \$0 | \$0 | |
| ICA Super Lounge | Diversity & Inclusion | Intercultural Affairs "Get to Know" | one-time | \$0 | \$0 | \$0 | |
| C.A.S.E: Help Me Understand You | Diversity & Inclusion | The Cultural Awareness and Sensitivity Education (C.A.S.E.) program is comprised of intentional sessions that are designed to increase awareness and develop attitudes, knowledge, and skills of the student population at Western Carolina University around the concepts of Culture, Inclusion, Civic Engagement and Leadership in an increasingly diverse world. These engaging sessions are foundational and | recurring | \$0 | \$0 | \$0 | |

| <i>Title</i> | <i>Program Area</i> | <i>Brief Description</i> | <i>One-Time or Recurring?</i> | <i>State Funded Non-Personnel Expenditures</i> | <i>Non-Personnel Expenditures (Other Funding)</i> | <i>Total Expense</i> | <i>Internal Measurements of Effectiveness, if available</i> |
|---|-----------------------|--|-------------------------------|--|---|----------------------|---|
| | | aimed at providing introductory context to the multiple aspects centered on the concept of inclusion. All voices, experiences, and perspectives are appreciated and welcomed. | | | | | |
| Safe Zone Training - SCC Faculty/Staff | Diversity & Inclusion | The Safe Zone program provides training to all students, faculty, staff, and community members who are interested in increasing awareness of and sensitivity to issues of gender and sexuality. In order to receive Safe Zone certification, individuals must attend both a Part I and a Part II training. | recurring | \$0 | \$0 | \$0 | |
| Native American Heritage Program | Diversity & Inclusion | | recurring | \$0 | \$0 | \$0 | |
| Project CARE Social | Diversity & Inclusion | Social for underrepresented students: Project CARE aims to improve academic performance and the retention of underrepresented students at Western Carolina University. In an effort to apply theory to practice, the Department of Intercultural Affairs has designed this program as a proactive measure to address the academic challenges underrepresented students face at Predominately White Institutions (PWIs). The program pairs first year and transfer student participants with student leaders who serve as peer counselors who | recurring | \$0 | \$0 | \$0 | |

| <i>Title</i> | <i>Program Area</i> | <i>Brief Description</i> | <i>One-Time or Recurring?</i> | <i>State Funded Non-Personnel Expenditures</i> | <i>Non-Personnel Expenditures (Other Funding)</i> | <i>Total Expense</i> | <i>Internal Measurements of Effectiveness, if available</i> |
|---|-----------------------|--|-------------------------------|--|---|----------------------|---|
| | | help them to adjust to college life academically, culturally, and socially. | | | | | |
| Safe Zone Training - Wesley Foundation | Diversity & Inclusion | The Safe Zone program provides training to all students, faculty, staff, and community members who are interested in increasing awareness of and sensitivity to issues of gender and sexuality. In order to receive Safe Zone certification, individuals must attend both a Part I and a Part II training. | recurring | \$0 | \$0 | \$0 | |
| Respect Campaign: Don't Let Hate Happen Here | Diversity & Inclusion | | recurring | \$0 | \$0 | \$0 | |
| Transgender Day of Remembrance Vigil | Diversity & Inclusion | Transgender Day of Remembrance candlelight vigil and speaker. | recurring | \$0 | \$0 | \$0 | |
| C.A.S.E: Many Faces of Power and Privilege | Diversity & Inclusion | The Cultural Awareness and Sensitivity Education (C.A.S.E.) program is comprised of intentional sessions that are designed to increase awareness | recurring | \$0 | \$0 | \$0 | |

| Title | Program Area | Brief Description | One-Time or Recurring? | State Funded Non-Personnel Expenditures | Non-Personnel Expenditures (Other Funding) | Total Expense | Internal Measurements of Effectiveness, if available |
|-----------------------------|-----------------------|---|------------------------|---|--|---------------|--|
| | | and develop attitudes, knowledge, and skills of the student population at Western Carolina University around the concepts of Culture, Inclusion, Civic Engagement and Leadership in an increasingly diverse world. These engaging sessions are foundational and aimed at providing introductory context to the multiple aspects centered on the concept of inclusion. All voices, experiences, and perspectives are appreciated and welcomed. | | | | | |
| Hidden Figures Movie | Diversity & Inclusion | The story of a team of female African-American mathematicians who served a vital role in NASA during the early years of the U.S. space program. Viewing and discussion. | one-time | \$0 | \$0 | \$0 | |
| MLK Unity March | Diversity & Inclusion | Join members of Nu Zeta chapter of Alpha Phi Alpha Fraternity, Inc. as they educate participants on the purpose of Martin Luther King Jr. marches. At this event you will be provided education and techniques, which will fully prepare you to participate in a march. We will review the purpose of the march, how marches are organized, and safety strategies. At the conclusion of the instructions, you will be demonstrating your knowledge by | recurring | \$0 | \$0 | \$0 | |

| Title | Program Area | Brief Description | One-Time or Recurring? | State Funded Non-Personnel Expenditures | Non-Personnel Expenditures (Other Funding) | Total Expense | Internal Measurements of Effectiveness, if available |
|--|-----------------------|--|------------------------|---|--|---------------|--|
| | | actively engaging in a unity march around the campus. | | | | | |
| MLK - Soul Food for the Soul* | Diversity & Inclusion | The Black Student Union and the National Association for the Advancement of Color People have collaborated to create a historic timeline of African American contributions to the performing arts. Join us for poetry, songs, and painting while tasting "Soul Food". Come experience food for your soul. | one-time | \$0 | \$0 | \$0 | |
| Mixing it up - Dinner and A Move (Remember the Titans)* | Diversity & Inclusion | Food and Film as part of MLK Jr Commemorative Events. Watch the movie Remember the Titans to familiarize yourself with the story of Coach Herman Boone, this year's MLK Jr Keynote Speaker. | one-time | \$0 | \$0 | \$0 | |
| MLK Keynote Speaker - Coach Herman Boone | Diversity & Inclusion | In 1971, racial tensions ran high at TC Williams High School in Alexandria, Virginia, as three schools merged to form a newly integrated one. Coach Herman Boone faced the challenge of a lifetime in uniting black and white players from previously rival schools in the newly created Titan football team. Out of this experience, the story of <i>Remember the Titans</i> emerged; | recurring | \$0 | \$0 | \$0 | |

* Meals for these events were covered using an allotment of "Aramark points" that are provided to each division as part of the Aramark contract. When points are utilized, there is no charge back to the University or the Division.

| <i>Title</i> | <i>Program Area</i> | <i>Brief Description</i> | <i>One-Time or Recurring?</i> | <i>State Funded Non-Personnel Expenditures</i> | <i>Non-Personnel Expenditures (Other Funding)</i> | <i>Total Expense</i> | <i>Internal Measurements of Effectiveness, if available</i> |
|-----------------------------------|-----------------------|---|-------------------------------|--|---|----------------------|---|
| | | and an undefeated football team was born. They won the state championship that year. While there have been about 30 more Virginia state championship games since then, that 1971 season, coached by Herman Boone, will always be special. | | | | | |
| MLK Day of Service | Diversity & Inclusion | Volunteer during our MLK Days of Service! Service projects will be scheduled throughout the morning and on Monday, January 16. Interested students can just sign up on OrgSync, and then show up for their project— we will take care of all the logistics! Projects will be at a variety of service sites. | one-time | \$0 | \$0 | \$0 | |
| CASE - The Unconscious Act | Diversity & Inclusion | The Cultural Awareness and Sensitivity Education (C.A.S.E.) program is comprised of intentional sessions that are designed to increase awareness and develop attitudes, knowledge, and skills of the student population at Western Carolina University around the concepts of Culture, Inclusion, Civic Engagement and Leadership in an increasingly diverse world. These engaging sessions are foundational and aimed at providing introductory context to the multiple aspects centered on the concept of inclusion. All voices, experiences, | recurring | \$0 | \$0 | \$0 | |

