



# **Annual Report *of the* Campus Safety Commission**

**June 2021**





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## I. Introduction

The Campus Safety Commission is completing its second year in existence, having been convened by the Chancellor in April 2019. The Chancellor asked us collectively to assess the “crisis of trust” in the university and to help us heal. We have worked hard now for two years on this task, and in this report we reflect on our activities during the 2020-21 academic year.

Perhaps the most pressing element in our first year of existence was the question of how to help clarify the role of the campus police and to create transparency in the actions of the police, particularly with regards to controversies associated with policing of free-speech events taking place on campus. In the initial context, these related to the removal of the Confederate Memorial from campus, but the question is of course more general. In the end, we found that state law prohibits the CSC from functioning as a meaningful oversight body for the campus police. This is because investigating police activities, even in retrospect, would be seen as reviewing officers’ personnel files, a function that is limited only to those with direct supervisory capacities over the officers in question. We cannot, therefore, function in any role that resembles a “civilian oversight board” for the UNC police. Given that this is clearly prohibited by state law, we cannot perform a needed function without a change in the law. We should note that during this academic year, we have had strong cooperation from UNC Chief David Perry, who has attended virtually every one of our meetings, been on the agenda for many of them, and who has been a constructive member of our community throughout the year.

A second major element of our initial focus was the prevention of sexual assault on campus and eliminating the culture that permits it. Because of the interruptions of normal campus life during the Covid-19 pandemic, this focus was essentially suspended for the year.

A third major element of campus safety this year was the university’s response to the Covid-19 pandemic. Here, it is fair to say that we were not a significant player. Many organizations on campus played important roles in this process, and we appear collectively to have emerged successfully from a very difficult period. The CSC was mostly uninvolved in these decisions, though we discussed and monitored them throughout the year.

The fourth area where we have been active is in the efforts to generate a feeling, a culture, and an atmosphere of *Belonging* for those members of our campus community who have traditionally been historically marginalized. Any definition of safety must incorporate the question of whether a person feels safe. This is the area in which we believe we have made the most progress this year. However, our efforts have been directly harmed, if not completely reversed, by the actions of other actors within the University leadership system. As a historically white institution, one that was restricted to male students only, and one that has historically prided itself on its academic elitism, but which also historically engaged in a cultural elitism, The University of North Carolina, like other similar institutions in the public and private sectors, has to work hard to change the culture of inclusivity so that those only recently allowed within our spaces feel that they are truly welcomed, not only begrudgingly accepted. We have worked intentionally on this matter all year.

The reason we have worked so hard on the issue of belonging and creating a culture of safety and acceptance for all members of the University community is that there is a need for this. Students,

faculty, and staff from diverse backgrounds, who were once not welcome here, still do not feel completely and fully accepted. Some of this results from numerical imbalances; where there are few of any group, members of that group may reasonably feel marginalized. Some likely results from historical patterns and reputations. Some may result from perceived or actual hostility that members of marginalized groups suffer from others. This may be direct or indirect, but either type may enact a heavy psychological toll on those subjected to it. Members of the University community who are not from historically marginalized groups may not even realize some of the impacts of their actions. Nonetheless, we can say with confidence that too many members of the University community feel marginalized, as we have heard many of these voices throughout the year, and sought to give them voice, and a sympathetic ear.

Our first two years of existence have been bookended by racially stressful traumatic events that have severely shaken the sense of belonging for the University's black community members in particular, and for marginalized students and community members in general. We refer, first, to the events and controversies surrounding the Confederate monument and the various plans and financial commitments to build a new building on campus to house this symbol. Secondly, we refer to a payment to an outside organization devoted to an ideology and a historical position inimical to the interests and values of many members of the University community. These controversies accompanied and motivated the creation of the Campus Safety Commission now two years ago. The second bookend, coming just recently, and not complete as we finalize this report, relate to actions of the Board of Trustees regarding the employment offer to the distinguished African-American journalist, Nikole Hannah-Jones. On June 25, several members of the CSC were present during a student protest where black students expressed their frustrations with this situation. Their heartfelt *cris-de-coeur* were sincere, troubling, and understandable. No matter what the motivation may have been of those whose actions these students were objecting to, those actions clearly made the students feel unwelcome on this campus. This is no surprise since these are intelligent individuals with their eyes wide open (they are Carolina students, after all, well prepared and well educated), these students can see the big picture. They know that the very trends and developments that led the University to diversify its student body, its staff, and its faculty are contested and rejected by some. It is hard to feel welcome if a significant portion of those charged with the administration and supervisory governance of the University that claims to welcome one are contesting elements of the university's long-standing and deeply rooted practice that generate movements toward diversity and greater inclusion.

In sum, the work of the Campus Safety Commission is to create a feeling of "*safety*". Some of our greatest areas of progress this year and last have been when we have created spaces for marginalized members of the community to express their concerns; we are proud of our work in this space. This work has been complicated, however, by actions of other elements of the University governance structure. It may not be possible for us to continue to attempt to convince the most marginalized members of our community that they are truly welcome and can feel safe here *if* we cannot have confidence that it is, in fact, the case. We join our students with a heartfelt cry of urgency. We cannot build a culture of *inclusive excellence* and *belonging* if powerful members of the University leadership structure work in direct contradiction to these goals. We hope to continue our work in creating a culture of safety in an environment where we can succeed.

## II. Commission Charge and Membership

### Commission Charge

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The Campus Safety Commission (CSC) was convened by then Interim Chancellor Kevin Guskiewicz in April 2019. The mission is to assess the campus climate and culture around campus safety. The CSC was born out of a concern to address a “crisis of trust” between members of the campus community and the campus police, largely associated with events surrounding protests and events related to the removal of the Confederate Memorial. Commission members include students, staff, faculty, and community members.

### Membership 2020 - 2021

**Frank Baumgartner, Chair**  
Professor, Political Science

**Eric Muller**  
Professor, UNC School of Law

**DeVetta Holman-Copeland, Chair**  
Resiliency and Student Support Programs Coordinator,  
Student Wellness

**Desirée Rieckenberg**  
Dean, Office of the Dean of Students

**Robert Campbell**  
Minister and Former NAACP President,  
Orange County

**Joshua Romero**  
Undergraduate Student

**De’Ivyion Drew**  
Undergraduate Student

**Quinton Smith**  
Post-Doctoral Fellow, School of Education

**Latesha K. Harris**  
Graduate Student, Nursing

**Charles Streeter**  
Former Employee Forum Chair, Student Affairs

**Jim Herrington**  
Professor (Retired), School of Public Health

**Kim Strom**  
Professor, School of Social Work

**Saif Khairat**  
Professor, School of Nursing

**Charles Branson Vickory**  
Attorney

**OJ McGhee**  
IT Manager, School of Public Health

(Staff support for the CSC is ably provided by  
Emily Blackburn, Office of the Chancellor.)

### III. Programs & Activities

During 2020-21, all of the meetings and activities of the CSC have been virtual. During the fall, the CSC was Co-Chaired by Jim Herrington and DeVetta Holman-Copeland, as Frank Baumgartner was on research and study leave. Co-Chairs Herrington and Holman worked with the CSC membership throughout the fall term on issues relating to the campus opening and Covid-19 pandemic response. During the spring semester, we continued to:

- a. Monitor the campus safety situation with regards to the pandemic;
- b. Adopted a new set of by-laws for our internal workings;
- c. Hosted a large webinar event with Prof. Ty-Ron Douglas of the University of California at Berkeley;
- d. Continued our collaboration and close work with UNC Police Chief Perry; and
- e. Focused substantially in our monthly meetings on building space for marginalized students

On April 28, 2021, we hosted an event entitled “Head Space, Heart Space: Straight Talk about Navigating Race, Place, and Complex Space” with Dr. Ty-Ron Douglas from UC Berkeley. This event was co-sponsored with the Office of the Chancellor, the Office of the Vice Chancellor for Diversity and Inclusion, the School of Social Work, and Carolina Athletics. In a two-hour meeting moderated by Dr. Travis Albritton of our UNC School of Social Work, and with an introduction by the Chancellor, Dr. Douglas led a discussion about the difficulties of being from historically marginalized groups in historically white institutions such as UNC. Over 300 individuals attended this on-line session. The feedback we received was highly positive.

[Spring 2021 Collaborative Webinar: "Head Space, Heart Space: Straight Talk About Race, Space and Complex Space"](#)

In our regular April meeting of the CSC, we heard from a number of students who shared their difficult experiences at Carolina with regards to belonging. In our regular May meeting, we heard from another group of graduate and professional students who made concrete proposals for action with regards to racially stressful traumatic events.

Since that time, Chair DeVetta Holman-Copeland and Chancellor’s Fellow (former CSC member), Josh Romero have been meeting regularly with the group of UNC medical, Public Health and School of Social Work students who initially introduced this proposal (BT Parker, Colin Godwin, Michelle Ikoma, Rebecca Rubenstein). The newly formed committee “**Coordinated Action Team/CAT**” is working collaboratively to draft a policy which will be introduced to the Faculty Governance Council and University leadership around Racial Trauma Response Protocol. Meetings are ongoing and planning efforts continue to unfold with hopes of a final draft to be introduced and presented to the Campus Safety Commission at the beginning of the 2021 school year.

Our subcommittees were active on a number of fronts this year. We particularly thank Josh Romero, a student member of the CSC and a Chancellor’s Fellow for the coming 2021-22 academic year, for his work in developing the draft CSC by-laws that we adopted during the spring semester. Our Subcommittee on Conditions of Racism on African American Students was particularly active, and we thank members Latesha Harris, OJ McGhee, Quinton Smith, and Charles Streeter. Their report is included in its entirety as Appendix A to this document. Based on extensive work, including a survey of

Black students at Carolina, they lay out some very troubling trends relating to the numbers of Black / African American students on campus since 1991. Numbers have not changed substantially in all these years. At the same time, minority student enrollment has increased substantially for other groups. They raise the question of whether there is a ceiling on black student enrollment or a lack of commitment or interest in seeing these numbers substantially change. Historical data tell a very different story than the diversity language we hear from the University, unfortunately. Their report raises serious questions and demonstrates serious and substantial deficiencies in the outcomes achieved by the University with regards to black student enrollment numbers and with regards to the experiences of black students on campus.

Our Police Accountability Subcommittee worked throughout the year to build connections with the Chapel Hill Community Policing Advisory Committee and to build bridges with the Chapel Hill community in general. Committee members, Delvion Drew and Josh Romero were very instrumental in serving as conduits to this Advisory Committee. Concepts from the Transformative Justice Plan like a Mental Health Taskforce Response team, demilitarizing campus police, and other alternatives to police presence are supported overwhelmingly by students of color. During the Spring Semester, the Police Accountability Subcommittee has continued working with the local NAACP chapter in presenting the plan to Chapel Hill Police Department and local authority to find what can be enacted in a short period of time to save marginalized lives. This work is ongoing.

## IV. Conclusions

The Campus Safety Commission has a substantial task: work toward solutions that resolve the “*crisis of trust*” that exists on campus toward the administration and establish a campus climate of safety. Safety covers a lot of ground; we have addressed issues relating to Campus police, sexual assault prevention, the Covid-19 pandemic response, and the emotional and psychological needs of members of the University community who are most marginalized.

This last area of work is where we believe we can make the most important impact, and where much work needs to be done. Unfortunately, our work has been made very difficult by the actions of members of our Board of Trustees in particular in their work on the issue of tenure for Professor Nikole Hannah-Jones. This situation, and more generally the climate of hostility that many marginalized community members have experienced, has challenged us to the core. We have seen the departure of prominent and respected Black faculty and staff leaders on campus, choosing to take their skills to other universities across the country where they believe they may have more opportunity. The Campus Safety Commission cannot be a band aid on a gaping wound. We will continue to struggle to bring marginalized students and others in our community into a space where each person feels valued and included. But we cannot do it alone, and we cannot succeed in the current environment.



## V. Appendices

### A. Statement on the Conviction of Officer Derek Chauvin

### B. Statement on Professor Nikole Hannah-Jones

### C. Report from the Subcommittee on Conditions of Racism on African American Students

**Members:** Latesha Harris, OJ McGhee, Quinton Smith, Charles Streeter

#### Charge

Assess conditions of safety that reduce racial inequities, tensions, and implicit bias against African American students.

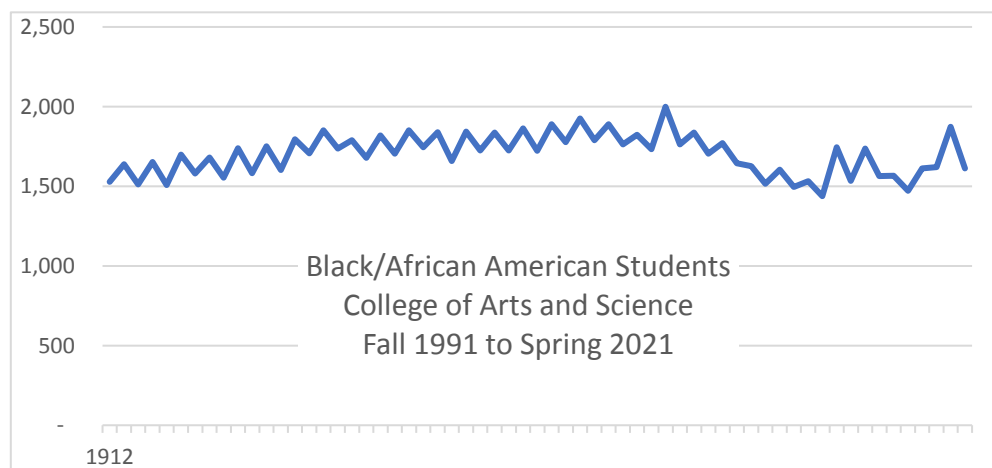
#### Actions Taken

- Review of articles and exiting surveys conducted by UNC-Chapel Hill and the UNC System.
- Survey Black/African American students

#### Discoveries

1. Number of Black/African American students enrolled at the university has remained virtually stagnant for the decades.

The number of Black African/American students has grown very little. Talking about diversity is good but there must be action as well. What efforts have been made to increase the number of Black/African American students at Carolina? The Fall of 1991 lists the number of undergraduates as 1,569. Number of Black students has not changed in decades but the number of Asian and Latinx students.



1912 is the term code for Spring semester 1991.

2. Places to socialize and congregate are out of reach and/or unavailable.
  - The wall was removed around R. B. House Undergraduate Library. It was a central place for Black students to congregate between classes.
  - Great Hall parties were abolished in the later part of the 20<sup>th</sup> century; which were a social outlet for Black students on weekends.
  - Black fraternities and sororities have no houses due to cost and availability or property in the Chapel Hill area. Student Affairs had floors created for them in Ram Village but it is still not equivalent.
3. Previous programs and services available to Black/African American students no longer exist or have been modified.
  - Office of Minority Affairs used to have Pre-O, Minority Advisors, and tutoring for Black and Native American students. What happened to these programs?
  - Summer Bridge has become more inclusive limiting chance for students of color to be a part of the program.

## Recommendations

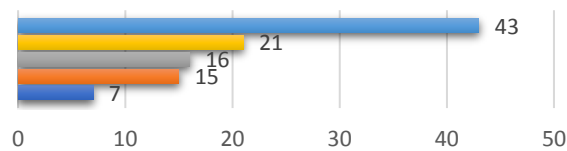
What we uncovered deserves further investigation and there are more questions to be answered. We are not the subject matter experts on this topic and our recommendation would be for DEI, along with other units like Admissions, to take this sampling and pursue it further. The UNC System created a Task Force on Racial Equity and it has laid out an action plan for the campuses—which should be used as a foundation for Carolina to build upon.

1. Investigate why enrollment has not changed and determine how this can be changed.
2. A qualitative analysis on the Black student experience from alumni and current students.
3. Figure out what programs and services are needed for 21<sup>st</sup> Black/African students
4. Follow through with UNC System Racial Equity Task Force
  - a. The System Office should establish an executive position that reports directly to the president to implement the recommendations of the UNC System Racial Equity Task Force and oversee future equity and inclusion initiatives. All faculty, staff, and students should have access to a diversity, equity, and inclusion representative and a safe space to talk confidentially about inequities.
  - b. Examine and improve recruitment, hiring, promotion, and retention policies and practices to build a racially diverse and equitable University of students, faculty, staff, and top leadership.
  - c. Establish reporting requirements, accountability mechanisms, and processes that support a sustainable procedure for collecting race and equity data and the implementation of strategies in support of a more equitable UNC System.
  - d. Establish comprehensive programming for all students, faculty, and staff of the UNC System, and provide mandatory training for those individuals charged with ensuring compliance with diversity and inclusion standards, including institutional leadership, department chairs, division leaders, and others who serve in a supervisory role.
  - e. Develop and support programs that improve equitable outcomes.

## Survey Results

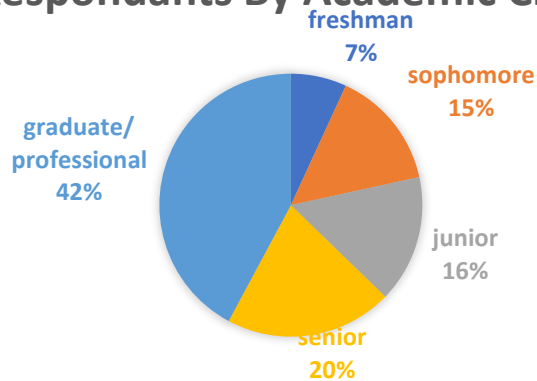
Academic Class	Number	Percent
freshman	7	7%
sophomore	15	15%
junior	16	16%
senior	21	21%
graduate/ professional	43	42%
<b>Total</b>	<b>102</b>	<b>100%</b>

### Respondants by Academic Class

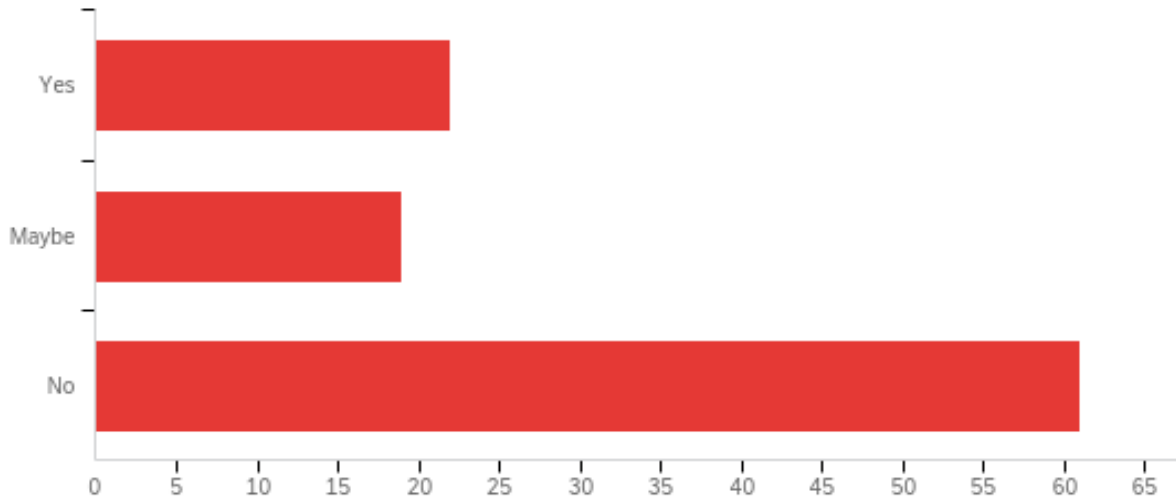


	Academic Class
graduate/ professional	43
senior	21
junior	16
sophomore	15
freshman	7