| Title | Program Area | Brief Description | One-Time or Recurring? | State Funded Non-Personnel Expenditures | Non-Personnel Expenditures (Other Funding) | Total Expense | Internal Measurements of Effectiveness, if available |
|---|-----------------------|--|------------------------|---|--|---------------|--|
| | | and perspectives are appreciated and welcomed. | | | | | |
| Tunnel of Oppression | Diversity & Inclusion | Western Carolina University will continue its month long celebration of Black History Month events on Wednesday, Feb. 8, when the Department of Intercultural Affairs hosts "Tunnel of Oppression." The event, which will be held from 9 a.m. to 5 p.m. in the A.K. Hinds University Center's Grandroom, is a 20-minute interactive tour featuring scenes depicting oppression and discrimination of marginalized groups. It is free and open to the public. | recurring | \$0 | \$0 | \$0 | |
| CASE - Social Justice. Not just a trend but a call to action | Diversity & Inclusion | The Cultural Awareness and Sensitivity Education (C.A.S.E.) program is comprised of intentional sessions that are designed to increase awareness and develop attitudes, knowledge, and skills of the student population at Western Carolina University | recurring | \$0 | \$0 | \$0 | |

| Title | Program Area | Brief Description | One-Time or Recurring? | State Funded Non-Personnel Expenditures | Non-Personnel Expenditures (Other Funding) | Total Expense | Internal Measurements of Effectiveness, if available |
|---------------------------|-----------------------|--|------------------------|---|--|---------------|--|
| | | around the concepts of Culture, Inclusion, Civic Engagement and Leadership in an increasingly diverse world. These engaging sessions are foundational and aimed at providing introductory context to the multiple aspects centered on the concept of inclusion. All voices, experiences, and perspectives are appreciated and welcomed. | | | | | |
| The Meeting (play) | Diversity & Inclusion | Message Theater will present Jeff Stetson's one-act play, "The Meeting," at 6 p.m. on Feb. 22, sponsored by ICA and the Office of Equal Opportunity and Diversity Programs. The setting for this fictitious conversation between Dr. Martin Luther King Jr. and Malcolm X is a hotel room the night after the bombing of Malcolm X's house and a week before his fatal speech at the famed Audubon ballroom. It will take place in the UC theater. | one-time | \$2,200 | \$0 | \$2,200 | |

| <i>Title</i> | <i>Program Area</i> | <i>Brief Description</i> | <i>One-Time or Recurring?</i> | <i>State Funded Non-Personnel Expenditures</i> | <i>Non-Personnel Expenditures (Other Funding)</i> | <i>Total Expense</i> | <i>Internal Measurements of Effectiveness, if available</i> |
|---|-----------------------|--|-------------------------------|--|---|----------------------|---|
| CASE - Can we all just get along | Diversity & Inclusion | The Cultural Awareness and Sensitivity Education (C.A.S.E.) program is comprised of intentional sessions that are designed to increase awareness and develop attitudes, knowledge, and skills of the student population at Western Carolina University around the concepts of Culture, Inclusion, Civic Engagement and Leadership in an increasingly diverse world. These engaging sessions are foundational and aimed at providing introductory context to the multiple aspects centered on the concept of inclusion. All voices, experiences, and perspectives are appreciated and welcomed. | recurring | \$0 | \$0 | \$0 | |
| Hats Off to Women | Diversity & Inclusion | A program designed to bring senior level women administrators with undergraduate women scholars. | recurring | \$1,300 | \$0 | \$1,300 | |
| Safe Zone Training - REACH of Macon County | Diversity & Inclusion | The Safe Zone program provides training to all students, faculty, staff, and community members who are interested in increasing awareness of and sensitivity to issues of gender and sexuality. In order to receive Safe Zone certification, individuals must attend both a Part I and a Part II training. | recurring | \$0 | \$0 | \$0 | |

| <i>Title</i> | <i>Program Area</i> | <i>Brief Description</i> | <i>One-Time or Recurring?</i> | <i>State Funded Non-Personnel Expenditures</i> | <i>Non-Personnel Expenditures (Other Funding)</i> | <i>Total Expense</i> | <i>Internal Measurements of Effectiveness, if available</i> |
|---|-----------------------|--|-------------------------------|--|---|----------------------|---|
| Cultural Immersion Excursion - Memphis | Diversity & Inclusion | This bi-annual experience is designed to expose students to persons or groups markedly different in culture (ethnicity, language, and socioeconomic status) from that of themselves and create awareness for the world around them. | recurring | \$0 | \$0 | \$0 | |
| CASE - World View | Diversity & Inclusion | The Cultural Awareness and Sensitivity Education (C.A.S.E.) program is comprised of intentional sessions that are designed to increase awareness and develop attitudes, knowledge, and skills of the student population at Western Carolina University around the concepts of Culture, Inclusion, Civic Engagement and Leadership in an increasingly diverse world. These engaging sessions are foundational and aimed at providing introductory context to the multiple aspects centered on the concept of inclusion. All voices, experiences, and perspectives are appreciated and welcomed. | recurring | \$0 | \$0 | \$0 | |
| ICA Graduation Celebration | Diversity & Inclusion | Intercultural Affairs Graduation Celebration programming. | recurring | \$0 | \$0 | \$0 | |
| Identify the Flag/EOY Social | Diversity & Inclusion | | one-time | \$0 | \$0 | \$0 | |

| <i>Title</i> | <i>Program Area</i> | <i>Brief Description</i> | <i>One-Time or Recurring?</i> | <i>State Funded Non-Personnel Expenditures</i> | <i>Non-Personnel Expenditures (Other Funding)</i> | <i>Total Expense</i> | <i>Internal Measurements of Effectiveness, if available</i> |
|--|-----------------------|---|-------------------------------|--|---|----------------------|---|
| Critical Cultural Competency Certificate Training | Diversity & Inclusion | This certificate program will help students to develop an appreciation for their own cultural identities. Additionally, students will utilize that awareness to become critically self-reflective in their focus around differences in the cultural identities of others as viewed through the lenses of race, ethnicity, gender, class, sexual orientation and others. | recurring | \$0 | \$0 | \$0 | |
| MLK Leadership Luncheon with Jason Meriwether | Diversity & Inclusion | A program that introduced faculty staff and students of various campus areas with the intent to develop program collaborations and ideas that would enrich our entire student community. | one-time | \$4,000 | \$0 | \$4,000 | |
| "Why we Celebrate Black History Month" with d. Ekow King | Diversity & Inclusion | Annual speaker series sponsored by the English department. A collaboration with the English Department. | one-time | \$2,500 | \$0 | \$2,500 | |
| Diversity Brown Bag Lunch Series ("Trigger Warnings"; "Disability as Diversity"; "LatinX"; "Cultural Appropriation"; "Who Whee Are" | Diversity & Inclusion | During Black history month 2017, WCU's Office of Equal Opportunity and Diversity Programs collected stories through an online forum about the unique experiences of students of color on the WCU campus. | one-time | \$0 | \$0 | \$0 | |
| Multicultural Faculty and Staff Meet and Greet Program | Diversity & Inclusion | A program that introduced faculty staff and students of various campus areas with the intent to develop program collaborations | recurring | \$0 | \$0 | \$0 | |

| <i>Title</i> | <i>Program Area</i> | <i>Brief Description</i> | <i>One-Time or Recurring?</i> | <i>State Funded Non-Personnel Expenditures</i> | <i>Non-Personnel Expenditures (Other Funding)</i> | <i>Total Expense</i> | <i>Internal Measurements of Effectiveness, if available</i> |
|---|-----------------------|--|-------------------------------|--|---|----------------------|---|
| | | and ideas that would enrich our entire student community. | | | | | |
| Josephina Niggie Latina/o Speakers Series | Diversity & Inclusion | Annual speaker series sponsored by the English department. A collaboration with the English Department. | recurring | \$475 | \$0 | \$475 | |
| Diversity Dialogues | Diversity & Inclusion | During Black history month 2017, WCU's Office of Equal Opportunity and Diversity Programs collected stories through an online forum about the unique experiences of students of color on the WCU campus. | recurring | \$0 | \$0 | \$0 | |
| Diversity in the Workplace | Diversity & Inclusion | Workshop presentation for the support staff summer professional development program conducted by the chief diversity officer. | one-time | \$0 | \$0 | \$0 | |
| Joint Task Force on Racism | Diversity & Inclusion | The Joint Task Force on Racism conducted a yearlong study of the WCU campus, as set forth by faculty senate, staff senate and student government. | one-time | \$0 | \$0 | \$0 | |
| National Coalition Building Institute Training | Diversity & Inclusion | A combined 31 people representing faculty, staff and students participated in the three day train the trainer (difficult dialogues) training. | recurring | \$10,000 | \$0 | \$10,000 | |

Winston-Salem State University

| <i>Title</i> | <i>Program Area</i> | <i>Brief Description</i> | <i>One-Time or Recurring?</i> | <i>State Funded Non-Personnel Expenditures</i> | <i>Non-Personnel Expenditures (Other Funding)</i> | <i>Total Expense</i> | <i>Internal Measurements of Effectiveness, if available</i> |
|--|------------------------------|---|-------------------------------|--|---|----------------------|---|
| Title IX Program Coordination | EO | Investigate allegations of sexual harassment, sexual violence, and/or sexual misconduct within the campus community | recurring | | | | EEO Office |
| Title IX Training for Residence Life | EO & Diversity and Inclusion | Provide Title IX Orientation and training Residence Life staff and students | recurring | | | | EEO Office |
| Trauma Informed Investigation Training for Police and Public Safety | EO & Diversity and Inclusion | Trauma-Informed Investigations Training | one-time | \$700 | | \$700 | not available |
| Disability Services Coordination | EO | Determines eligibility, arranges accommodations, and provides other resources as necessary for students with disabilities | recurring | | | | EEO Office |
| Rape Aggression Defense (RAD) Training for Students | EO & Diversity and Inclusion | Provides awareness and prevention techniques to students | recurring | | \$1,000 | \$1,000 | not available |
| CIAA Diversity and Inclusion Plan Development | Diversity and Inclusion | Educate and empower CIAA Athletic Conference members and student athletes to facilitate an inclusive campus environment | one-time | | | | not available |
| Title IX Training for Police and Public Safety | EO | Provide Title IX training for campus law enforcement staff | recurring | | | | not available |
| Office of Women's Health "HBCU Campus Equity Grant" | Diversity and Inclusion | Consortium with NC Coalition Against Sexual Assault and other HBCUs in the state of NC to provide education and resources | 3 year | | \$15,000/yr | \$45,000 | Quarterly reporting to funding agency |

| <i>Title</i> | <i>Program Area</i> | <i>Brief Description</i> | <i>One-Time or Recurring?</i> | <i>State Funded Non-Personnel Expenditures</i> | <i>Non-Personnel Expenditures (Other Funding)</i> | <i>Total Expense</i> | <i>Internal Measurements of Effectiveness, if available</i> |
|--------------|------------------------------|--|-------------------------------|--|---|----------------------|---|
| | | to decrease sexual violence and increase awareness | | | | | |
| Haven | EO & Diversity and Inclusion | Online sexual harassment training module for staff | recurring | \$3,000 | | \$3,000 | EEO Office |

NC School of Science and Mathematics

No programs were reported that were included in the cost analysis.

Appendix E: EO and D&I Policy Analysis Detail

Appalachian State University

| <i>Title</i> | <i>Policy Area</i> | <i>Scope</i> | <i>Date last reviewed</i> | <i>Owner (Name/Title/Dept.)</i> | <i>Final Approval Authority for Policy Creation/Revisions</i> | <i>Internal Measurements of Effectiveness, if available</i> |
|---|--------------------------|--------------|---------------------------|---|---|---|
| Policy 110: Discrimination, Harassment and Retaliation | EO/Diversity & Inclusion | Institution | 21-Jun-17 | Jordyne Blaise/Associate Vice Provost/Equity Diversity and Compliance | BOT | |
| Policy 401.1 Code of Student Conduct | EO | Institution | 8/31/2017 | Vacant/Director of Student Conduct/Student Affairs | Institution | |
| Policy 201: Faculty Handbook | EO | Institution | 9/25/2017 | Darrell Kruger/Provost-Executive Vice Chancellor/Academic Affairs | BOT | |
| Policy 602.32 Workplace Violence | EO | Institution | 2/17/2016 | Mark Bachmeier/ Director of Human Resources/Office of Human Resources | BOT | |
| Policy 602.1 Equal Opportunity | EO | Institution | 6/25/2012 | Jordyne Blaise/Associate Vice Provost/Equity Diversity and Compliance | BOT | |
| Policy 602.21 Improper Relationships between Student and Employees | EO | Institution | 12/19/2014 | Mark Bachmeier/ Director of Human Resources/Office of Human Resources | BOT | |
| Policy 603.17 Military Leave | EO | Institution | | Mark Bachmeier/ Director of Human Resources/Office of Human Resources | BOT | |

East Carolina University

| <i>Title</i> | <i>Policy Area</i> | <i>Scope</i> | <i>Date last reviewed</i> | <i>Owner (Name/Title/Dept.)</i> | <i>Final Approval Authority for Policy Creation/Revisions</i> | <i>Internal Measurements of Effectiveness, if available</i> |
|--|--------------------|--------------|---------------------------|--|---|---|
| Notice of Nondiscrimination and Affirmative Action Policy | EO | Institution | 11/20/2015 | LaKesha Alston Forbes/Associate Provost for Equity and Diversity/Office for Equity and Diversity | BOT | EEO Plan; Office for Equity and Diversity 2016 Discrimination and Harassment Case Report |
| Regulation on Sexual and Gender-Based Harassment and Other Forms of Interpersonal Violence | EO | Institution | 8/18/2017 | LaKesha Alston Forbes/Associate Provost for Equity and Diversity/Office for Equity and Diversity | Institution | 2016 Annual Report of Incidents of Alleged Sex Discrimination, Sexual Misconduct, and Other Forms of Interpersonal Violence |
| Resolving Allegations of Discrimination- Interim (Grievances against CSS, SHRA, and EHRA Non-Faculty Employees) | EO | Institution | 8/18/2017 | LaKesha Alston Forbes/Associate Provost for Equity and Diversity/Office for Equity and Diversity | Institution | |
| Faculty Grievance Policies and Procedures Part XII Section IV (Grievances against EHRA Faculty Employees) | EO | Institution | 3/1/2014 | Chair of Grievance Board, Faculty Senate | Institution | |
| EHRA Recruitment Compliance Review Process Regulation | EO | Institution | 3/31/2017 | LaKesha Alston Forbes/Associate Provost for Equity and Diversity/Office for Equity and Diversity | Institution | Assessment of OED Efforts Regarding EHRA Recruitment Compliance Finding Summary |

| <i>Title</i> | <i>Policy Area</i> | <i>Scope</i> | <i>Date last reviewed</i> | <i>Owner (Name/Title/Dept.)</i> | <i>Final Approval Authority for Policy Creation/Revisions</i> | <i>Internal Measurements of Effectiveness, if available</i> |
|---|--------------------------|--------------|---------------------------|---|---|---|
| Lactation Support | EO/Diversity & Inclusion | Institution | 3/16/2015 | Karen Summerlin/Director of Employee Relations/Department of Human Resources | Institution | |
| Review Process and Procedure for EHRA Non-Faculty Employees | EO | Institution | 7/29/2016 | Kitty Wetherington/Assistant Vice Chancellor for Human Resources/Department of Human Resources | BOT | |
| Mediation and Grievance Procedure for SHRA Employees - Interim | EO | Institution | 5/1/2017 | Karen Summerlin/Director of Employee Relations/Department of Human Resources | Institution | |
| Freedom of Expression Regulation - Interim | EO/Diversity & Inclusion | Institution | 7/17/2017 | Erik Kneubuehl/Associate Vice Chancellor/Student Involvement and Leadership | Institution | |
| Student Conduct Process | EO | Institution | 8/18/2017 | Tamika Wordlow/Director for the Office of Student Rights and Responsibilities/Office of Student Rights and Responsibilities | Institution | |
| BSOM ADA Accommodations Policy | EO/Diversity & Inclusion | Department | 8/24/2015 | Office of Student Affairs, Brody School of Medicine | Department | |
| Interim Interpreter Service (SoDM SOP # CA-040) | EO/Diversity & Inclusion | Department | 7/13/2016 | Office of Clinical Affairs, School of Dental Medicine (approved by Dean) | Department | |
| Religious Observance (SoDM Policy # SA-007) | EO/Diversity & Inclusion | Department | 7/9/2012 | Office of Student Affairs, School of Dental Medicine (approved by Dean) | Department | |