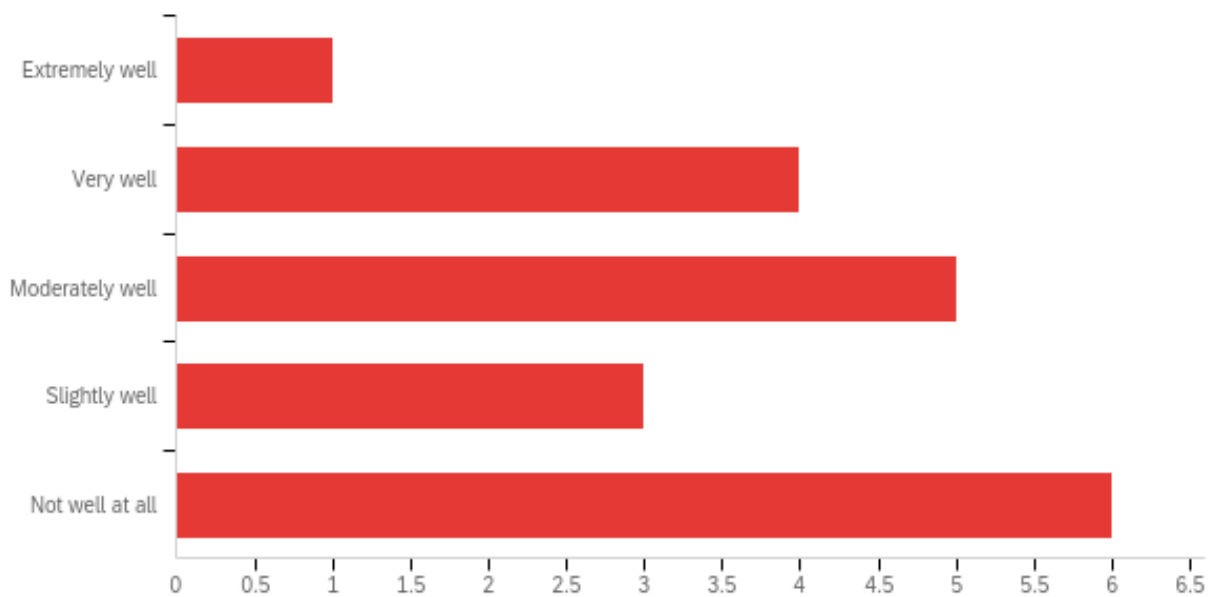
### Respondants By Academic Class



### Q1 - Have you heard of the Carolina Way?

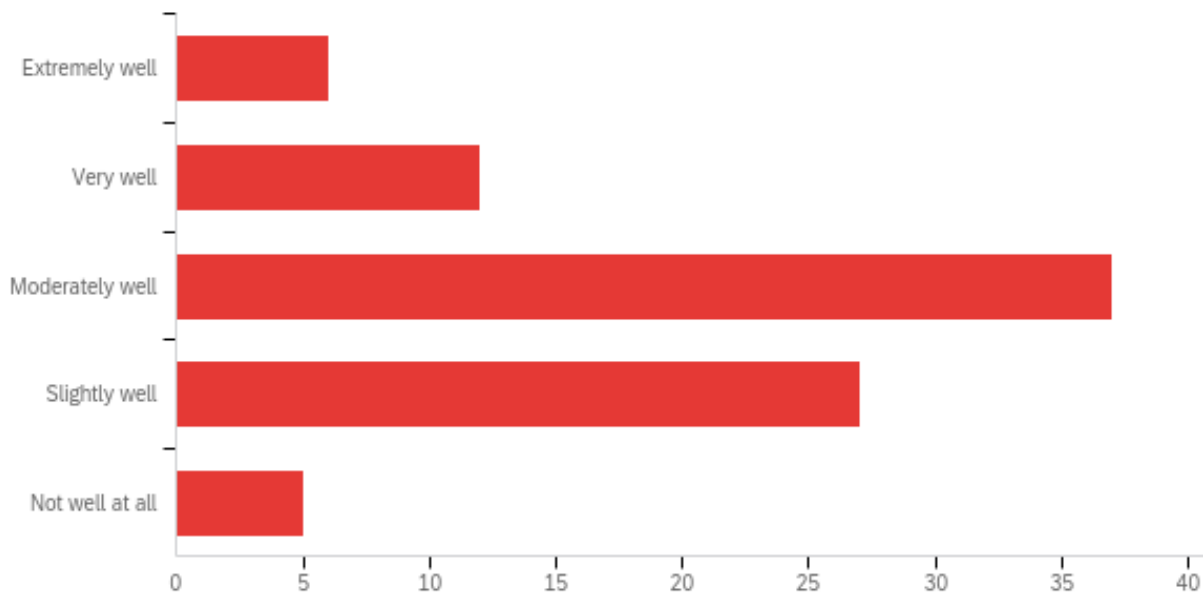


### Q2 - As a Black/African American student at UNC-Chapel Hill, do you believe the Carolina Way includes you?

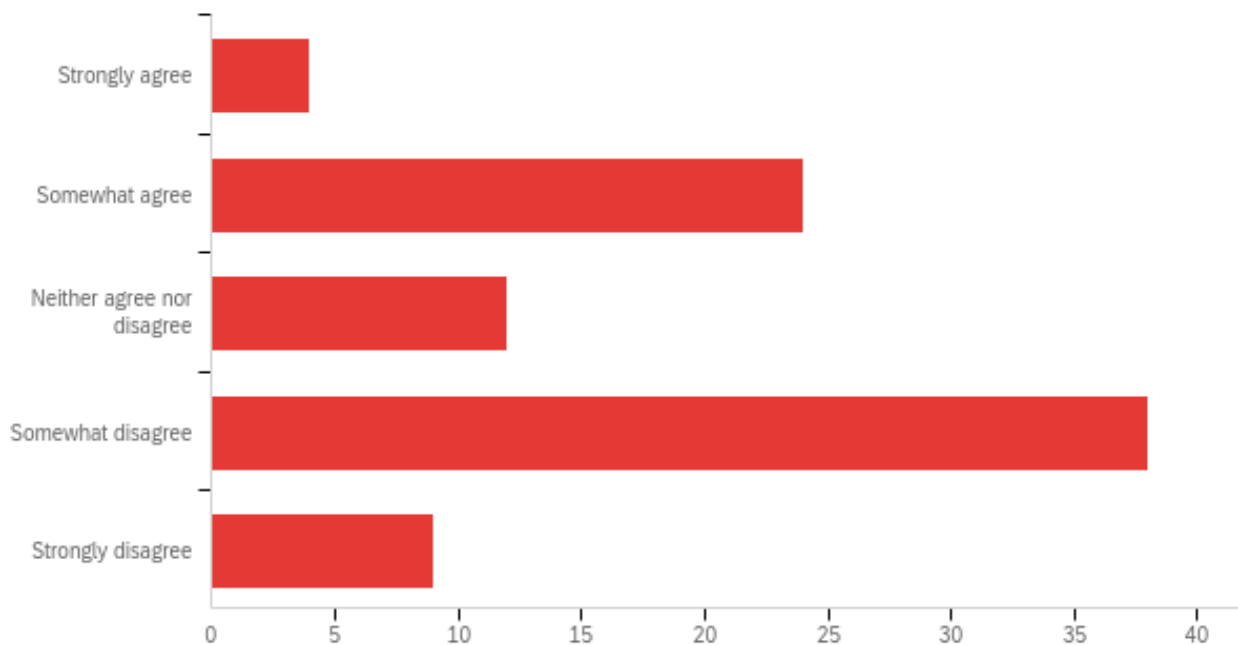


### Q3 - How well do you feel like you are a part of the Carolina community?

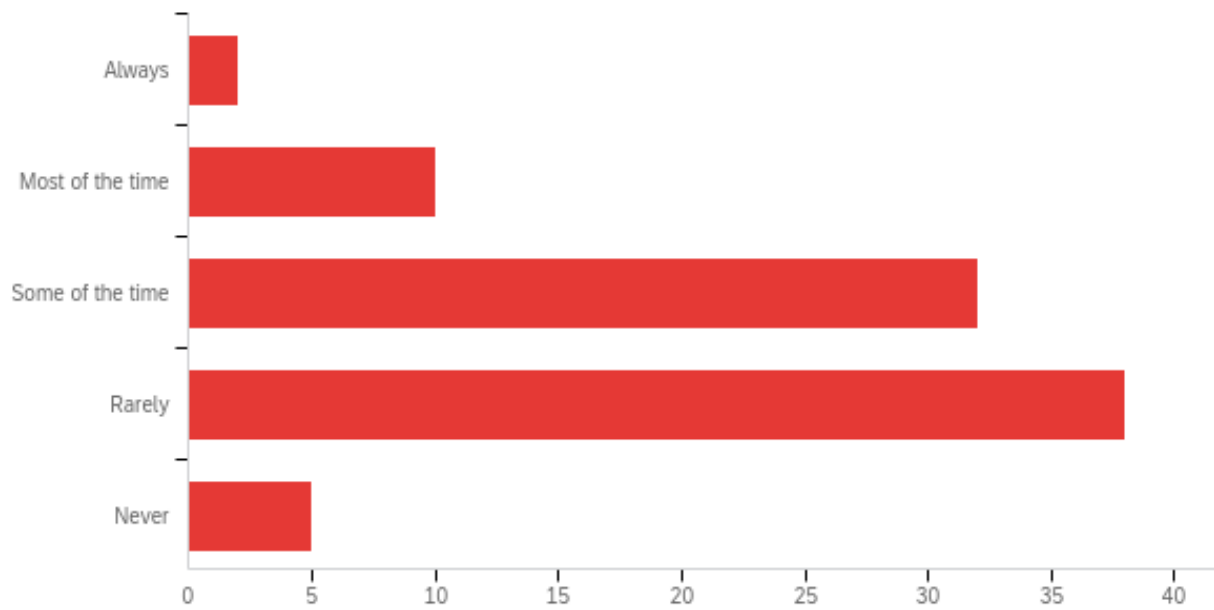




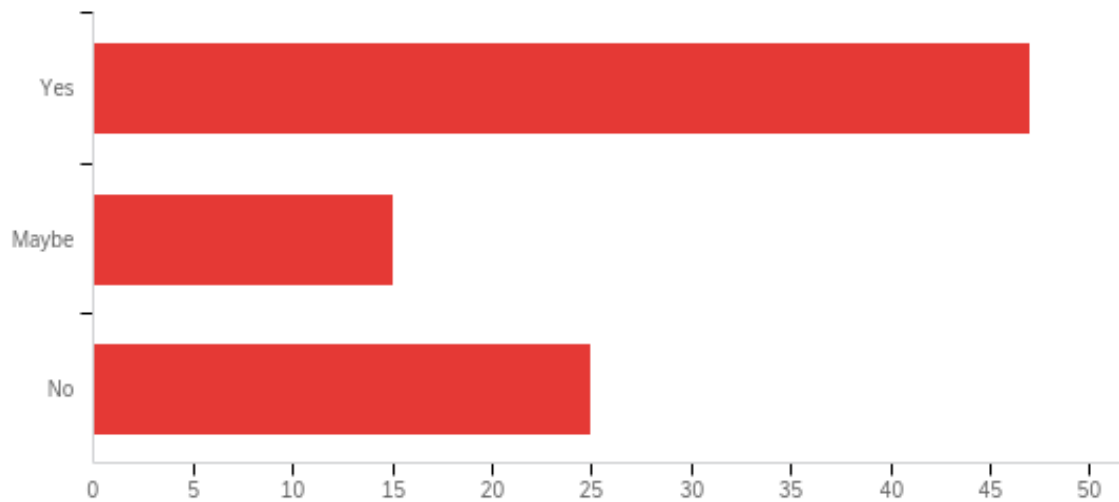
**Q4 - Rate this statement: The University has provided culturally tailored support for Black/ African Americans to succeed and thrive at Carolina.