Elizabeth City State University

| <i>Title</i> | <i>Policy Area</i> | <i>Scope</i> | <i>Date last reviewed</i> | <i>Owner (Name/Title/Dept.)</i> | <i>Final Approval Authority for Policy Creation/Revisions</i> | <i>Internal Measurements of Effectiveness, if available</i> |
|---|--------------------------|--------------|---------------------------|--|---|---|
| 2017 EEO Plan | EO/Diversity & Inclusion | Institution | 4/11/2017 | Rafael Bones/Chief Human Resources Officer | State of NC | |
| Reasonable Accommodation Policy | EO/Diversity & Inclusion | Institution | 3/10/2015 | Rafael Bones/Chief Human Resources Officer | BOT | |
| Sexual Harassment Policy | EO/Diversity & Inclusion | Institution | 6/8/2010 | Rafael Bones/Chief Human Resources Officer | BOT | |
| Unlawful Workplace Harassment Policy | EO/Diversity & Inclusion | Institution | 12/11/2012 | Rafael Bones/Chief Human Resources Officer | BOT | |
| Policy on Sexual and Gender Based Harassment and Other Form of Inter-Personal Violence | EO/Diversity & Inclusion | Institution | 12/13/2016 | Rafael Bones/Chief Human Resources Officer | BOT | |
| Workplace Violence Policy | Diversity & Inclusion | Institution | 6/10/2008 | Rafael Bones/Chief Human Resources Officer | BOT | |

Fayetteville State University

| <i>Title</i> | <i>Policy Area</i> | <i>Scope</i> | <i>Date last reviewed</i> | <i>Owner (Name/Title/Dept.)</i> | <i>Final Approval Authority for Policy Creation/Revisions</i> | <i>Internal Measurements of Effectiveness, if available</i> |
|---|--------------------------|--------------|---------------------------|---------------------------------|---|---|
| Non- Discrimination Policy | EO | UNC system | 2/3/2015 | Wanda Jenkins /General Counsel | Institution | |
| Unlawful Workplace Harassment | EO | UNC system | 7/1/2015 | Wanda Jenkins /General Counsel | Institution | |
| Americans with Disabilities Act Complaint Procedures | EO | Institution | 4/3/2017 | Wanda Jenkins /General Counsel | Institution | |
| Sexual Harassment | | Institution | 9/28/2015 | Wanda Jenkins /General Counsel | Institution | |
| Sexual Misconduct | EO | Institution | 9/23/2016 | Wanda Jenkins /General Counsel | Institution | |
| Title IX Policy | EO/Diversity & Inclusion | Institution | 9/28/2015 | Wanda Jenkins /General Counsel | Institution | |
| Title IX Complaints | EO/Diversity & Inclusion | Institution | 8/8/2012 | Wanda Jenkins /General Counsel | Institution | |

North Carolina A&T State University

| <i>Title</i> | <i>Policy Area</i> | <i>Scope</i> | <i>Date last reviewed</i> | <i>Owner (Name/Title/Dept.)</i> | <i>Final Approval Authority for Policy Creation/Revisions</i> | <i>Internal Measurements of Effectiveness, if available</i> |
|---|--------------------|--------------|---------------------------|---|---|---|
| EEO/Affirmative Action Policy Statement | EO | Institution | 1/1/2017 | Linda Mangum/ER/AAO/Office of Employee Relations/EEO | Institution | 2017 Affirmative Action Plan |
| Equal Opportunity and Non-Discrimination Policy | EO | Institution | 1/9/2017 | Linda Mangum/ER/AAO/Office of Employee Relations/EEO | Institution | |
| Racial Harassment Policy | EO | Institution | 1/9/2017 | Linda Mangum/ER/AAO/Office of Employee Relations/EEO | Institution | |
| Sexual Misconduct: Discrimination, harassment and Sexual Assault | EO | Institution | 1/9/2017 | Linda Mangum/ER/AAO/Title IX Coordinator/Office of Employee Relations/EEO | Institution | |
| Unlawful Workplace Harassment Policy | EO | Institution | 8/15/2017 | Linda Mangum/ER/AAO/Office of Employee Relations/EEO | Institution | |
| Student-on-Student Sexual Misconduct | EO | Institution | 8/15/2017 | Linda Mangum/ER/AAO/Title IX Coordinator/Office of Employee Relations | Institution | |
| ADA/Reasonable Accommodation | EO | Institution | | Linda Mangum/ER/AAO/Office of Employee Relations | Institution | |
| EEO/Affirmative Action Policy Statement | EO | Institution | 1/1/2017 | Linda Mangum/ER/AAO/Office of Employee Relations/EEO | Institution | 2017 Affirmative Action Plan |

North Carolina Central University

| <i>Title</i> | <i>Policy Area</i> | <i>Scope</i> | <i>Date last reviewed</i> | <i>Owner (Name/Title/Dept.)</i> | <i>Final Approval Authority for Policy Creation/Revisions</i> | <i>Internal Measurements of Effectiveness, if available</i> |
|--|--------------------------|--------------|---------------------------|---|---|--|
| Accessibility Policy for Course Design | Diversity & Inclusion | Division | 6/29/2016 | Chevon Bogle-Dessuit/Director/Student Disability Services | BOT | Provost Statement to Faculty and Staff on Section 504, Americans with Disabilities Act and Title IX Compliance |
| NCCU Policy Statement on Non-Discrimination | EO | Institution | 3/1/2016 | Sylvia Anderson/Chief Human Resources Officer/Human Resources | Institution | Equal Opportunity Plan |
| NCCU EEO/AA Policy Statement | EO | Institution | 3/1/2017 | Sylvia Anderson/Chief Human Resources Officer/Human Resources | Institution | Equal Opportunity Plan |
| Resolution Procedures for Complaints of Discrimination, Harassment and Retaliation Regulation | EO | Institution | 2/27/2017 | Ann Penn/Equal Opportunity Officer/EEO Employee Relations | Institution | Equal Opportunity Plan |
| University SHRA Employee Grievance Policy | EO | Institution | 12/22/2016 | Sylvia Anderson/Chief Human Resources Officer/Human Resources | BOT | Equal Opportunity Plan |
| Veteran's Preference Policy | EO | Institution | 5/10/2016 | Sylvia Anderson/Chief Human Resources Officer/Human Resources | Institution | Equal Opportunity Plan |
| NCCU Sexual Misconduct Policy | EO/Diversity & Inclusion | Institution | 11/16/2016 | Ann Penn/Equal Opportunity Officer/EEO Employee Relations | BOT | Equal Opportunity Plan |
| Reasonable Accommodation Policy | EO | Institution | 3/1/2017 | Ann Penn/Equal Opportunity Officer/EEO Employee Relations | Institution | Equal Opportunity Plan |

| <i>Title</i> | <i>Policy Area</i> | <i>Scope</i> | <i>Date last reviewed</i> | <i>Owner (Name/Title/Dept.)</i> | <i>Final Approval Authority for Policy Creation/Revisions</i> | <i>Internal Measurements of Effectiveness, if available</i> |
|----------------------------------|--------------------|--------------|---------------------------|---|---|---|
| Workplace Violence Policy | EO | Institution | 1/28/2016 | Sylvia Anderson/Chief Human Resources Officer/Human Resources | Institution | Equal Opportunity Plan |

North Carolina State University

| <i>Title</i> | <i>Policy Area</i> | <i>Scope</i> | <i>Date last reviewed</i> | <i>Owner (Name/Title/Dept.)</i> | <i>Final Approval Authority for Policy Creation/Revisions</i> | <i>Internal Measurements of Effectiveness, if available</i> |
|--|--------------------|--------------|---------------------------|---|---|---|
| POL 04.25.05 - Equal Opportunity and Non Discrimination Policy | EO | Institution | 9/20/2013 | W. Randall Woodson, Chancellor | BOT | |
| POL 07.60.01 - Parking and Transportation Ordinances | EO | Institution | 2/17/2017 | David Rainer/Associate Vice Chancellor for Environmental Health & Public Safety/ Office of Finance and Administration | BOT | |
| POL 05.55.01 - Search and Selection Procedures for Senior Academic and Administrative Officers (Tier I) | EO | Institution | 11/7/2013 | Linda McCabe Smith/Vice Provost for Institutional Equity and Diversity/Office for Institutional Equity and Diversity | BOT | |
| REG 04.25.02 - Discrimination, Harassment and Retaliation Complaint Procedure | EO | Institution | 8/12/2014 | Linda McCabe Smith/Vice Provost for Institutional Equity and Diversity/Office for Institutional Equity and Diversity | Institution | |
| REG 04.25.06 - Equal Opportunity, Title IX and Non-Discrimination Training for Employees | EO | Institution | 7/31/2015 | Robinette Kelley/Associate Vice Provost for Equal Opportunity/Office of Institutional Equity and Diversity | Division | |
| REG 02.20.01 - Academic Accommodations for Students with Disabilities | EO | Institution | 12/22/2005 | Mark Newmiller/Director of Disability Services Office/Office of Institutional Equity and Diversity | Division | |

| <i>Title</i> | <i>Policy Area</i> | <i>Scope</i> | <i>Date last reviewed</i> | <i>Owner (Name/Title/Dept.)</i> | <i>Final Approval Authority for Policy Creation/Revisions</i> | <i>Internal Measurements of Effectiveness, if available</i> |
|---|--------------------|--------------|---------------------------|--|---|---|
| REG 04.20.06 - Personal Care Attendants for Students with Disabilities | EO | Institution | 12/22/2005 | Mark Newmiller/Director of Disability Services Office/Office of Institutional Equity and Diversity | Division | |
| REG 04.20.05 - Service Animals for Persons with Disabilities | EO | Institution | 6/27/2007 | Linda McCabe Smith/Vice Provost for Institutional Equity and Diversity/Office for Institutional Equity and Diversity | Division | |
| REG 05.00.02 - Reasonable Accommodations in Employment | EO | Institution | 2/13/2008 | Linda McCabe Smith/Vice Provost for Institutional Equity and Diversity/Office for Institutional Equity and Diversity | Institution | |
| REG 04.25.05 - Information and Communication Technology Accessibility | EO | Institution | 5/23/2017 | Marc Hoit/Vice Chancellor for Information Technology/Office of Information Technology | Institution | |
| REG 08.00.11 - Online Course Material Host Requirements | EO | Institution | 6/22/2016 | Tom Miller/Senior Vice Provost, Distance Education and Learning Technology Applications/Office of the Provost | Division | |
| RUL 11.30.07 - Service and Assistance Animals in University-Owned Housing Facilities | EO | Institution | 11/7/2016 | Mike Mullen/Vice Chancellor and Dean/Division of Academic and Student Affairs | Division | |

UNC Asheville

| <i>Title</i> | <i>Policy Area</i> | <i>Scope</i> | <i>Date last reviewed</i> | <i>Owner (Name/Title/Dept.)</i> | <i>Final Approval Authority for Policy Creation/Revisions</i> | <i>Internal Measurements of Effectiveness, if available</i> |
|---|--------------------------|--------------|---------------------------|--|---|---|
| Americans with Disabilities Act of 1990 and Section 504 of the Vocational Rehabilitation Act of 1973 - | EO | Institution | | Disability Services and Learning Support | | |
| Equal Employment Opportunity and Affirmative Action Policy | EO/Diversity & Inclusion | Institution | 6/14/2012 | Human Resources | Institution | |
| Disabilities and Reasonable Accommodations in Employment | EO/Diversity & Inclusion | Institution | 9/17/2012 | Human Resources | Institution | |
| Lactation Support Policy | EO | Institution | 11/30/2011 | Human Resources | Institution | |
| Sexual Misconduct and Interpersonal Violence Policy | EO/Diversity & Inclusion | Institution | | | | |
| Unlawful Workplace Harassment | EO/Diversity & Inclusion | Institution | 5/21/2013 | Human Resources | Institution | |

UNC Chapel Hill

| <i>Title</i> | <i>Policy Area</i> | <i>Scope</i> | <i>Date last reviewed</i> | <i>Owner (Name/Title/Dept.)</i> | <i>Final Approval Authority for Policy Creation/Revisions</i> | <i>Internal Measurements of Effectiveness, if available</i> |
|---|--------------------------|--------------|---------------------------|---------------------------------|---|---|
| ADA Reasonable Accommodations for Employees Applicants and Visitors | EO | Institution | 6/23/2017 | EOC | Institution | |
| ADA Reasonable Accommodations in Employment Policy | EO | Institution | | EOC | Institution | |
| Animals on Campus | EO | Institution | | ARS | Institution | |
| Policy on Student Accommodations Appeals | EO | Institution | | ARS | Institution | |
| Policy on Student and Applicant Accommodations | EO | Institution | | ARS | Institution | |
| Service and Comfort Animal Policy | EO | Division | | DHRE | Division | |
| Policy on Prohibited Discrimination, Harassment and Related Misconduct | EO/Diversity & Inclusion | Institution | 8/1/2017 | EOC | Institution | |
| Policy Statement on Non-Discrimination | EO/Diversity & Inclusion | Institution | 4/1/2016 | EOC | Institution | |
| Policy Statement on Non-Discrimination for Program Participants | EO/Diversity & Inclusion | Institution | 2/4/2016 | EOC | Institution | |
| Policy Statement on Non Discrimination for Student Organizations | EO/Diversity & Inclusion | Institution | - | OUC | Institution | |

| <i>Title</i> | <i>Policy Area</i> | <i>Scope</i> | <i>Date last reviewed</i> | <i>Owner (Name/Title/Dept.)</i> | <i>Final Approval Authority for Policy Creation/Revisions</i> | <i>Internal Measurements of Effectiveness, if available</i> |
|--|-----------------------|--------------|---------------------------|---|---|---|
| ADA Reasonable Accommodations for Employees and Applicants (Procedures) | EO | Institution | 6/23/2017 | EOC | Institution | |
| ADA Reasonable Accommodations for Employees and Applicants (Standard) | EO | Institution | 6/23/2017 | EOC | Institution | |
| School and Unit Diversity Statements | Diversity & Inclusion | Division | | School of Pharmacy | School of Pharmacy | |
| School and Unit Diversity Statements | Diversity & Inclusion | Division | | Gillings School of Global Public Health | Gillings School of Global Public Health | |
| School and Unit Diversity Statements | Diversity & Inclusion | Division | | Gillings School of Global Public Health | Gillings School of Global Public Health | |
| School and Unit Diversity Statements | Diversity & Inclusion | Division | | Graduate School | Graduate School | |
| School and Unit Diversity Statements | Diversity & Inclusion | Division | | Kenan-Flagler Business School | Kenan-Flagler Business School | |
| School and Unit Diversity Statements | Diversity & Inclusion | Division | | Kenan-Flagler Business School | Kenan-Flagler Business School | |
| School and Unit Diversity Statements | Diversity & Inclusion | Division | | School of Law | School of Law | |
| School and Unit Diversity Statements | Diversity & Inclusion | Division | | School of Dentistry | School of Dentistry | |