**



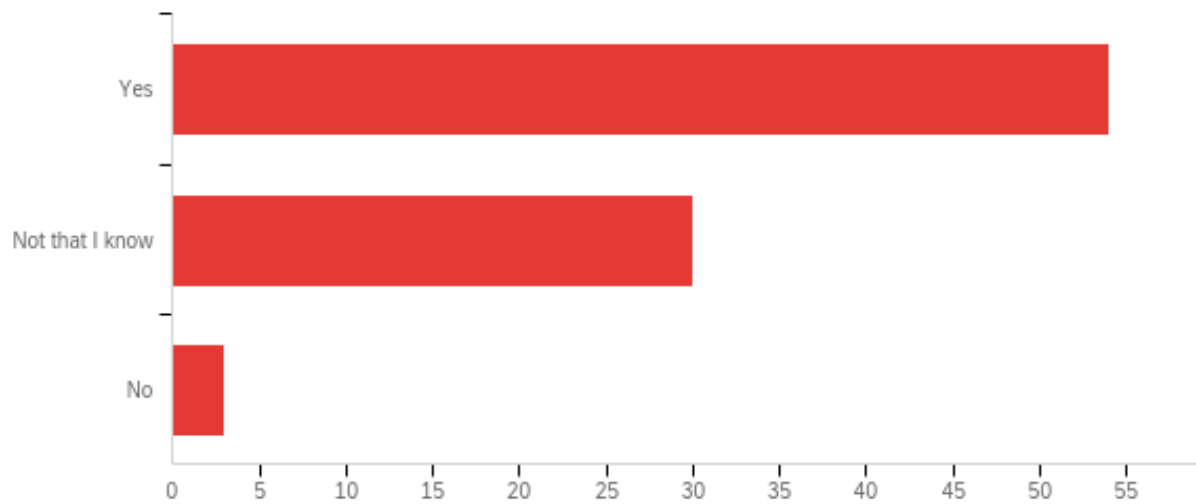
**Q5 - Do you feel like the thoughts and opinions of Black/African American students are taking into account when UNC-Chapel Hill administration makes decisions?**



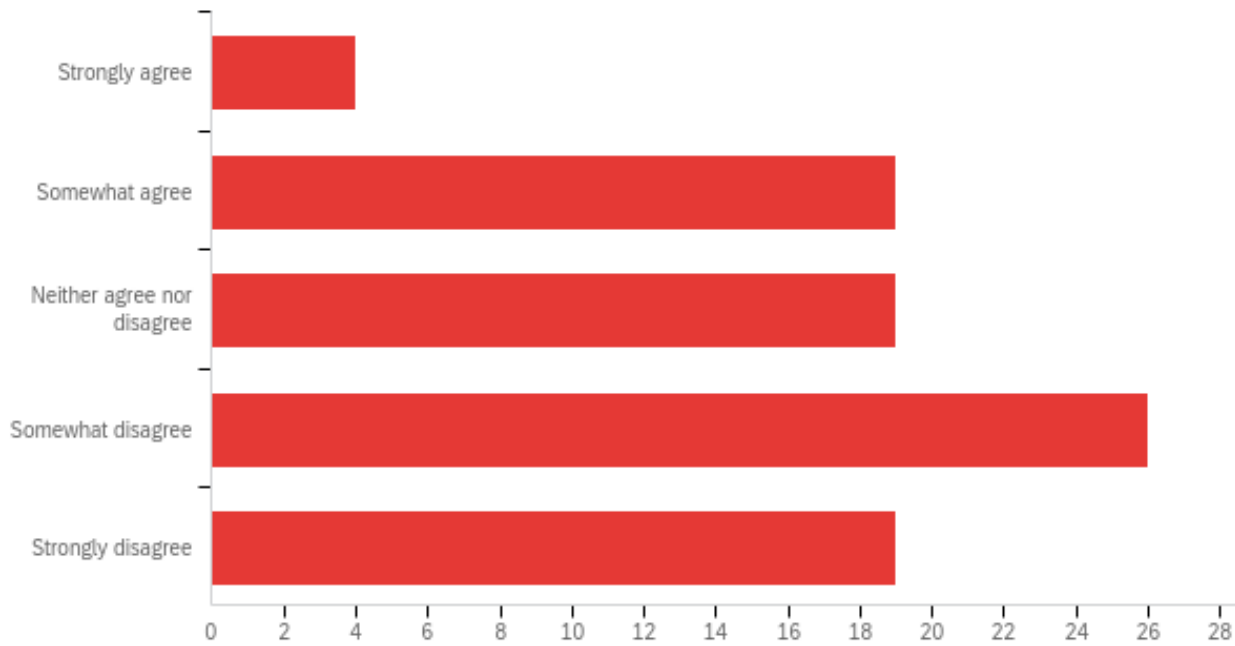
**Q6 - Have you faced or witnessed prejudice or discrimination while at UNC-Chapel Hill?**



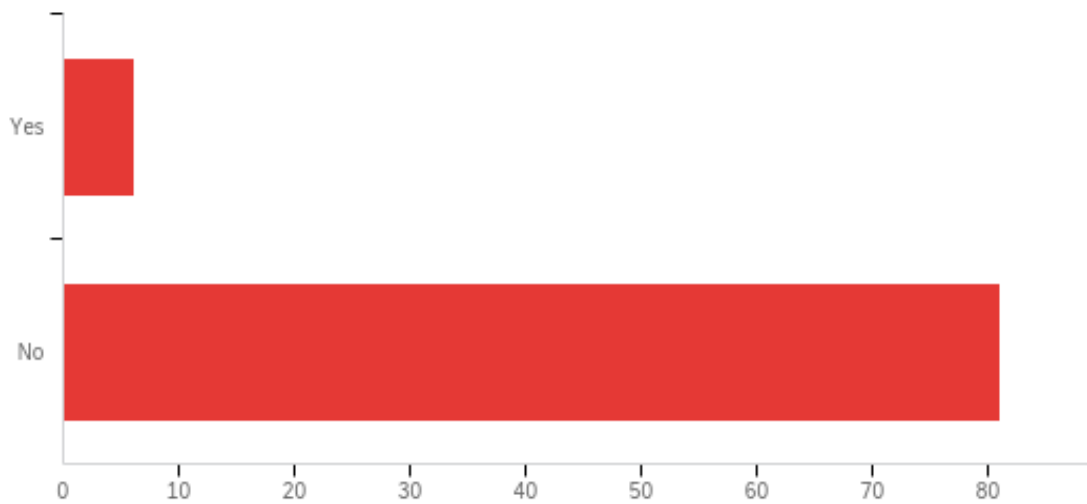
**Q8 - Is there a space where you and other Black/African American students can congregate and openly discuss your experiences without being judged?**