| <i>Title</i> | <i>Policy Area</i> | <i>Scope</i> | <i>Date last reviewed</i> | <i>Owner (Name/Title/Dept.)</i> | <i>Final Approval Authority for Policy Creation/Revisions</i> | <i>Internal Measurements of Effectiveness, if available</i> |
|---|-----------------------|--------------|---------------------------|---|---|---|
| School and Unit Diversity Statements | Diversity & Inclusion | Division | | School of Government | School of Government | |
| School and Unit Diversity Statements | Diversity & Inclusion | Division | | School of Information and Library Science | School of Information and Library Science | |
| School and Unit Diversity Statements | Diversity & Inclusion | Division | | School of Law | School of Law | |
| School and Unit Diversity Statements | diversity & Inclusion | Division | | School of Media and Journalism | School of Media and Journalism | |
| School and Unit Diversity Statements | Diversity & Inclusion | Division | | School of Medicine | School of Medicine | |
| School and Unit Diversity Statements | Diversity & Inclusion | Division | | School of Medicine | School of Medicine | |
| School and Unit Diversity Statements | Diversity & Inclusion | Division | | School of Nursing | School of Nursing | |
| School and Unit Diversity Statements | Diversity & Inclusion | Division | | School of Nursing | School of Nursing | |
| School and Unit Diversity Statements | Diversity & Inclusion | Division | | School of Pharmacy | School of Pharmacy | |
| School and Unit Diversity Statements | Diversity & Inclusion | Division | | Gillings School of Global Public Health | Gillings School of Global Public Health | |
| School and Unit Diversity Statements | Diversity & Inclusion | Division | | School of Social work | School of Social work | |
| School and Unit Diversity Statements | Diversity & Inclusion | Division | | Friday Center for Continuing Education | Friday Center for Continuing Education | |

| <i>Title</i> | <i>Policy Area</i> | <i>Scope</i> | <i>Date last reviewed</i> | <i>Owner (Name/Title/Dept.)</i> | <i>Final Approval Authority for Policy Creation/Revisions</i> | <i>Internal Measurements of Effectiveness, if available</i> |
|---------------------------|--------------------|--------------|---------------------------|---------------------------------|---|---|
| Lactation Policies | EO | Institution | 2010 | Human Resources | | |
| Lactation Policies | | | | | | |

UNC Charlotte

| <i>Title</i> | <i>Policy Area</i> | <i>Scope</i> | <i>Date last reviewed</i> | <i>Owner (Name/Title/Dept.)</i> | <i>Final Approval Authority for Policy Creation/Revisions</i> | <i>Internal Measurements of Effectiveness, if available</i> |
|--|--------------------------|--------------|---------------------------|---------------------------------|---|---|
| University Policy 101.5 Equal Employment Opportunity | EO/Diversity & Inclusion | Institution | 03/15/2015 | Human Resources | Institution | |
| University Policy 101.17 Workplace Violence | EO/Diversity & Inclusion | Institution | 06/22/2015 | Business Affairs | Institution | |
| University Policy 101.20 Lactation Policy | Diversity & Inclusion | Institution | 11/18/2016 | Business Affairs | Institution | |
| University Policy 102.7 Personal Policies for Designated Employment Exempt from the State Human Resources Act | EO/Diversity & Inclusion | Institution | 11/24/2015 | Academic Affairs | | |
| University Policy 409 Religious Accommodation for Students | EO/Diversity & Inclusion | Institution | 10/26/2010 | Academic Affairs | Institution | |
| University Policy 501. Nondiscrimination and Procedures for Addressing Reports of Discrimination | EO/Diversity & Inclusion | Institution | 11/4/2014 | Legal Affairs | Institution | |
| University Policy 501.1 Nondiscrimination on the Basis of | EO/Diversity & Inclusion | Institution | 11/4/2014 | Academic Affairs | Institution | |

| <i>Title</i> | <i>Policy Area</i> | <i>Scope</i> | <i>Date last reviewed</i> | <i>Owner (Name/Title/Dept.)</i> | <i>Final Approval Authority for Policy Creation/Revisions</i> | <i>Internal Measurements of Effectiveness, if available</i> |
|--|--------------------------|--------------|---------------------------|---|---|---|
| Disability Regulation | | | | | | |
| University Policy 501.2 Nondiscrimination on the Basis of Sexual Orientation, Gender Identity, or Transgender Identity - Revised from 504 Sexual Harassment | EO/Diversity & Inclusion | Institution | 11/4/2014 | Legal Affairs | Institution | |
| University Policy 502 Sexual Harassment Policy and Grievance Procedures | EO/Diversity & Inclusion | Institution | 7/14/2014 | Academic Affairs, Business Affairs, Student Affairs | Institution | |
| University Policy 503 Fighting Words Harassment in the University Community | EO/Diversity & Inclusion | Institution | 6/16/2017 | Legal Affairs | Institution | |
| University Policy 704 Animals on Campus | EO/Diversity & Inclusion | Institution | 9/18/2013 | Business Affairs | Institution | |
| University Policy 802 Conduct at Speech Events | Diversity & Inclusion | Institution | 10/30/2000 | Legal Affairs | | |
| University Policy 803 Reporting and Investigating of Suspected Improper Activities and Whistleblower Protection | EO/Diversity & Inclusion | Institution | 7/29/2013 | Legal Affairs | | |

| <i>Title</i> | <i>Policy Area</i> | <i>Scope</i> | <i>Date last reviewed</i> | <i>Owner (Name/Title/Dept.)</i> | <i>Final Approval Authority for Policy Creation/Revisions</i> | <i>Internal Measurements of Effectiveness, if available</i> |
|---|--------------------------|--------------|---------------------------|-------------------------------------|---|---|
| EHRA Non-Faculty Grievance Process | EO/Diversity & Inclusion | Institution | 5/25/2016 | Human Resources, Employee Relations | Institution | |
| Reasonable Accommodation | EO/Diversity & Inclusion | Institution | 3/1/2016 | Human Resources, Employee Relations | Institution | |
| Short Term Disability | EO/Diversity & Inclusion | Institution | 8/24/2016 | Human Resources, Benefits | Institution | |

UNC Greensboro

| <i>Title</i> | <i>Policy Area</i> | <i>Scope</i> | <i>Date last reviewed</i> | <i>Owner (Name/Title/Dept.)</i> | <i>Final Approval Authority for Policy Creation/Revisions</i> | <i>Internal Measurements of Effectiveness, if available</i> |
|---|--------------------------|--------------|---------------------------|---------------------------------|---|---|
| Policy on Disability Accommodations in Employment | EO/Diversity & Inclusion | Institution | 5/14/2007 | UNCG Human Resources | Institution | |
| Discriminatory Conduct | EO/Diversity & Inclusion | Institution | 3/9/2015 | UNCG Human Resources | Institution | |
| Policy on Undue Favoritism | EO/Diversity & Inclusion | Institution | 2/9/1995 | UNCG Human Resources | BOT | |
| Sexual and Gender-Based Harassment Sex Discrimination, and Other Forms Of Interpersonal Violence | EO/Diversity & Inclusion | Institution | 9/20/2016 | UNCG Human Resources | Institution | |
| Unlawful Workplace Harassment Plan | EO/Diversity & Inclusion | Institution | 11/6/2003 | UNCG Human Resources | BOT | |
| Statement of Nondiscrimination on the Basis of Sexual Orientation | EO/Diversity & Inclusion | Institution | 11/1/1999 | UNCG Human Resources | Institution | |
| Statement of Commitment to Equal Opportunity Women and Minorities | EO/Diversity & Inclusion | Institution | 2/29/2016 | UNCG Human Resources | Institution | |
| Statement of Commitment to Equal Opportunity Individuals with Disability and Veterans | EO/Diversity & Inclusion | Institution | 2/29/2016 | UNCG Human Resources | State of NC | |

| <i>Title</i> | <i>Policy Area</i> | <i>Scope</i> | <i>Date last reviewed</i> | <i>Owner (Name/Title/Dept.)</i> | <i>Final Approval Authority for Policy Creation/Revisions</i> | <i>Internal Measurements of Effectiveness, if available</i> |
|--|--------------------------|--------------|---------------------------|---------------------------------|---|---|
| Dissemination of the Affirmative Action Policy | EO/Diversity & Inclusion | Institution | 1/1/2009 | UNCG Human Resources | State of NC | |
| Designation of Responsibility | EO/Diversity & Inclusion | Institution | 1/1/2009 | UNCG Human Resources | State of NC | |
| Compliance with Guidelines on Discrimination Because of Religion and National Origin | EO/Diversity & Inclusion | Institution | 1/1/2009 | UNCG Human Resources | State of NC | |
| Compliance with Sex Discrimination Guidelines | EO/Diversity & Inclusion | Institution | 1/1/2009 | UNCG Human Resources | State of NC | |
| Specific Provisions Concerning Persons with Disabling Conditions, Disabled Veterans and Vietnam Veterans | EO/Diversity & Inclusion | Institution | 1/1/2009 | UNCG Human Resources | State of NC | |
| Policy for Accommodations at University Events | EO/Diversity & Inclusion | Institution | 8/17/2015 | Chancellor | Institution | |
| Guide Animals, Trained Assistance Animals, Emotional Support Animals, and Pet Animals on Campus Grounds and Campus Facilities | EO/Diversity & Inclusion | Institution | 8/10/2015 | Chancellor | Institution | |
| Web Accessibility | EO/Diversity & Inclusion | Institution | 8/8/2013 | Chancellor | Institution | |

| <i>Title</i> | <i>Policy Area</i> | <i>Scope</i> | <i>Date last reviewed</i> | <i>Owner (Name/Title/Dept.)</i> | <i>Final Approval Authority for Policy Creation/Revisions</i> | <i>Internal Measurements of Effectiveness, if available</i> |
|---|--------------------------|--------------|---------------------------|--|---|---|
| Religious Observance and Class Attendance Policy | Diversity & Inclusion | Institution | 8/1/2010 | Office of the Provost | Institution | |
| Faculty Grievance Policies and Procedures Web Landing Page | EO/Diversity & Inclusion | Institution | 12/23/2016 | Office of the Provost/Faculty Senate | BOT | |
| Policy on Military Leave for Faculty | Diversity & Inclusion | Institution | 11/6/2003 | Office of the Provost | BOT | |
| Non-Reappointment Hearing Procedures | EO | Institution | 10/1/2008 | Office of the Provost/Faculty Senate | Institution | |
| Responsibilities of Faculty Search Committees | EO/Diversity & Inclusion | Institution | 6/4/2015 | Office of the Provost | Institution | |
| Guidelines for Internal EHRA Searches in the Division of Academic Affairs | EO/Diversity & Inclusion | Institution | 3/1/2006 | Office of the Provost | Institution | |
| Personnel Policies for Senior Academic and Administrative Officers (Tier II) | EO | Institution | 4/4/2011 | Office of the Provost | BOG | |
| Various OARS policies listed on web site | EO | Institution | Various | Office of Accessibility Resources and Services | Division | |

UNC Pembroke

| <i>Title</i> | <i>Policy Area</i> | <i>Scope</i> | <i>Date last reviewed</i> | <i>Owner (Name/Title/Dept.)</i> | <i>Final Approval Authority for Policy Creation/Revisions</i> | <i>Internal Measurements of Effectiveness, if available</i> |
|---|--------------------|--------------|---------------------------|--|---|---|
| EEO Plan | EO | Institution | 3/1/2017 | Angela Revels/Equal Opportunity Officer/Office of Human Resources | State of NC | N/A |
| EPA Faculty and Non Faculty Recruitment and Selection Policy | EO | Institution | 11/20/2013 | Angela Revels/Equal Opportunity Officer/Office of Human Resources | Institution | N/A |
| Reduction in Force | EO | Institution | 3/1/2011 | Angela Revels/Equal Opportunity Officer/Office of Human Resources | Institution | N/A |
| Unlawful Workplace Harassment | EO | Institution | 1/22/2013 | Angela Revels/Equal Opportunity Officer/Office of Human Resources | Institution | N/A |
| Student Employment Policy | EO | Institution | 8/1/2009 | Angela Revels/Equal Opportunity Officer/Office of Human Resources | Institution | N/A |
| Temporary Contractual Hiring | EO | Institution | 8/1/2009 | Angela Revels/Equal Opportunity Officer/Office of Human Resources | Institution | N/A |
| Student Sexual Misconduct Policy | EO | Institution | 8/26/2016 | Ronette Gerber/Director, Title IX and Clery Compliance/Office of Title IX and Clery Compliance | Institution | N/A |
| Student Sexual Misconduct Regulation | EO | Institution | 12/1/2015 | Ronette Gerber/Director, Title IX and Clery Compliance/Office of Title IX and Clery Compliance | Institution | N/A |
| Accommodating Students with Disabilities | EO | Institution | | Nicolette Campos/Director of Accessibility Resource Center/Accessibility Resource Center | Institution | N/A |

| Title | Policy Area | Scope | Date last reviewed | Owner (Name/Title/Dept.) | Final Approval Authority for Policy Creation/Revisions | Internal Measurements of Effectiveness, if available |
|---|--------------------------|--------------|---------------------------|--|---|---|
| Accommodating Requests for Public Services | EO | Institution | | Nicolette Campos/Director of Accessibility Resource Center/Accessibility Resource Center | Institution | N/A |
| North Carolina General Contract Terms and Conditions | EO | UNC system | 10/25/2010 | North Carolina State Purchasing and Contracts | State of NC | N/A |
| Free Speech Event Policy | EO | Institution | 5/22/2012 | Lisa Schaeffer/Vice Chancellor of Student Affairs/Student Affairs | Institution | N/A |
| Grievance Process for Students Subjected to Discrimination | EO | Institution | 6/25/2014 | Nicolette Campos/Director of Accessibility Resource Center/Accessibility Resource Center | Institution | N/A |
| Sexual Harassment Policy & Summary | EO | Institution | | Angela Revels/Equal Opportunity Officer/Office of Human Resources | Institution | N/A |
| Undergraduate Admissions | EO | Institution | 3/1/2014 | Lois Hicks/Associate VC for Enrollment/Enrollment Management | Institution | N/A |
| Veteran Services | EO | Institution | | Jenelle Handcox/Director of Financial Aid/Office of Financial Aid | Institution | N/A |
| Prohibiting Illegal Harassment and Discrimination Policy | EO/Diversity & Inclusion | Institution | | Robin Cummings, Chancellor | Institution | N/A |
| Web Accessibility Policy | Diversity & Inclusion | Institution | 8/9/2009 | Nicolette Campos/Director of Accessibility Resource Center/Accessibility Resource Center | Institution | N/A |
| Accessing Services as a Person with a Disability | Diversity & Inclusion | Institution | | Nicolette Campos/Director of Accessibility Resource Center/Accessibility Resource Center | Institution | N/A |

| <i>Title</i> | <i>Policy Area</i> | <i>Scope</i> | <i>Date last reviewed</i> | <i>Owner (Name/Title/Dept.)</i> | <i>Final Approval Authority for Policy Creation/Revisions</i> | <i>Internal Measurements of Effectiveness, if available</i> |
|---|-----------------------|--------------|---------------------------|--|---|---|
| ADA Animal on Campus | Diversity & Inclusion | Institution | | Nicolette Campos/Director of Accessibility Resource Center/Accessibility Resource Center | Institution | N/A |
| Captioning Protocol | Diversity & Inclusion | Institution | | Nicolette Campos/Director of Accessibility Resource Center/Accessibility Resource Center | Institution | N/A |
| Faculty and Staff Accommodations | Diversity & Inclusion | Institution | | Nicolette Campos/Director of Accessibility Resource Center/Accessibility Resource Center | Institution | N/A |
| Housing Accommodations | Diversity & Inclusion | Institution | | Nicolette Campos/Director of Accessibility Resource Center/Accessibility Resource Center | Institution | N/A |
| Students with Disabilities Study Abroad Policy and Procedure | Diversity & Inclusion | Institution | | Nicolette Campos/Director of Accessibility Resource Center/Accessibility Resource Center | Institution | N/A |
| Sorenson Policy and Procedure | Diversity & Inclusion | Institution | | Nicolette Campos/Director of Accessibility Resource Center/Accessibility Resource Center | Institution | N/A |