**Q9 - Rate this statement: There are enough cultural and entertainment outlets for me as Black/African student at UNC-Chapel Hill.**

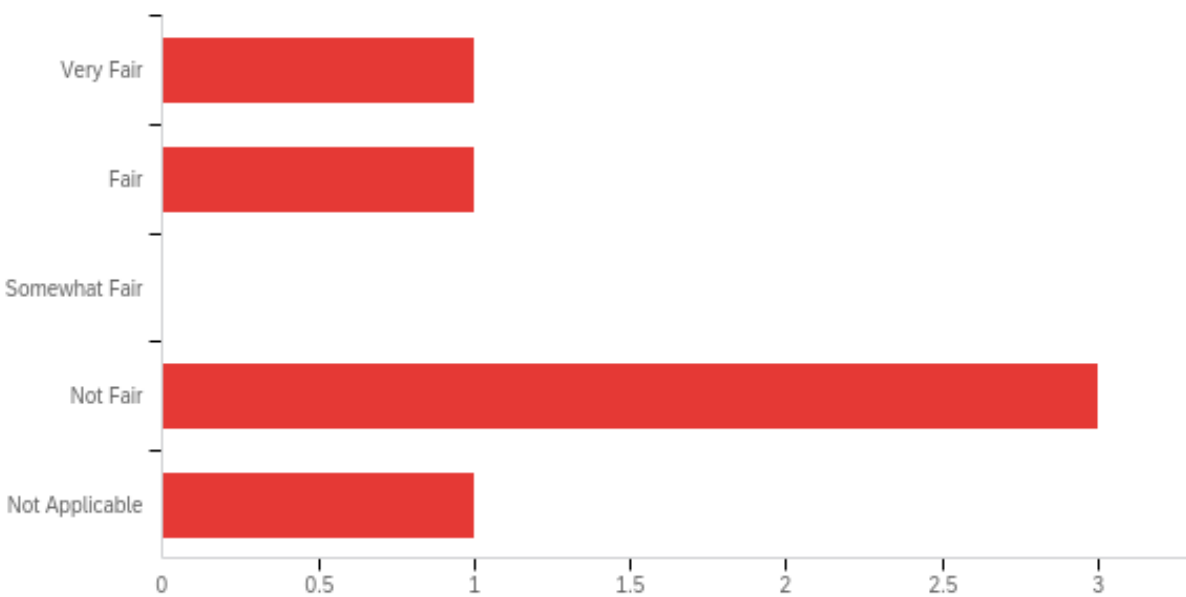


**Q10 - Have you had any interaction with UNC Police during the 2020 - 2021 academic year?**



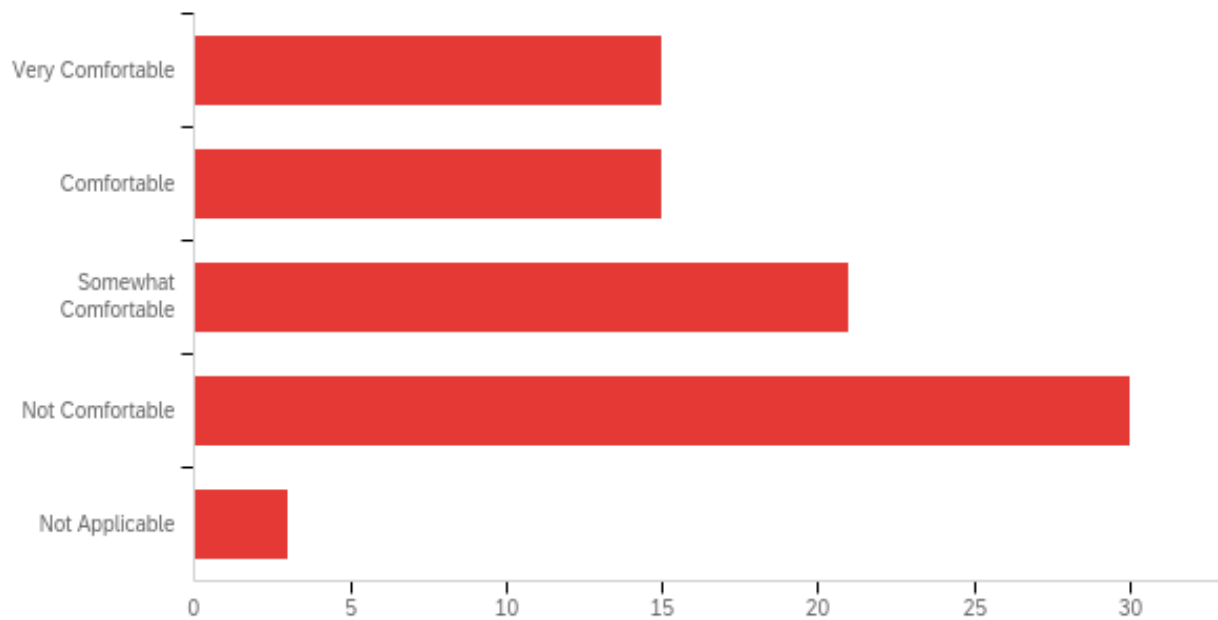
**Q11 - Describe your experience with campus police has been fair and equitable.**

**Definition: Equitable experience means special considerations are in place for you to receive the same opportunity to reach a specific objective.**