UNC School of the Arts

| <i>Title</i> | <i>Policy Area</i> | <i>Scope</i> | <i>Date last reviewed</i> | <i>Owner (Name/Title/Dept.)</i> | <i>Final Approval Authority for Policy Creation/Revisions</i> | <i>Internal Measurements of Effectiveness, if available</i> |
|-------------------------------------|--------------------|--------------|---------------------------|---------------------------------------|---|---|
| EO Policy and Procedures 111 | EO | UNC system | 4/26/2016 | James Lucas/Equal Opportunity Officer | Institution | EO Policy and Procedures 111 |

UNC Wilmington

| <i>Title</i> | <i>Policy Area</i> | <i>Scope</i> | <i>Date last reviewed</i> | <i>Owner (Name/Title/Dept.)</i> | <i>Final Approval Authority for Policy Creation/Revisions</i> | <i>Internal Measurements of Effectiveness, if available</i> |
|---|--------------------|--------------|---------------------------|---|---|---|
| 02.230 Equal Opportunity and Affirmative Action Policy | EO | Institution | 1/1/2017 | Marilyn Sheerer/Provost, Liz Grimes/Associate Vice Chancellor HR | Institution | Equal Employment Opportunity/Affirmative Action Plan: Part One and Part Two |
| 02.205 Unlawful Discrimination, Harassment, and Sexual Misconduct Policy | EO | Institution | 1/1/2017 | Pat Leonard/Vice Chancellor/Student Affairs; Liz Grimes/Associate Vice Chancellor Human Resources | Institution | |
| 04.130 Student Gender-Based Sexual Misconduct Policy | EO | Institution | 8/14/2017 | Pat Leonard/Vice Chancellor/Student Affairs | Institution | |
| 08.218 Military Leave | EO | UNC system | 8/14/2017 | Liz Grimes/Associate Vice Chancellor/Human Resources | Institution | |
| 08.231 Lactation Support Policy | EO | UNC system | 1/7/2013 | Liz Grimes/Associate Vice Chancellor/Human Resources | Institution | |
| 08.520 SPA Employee Grievance Policy | EO | UNC system | 2/1/2016 | Liz Grimes/Associate Vice Chancellor/Human Resources | Institution | |
| 08.521 EPA Review and Appeal Process | EO | Institution | 2/20/2009 | Liz Grimes/Associate Vice Chancellor/Human Resources | BOT | |
| 08.540 Workplace Violence Policy and Protocol | EO | UNC system | 8/7/2007 | Liz Grimes/Associate Vice Chancellor/Human Resources | Division | |
| 02.340 Freedom of Expression by Non-University Sponsored | EO | Institution | 8/31/2012 | Pat Leonard/Vice Chancellor/Student Affairs | Institution | |

| <i>Title</i> | <i>Policy Area</i> | <i>Scope</i> | <i>Date last reviewed</i> | <i>Owner (Name/Title/Dept.)</i> | <i>Final Approval Authority for Policy Creation/Revisions</i> | <i>Internal Measurements of Effectiveness, if available</i> |
|---|--------------------|--------------|---------------------------|---|---|---|
| Individuals or Groups | | | | | | |
| 02.140 Facilities Use Policy | EO | Institution | 1/4/2010 | Rick Whitfield/Vice Chancellor/Business Affairs | Institution | |
| 05.360 Service Animals, Emotional Support Animals, Pets | EO | Institution | 1/1/2017 | Disability Services, Environmental Health and Safety, Housing and Residence Life, Human Resources | Institution | |
| 07.100.07 Harassment, Threats, Stalking, and Similar Activities | EO | Institution | 8/1/2016 | Sharyne Miller/Associate Vice Chancellor/ITS | BOT | |
| 04.190 Disability Accommodation for Students | EO | Institution | 5/7/2007 | Pat Leonard/Vice Chancellor/Student Affairs | Institution | |
| 04.130 Student Gender-Based/Sexual Misconduct Policy | EO | Institution | 8/14/2017 | Pat Leonard/Vice Chancellor/Student Affairs | Institution | |
| 08.227 Faculty Disability and Family Medical Leave Salary Continuation | EO | Division | 8/1/2007 | Marilyn Sheerer/Provost, Liz Grimes/Associate Vice Chancellor HR | Division | |
| 07.200.12 Campus Web Resources | EO | Institution | 2/15/2010 | Sharyne Miller/Associate Vice Chancellor/ITS | Division | |

Western Carolina University

| <i>Title</i> | <i>Policy Area</i> | <i>Scope</i> | <i>Date last reviewed</i> | <i>Owner (Name/Title/Dept.)</i> | <i>Final Approval Authority for Policy Creation/Revisions</i> | <i>Internal Measurements of Effectiveness, if available</i> |
|---|--------------------|--------------|---------------------------|------------------------------------|---|--|
| Policy 10: Policy Statement on Non-Discrimination and Equal Opportunity | EO | Institution | 8/26/2016 | Chancellor's Office | Institution | 2016-2017 EEO Plan; Hiring Guide for EHRA Employees; EEO Summary Report; Search Committee Summary Report |
| Policy 37: Posting of SHRA Vacancies, Promotions, and Veteran's Preference | EO | Institution | 12/12/2016 | Human Resources & Payroll | Institution | 2016-2017 EEO Plan; Hiring Guide for SHRA Employees; EEO Search Summary Report |
| Policy 53: Sexual Harassment, Sexual Misconduct, and Other Unlawful Discrimination | EO | Institution | 3/16/2015 | Chancellor's Office; Legal Counsel | Institution | Routine reporting to assess the number and nature of complaints made under this policy. |
| Policy 77: Grievance Policies and Procedures for SHRA Employees | EO | Institution | 5/1/2017 | Human Resources & Payroll | Institution | |
| Policy 83: Accommodation of Faculty, Employees, and Applicants with Disabilities | EO | Institution | 10/1/2003 | Chancellor's Office | Institution | |
| Policy 112: EHRA Non-faculty Employee Grievance Policy | EO | Institution | 3/13/2017 | Human Resources & Payroll | Institution | |

Winston-Salem State University

| <i>Title</i> | <i>Policy Area</i> | <i>Scope</i> | <i>Date last reviewed</i> | <i>Owner (Name/Title/Dept.)</i> | <i>Final Approval Authority for Policy Creation/Revisions</i> | <i>Internal Measurements of Effectiveness, if available</i> |
|---|--------------------------|--------------|---------------------------|--------------------------------------|---|---|
| Equal Employment Opportunity and Non-Discrimination Policy | EO/Diversity & Inclusion | Institution | 12/19/2014 | Equal Employment Opportunity Officer | BOT | |
| Improper Relations Between Students and Employees Policy | EO | Institution | 6/19/2009 | Equal Employment Opportunity Officer | BOT | |
| Sexual Harassment and Sexual Violence Policy | EO | Institution | 12/19/2014 | Equal Employment Opportunity Officer | BOT | |
| Unlawful Workplace Harassment Policy | EO | Institution | 6/21/2013 | Equal Employment Opportunity Officer | BOT | |
| North Carolina SHRA Employee Grievance Policy | EO | UNC system | 2/1/2016 | Equal Employment Opportunity Officer | State of NC | |
| Religious Accommodation Policy | EO/Diversity & Inclusion | Institution | 9/22/2012 | Equal Employment Opportunity Officer | BOT | |
| Employment Preference for Veterans Policy | EO/Diversity & Inclusion | Institution | | Equal Employment Opportunity Officer | State of NC | |
| Title IX @ WSSU | EO | Institution | | Equal Employment Opportunity Officer | BOT | |

NC School of Science and Mathematics

No policies were reported.