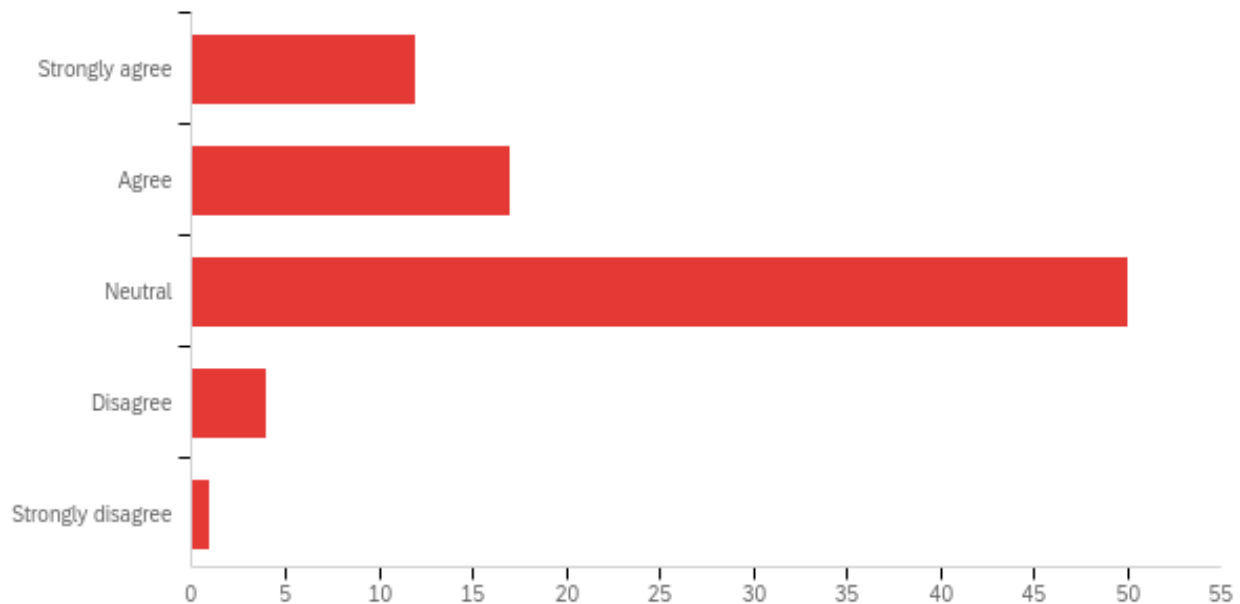


**Q13 - How comfortable are you reporting crimes or incidents that occur on campus?**

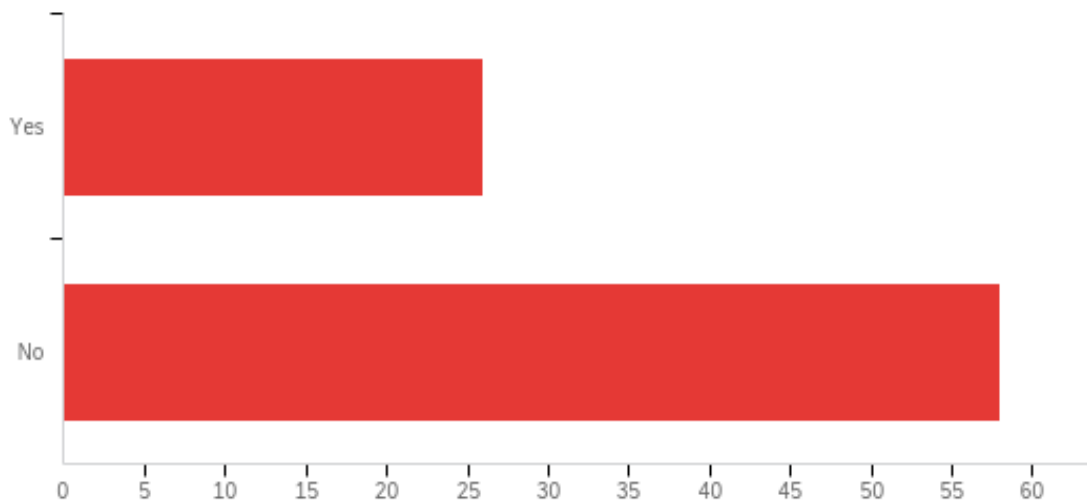




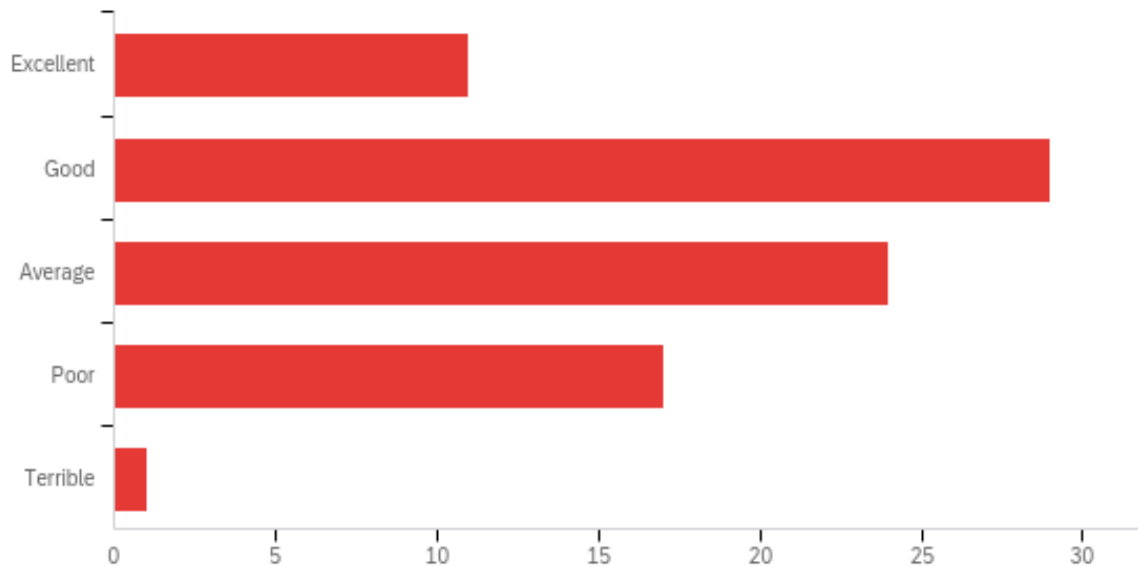
**Q14 - The campus police disproportionately monitor and respond to events with larger African American attendance you've attended.**



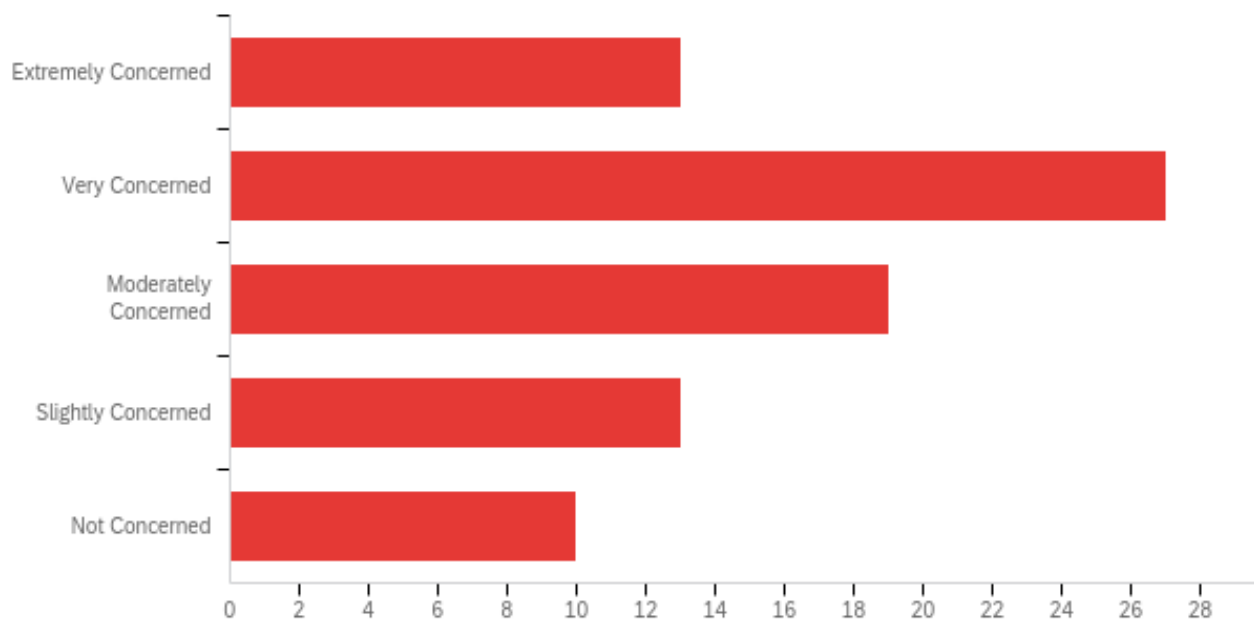
**Q15 - Have you participated in any campus safety events or trainings that increased your knowledge of campus safety issues or methods to increase your safety?**



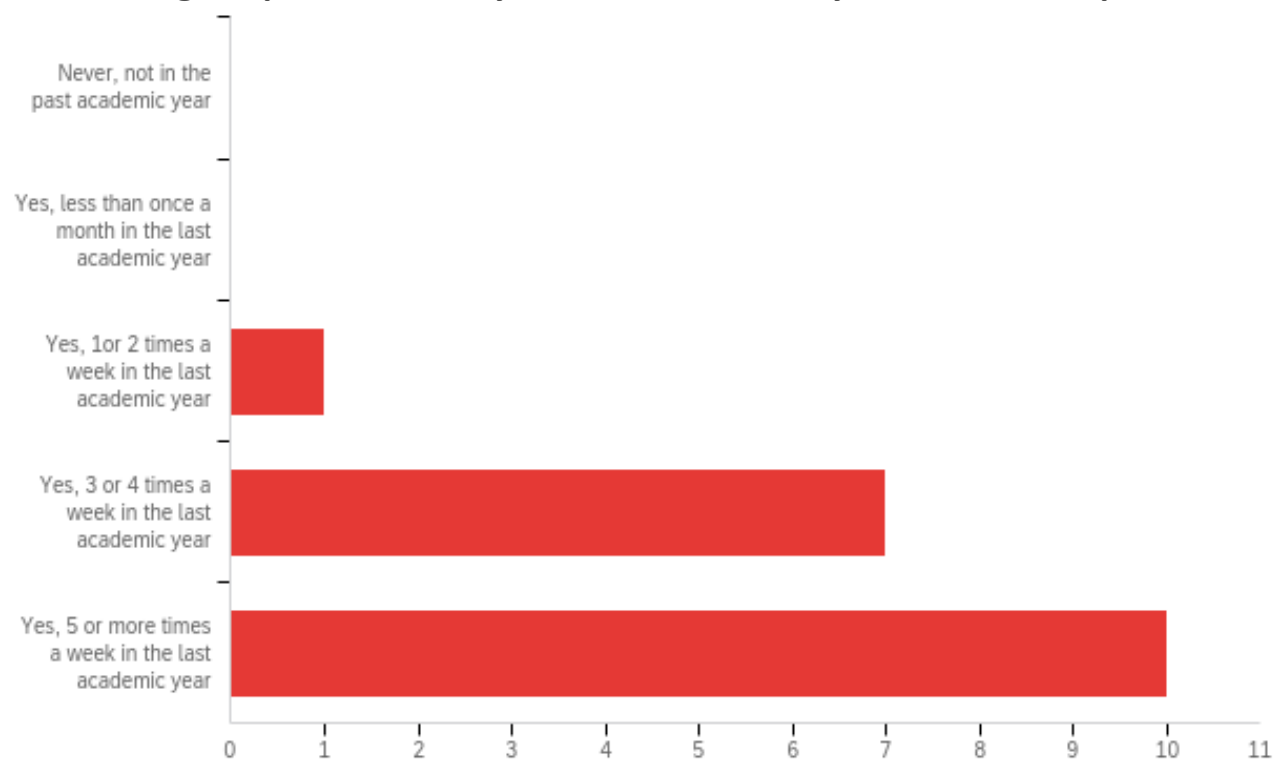
**Q17 - Overall, how would you rate your mental health?**



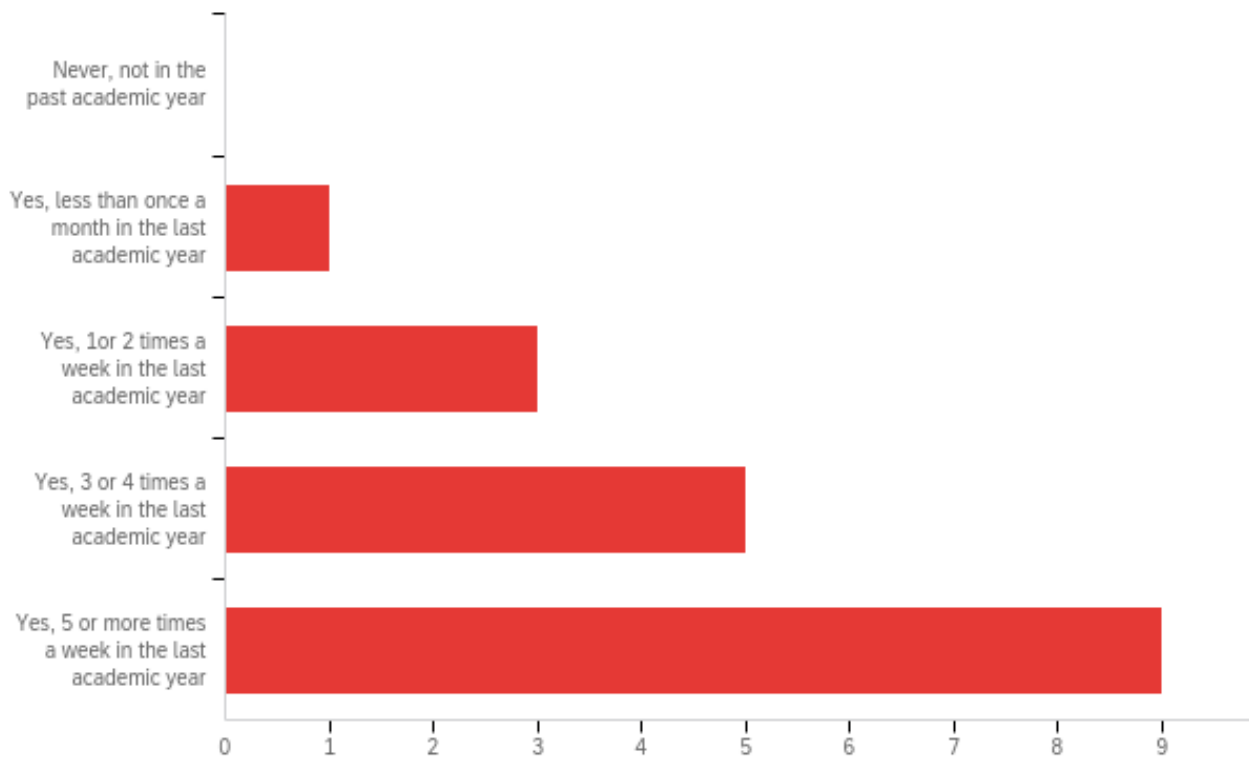
**Q18 - During the past academic year, how concerned are you for your physical or mental safety based on your race, ethnicity, religion, or political affiliation?**



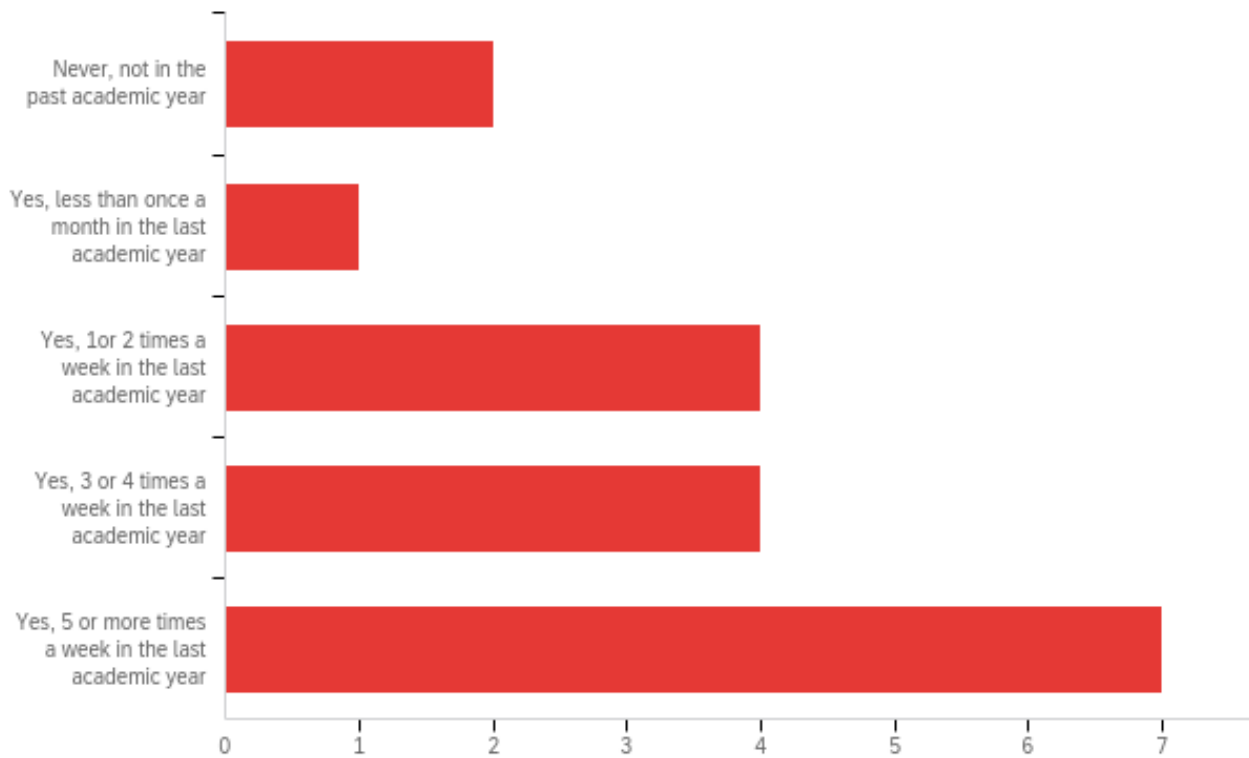
**Q19 - During the past academic year, how often have you felt sad or depressed?**



**Q20 - During the past academic year, how often has your mental health interfered with your academic engagement and progress?**

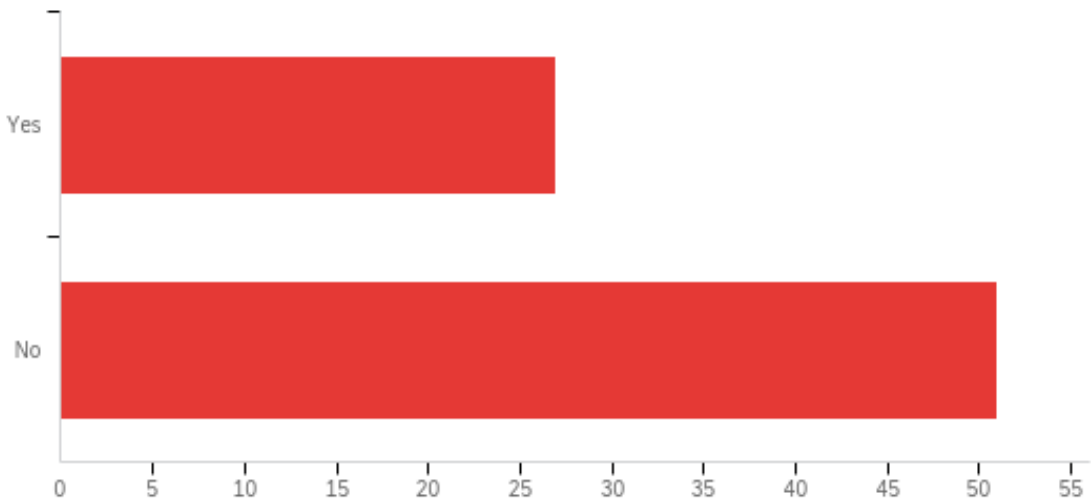


**Q21 - During the past academic year, how often has your mental health interfered with your interpersonal relationships?**





**Q22 - During the past academic year, have you experienced any physical or mental altercation based on your race, ethnicity, religion, or political affiliation?**



## Q24 - What can the UNC-Chapel Hill administration do to improve safety and belonging for Black/African American students at Carolina?

I understand that this is a public university, but UNC administration has been too lenient with the issue of strangers coming on campus and being hostile with students. Certain white members of hate groups enjoy coming on campus and intimidating black students, so more security is needed.

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I don't know

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ban confederate flag clothing from all parts of campus

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More opportunities of educating about the differences everyone brings to the campus. More spaces that are openly encouraged for students of diverse experiences such as black spaces, etc.

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For starters don't tolerate armed confederate protesters on campus. Make it clear they are not welcomed on campus and do more to protect students from their presence.

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Create a safety agency alternative to the police force. Admit, hire, and retain more Black faculty and graduate students.

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Multi-cultural awareness events, and required curriculum to educate the uninformed

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The university needs to do a better job of screening students as well. It's nice to have these initiatives and statements on paper, but the students accepted also set the culture. In interviews students need to specifically address their views and beliefs because dealing with racist comments from students or being alienated due to not being white are extremely problematic and common place here.

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Provide them a space tailored just for them

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Support promoting black leaders in higher positions. Support black students leading and making changes to the campus community. You can't hope to solve problems of black people without the leaders of the movement being black.

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Become educated and build empathy

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Hire diverse faculty! There is no reason one department should have only 1 or 2 Black faculty members! Also, hold people accountable to their actions. The university protects racists through their policies and how they operate!

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Implement guidelines that ALL schools at the university have to abide by to be inclusive to ALL students

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Fund Stone Center Black organization space. Maintain UPENDO. Fund NPHC Legacy Plaza

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I believe recent events around the country have already increased awareness and initiatives to address effective measures to improve safety are already in discussion.

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One area that continuously sticks out to me is the academic advising. I did not feel understood or heard when I went there, ever. I was recommended a different advisor to see and that's the only one good experience I had. This is while I was in undergrad, 7 years ago. Now as a graduate student, I do not experience campus life as acutely. However I do feel that UNC needs to provide more advisors that are specifically Black/African American because having that would have made a huge difference.

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Create additional opportunities for the Black Business Student Association to be intertwined with UNC and Kenan-Flagler community and events.

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Act like they actually care about our health and well-being. Also, reprimand the white kids just as they would reprimand Black students, the double standards at this university are disgraceful.

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Administration should be embarrassed that they keep asking the same question over and over yet do nothing about it. You want black/African American students to feel like they belong then get some more black/African American students in the damn school. It's not that hard.....

Hire more Black faculty, staff, and administration workers. Recruit more Black students to UNC by casting a wide net, especially in the case of graduate recruitment, not just targeting a specific HBCU, but multiple HBCUs and PWIs as well.

leave them alone

I have felt sense of belonging within the SSW.

Improve policing practices

I'm not sure. More police training, I guess.

More discussions about racism's impact in universities, especially PWI's

Creating spaces for students to share their experiences is important. Supporting black faculty also impacts the students.

Have more people of color on boards.

Create more avenues for mentorship and connecting experienced and newer graduate students.

I think hosting more talks and increasing awareness of issues that the Black community faces is a good start. I think also increase the information and access of resources to black students is helpful.

Acknowledge hate crimes when they happen Make sure UNC police protect students over demonstrators coming to campus and make people physically, mentally, or emotionally unsafe Have programs where black students have support their first year at Carolina-- all students should be enrolled and can opt out if they chose Offer alternatives to police that are concrete that black students can call when they feel endangered

Increase funding. Having more money allows for confidence to develop in achieving more academically.

Include more classes that address the African-American experience.

Designated spaces would go a long way, spaces that are not monitored and policed by non-Black folks or campus police in the same way that every other part of campus is. Acknowledging that UNC doesn't only have a troubled history when it comes to race, but that there is a current race problem.

MBA Online so not sure this applies.

The university is not capable.

helping black students by making more resources for black students to meet each other

I get strange looks when I interact or talk with other black students. I'm not sure why people look at me so strangely when I talk with other people that look like me.

I think so far, especially in the past 3 years that I have been here, the University has appropriately responded to any sources or acts of racism/prejudice concerning Black students.

UNC administration first acknowledging that Black/African American students have different needs than the rest of the student body. Policies have been tone deaf and ineffective because administration does not actually SEE its Black students. Improving safety means listening to the needs of students and actually following through with action when students express they don't feel safe.

No idea

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Hold your students accountable and cater just as much to your Black/African American organizations as you do your white ones. See- campus events, Black Greek life, etc. These events are much harder to find than the others.

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Listen to opinions and actually consider them not in reactive situations, but preventative circumstances.

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stop accommodating white supremacist presence on campus



## Q25 - If there is anything else that you would like to say about safety and/or belonging at UNC-Chapel Hill?

It seems The Carolina Way is on the right track

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I appreciate UNC's effort.

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I wish I felt more included in the UNC- Chapel Hill environment.

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I would never recommend a Black student come to UNC after my experiences

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UNC profits of its Black/African American student population. UNC also knows that students of color typically come from lower income backgrounds. UNC needs to provide more tuition assistance, like a sliding scale for students of color, especially first generation students. UNC can continue to increase the admittance of students of color and not just have diversity statements but continue to state anti-racist and intersectional frameworks into the DEI initiatives across campus. More inclusive learning and help for students of color wanting to participate and matriculate into the Journalism, Business and other professional schools. There are plenty of other ways to make students feel safe, and changing building names is just the beginning. UNC must continue to acknowledge the contribution of enslaved Africans on this campus on a school wide and national level and change the monument devoted to their legacy because it is not an acceptable or honoring piece. UNC must continue to provide funding and support to faculty of color that are in the humanities and arts that do not get as much funding as science but are no less valuable. UNC has to have more women identifying persons and Black/AA as leaders on campus. There's much to be done and I don't want UNC to let up its momentum because it is long overdue.

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Also, a lot of the anti-racism trainings that have gotten popular over the past year do more to sow division and exacerbate racial tensions than lead to productive, fruitful change, particular the teachings of Kendi and Tanahesi Coates, so steer clear of those (this is coming from a Black student). I'd encourage the administration to look into Chloe Valdary's Theory of Enchantment. From what I've read, it does a much better job at combatting racism and bringing people together than a lot of the traditional anti-racism rhetoric.

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I do not feel safe at this university.

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MBA Online so not sure this applies.

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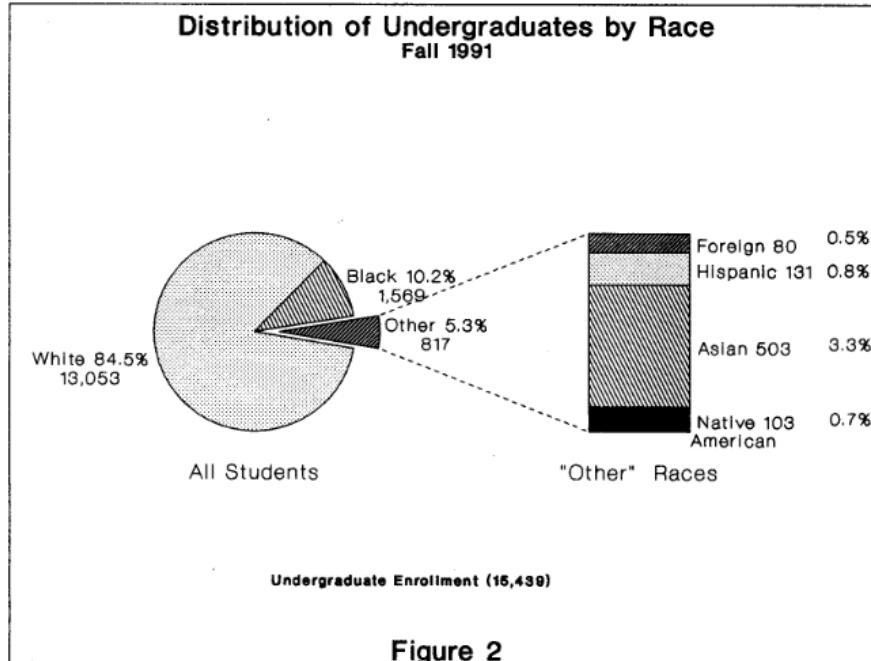
Fill in the potholes before I get a flat tire, please

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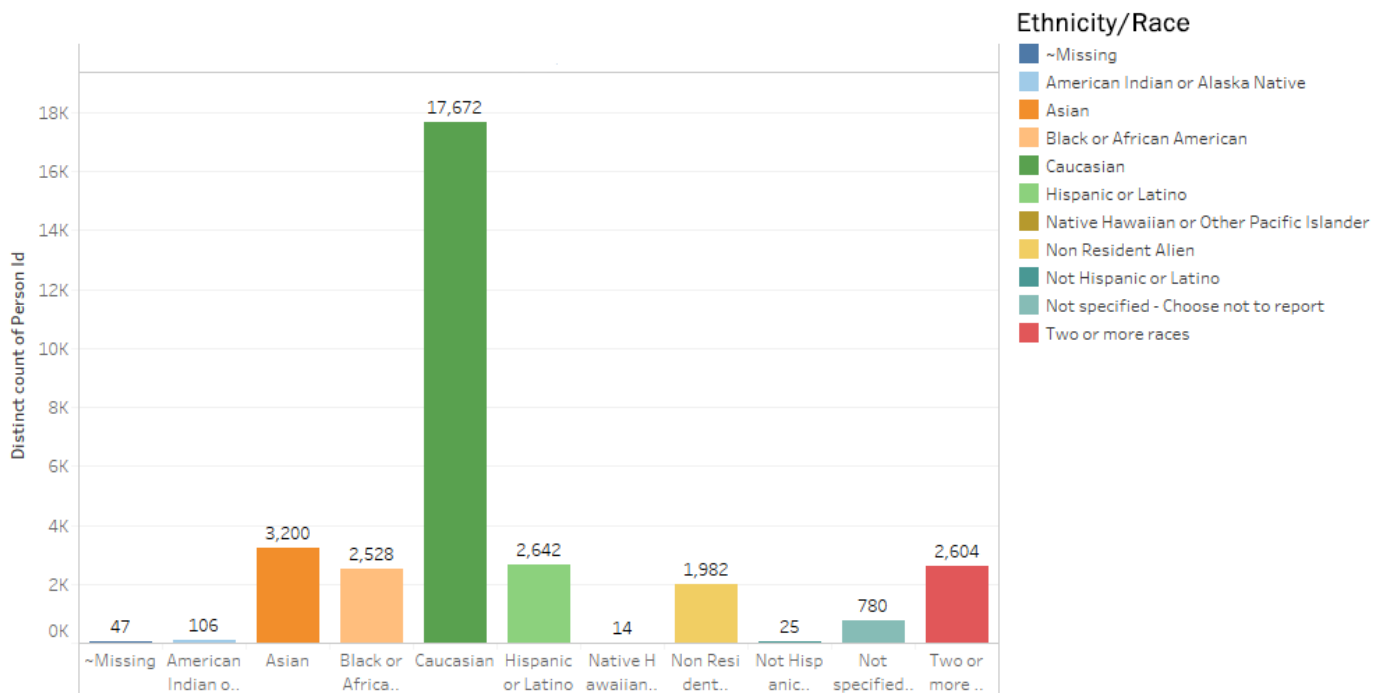
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# Appendix



Source: [https://oira.unc.edu/wp-content/uploads/sites/297/2017/07/fb1991\\_1992.pdf](https://oira.unc.edu/wp-content/uploads/sites/297/2017/07/fb1991_1992.pdf) pg. 9

## Spring 2021 Graph



## Academic Career – Spring 2021

Ethnicity/Race	DENT	GRAD	LAW	MED	PBAC	PHCY	UGRD	Grand Total
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~Missing	1	8		1			37	47
American Indian or Alaska Native	1	22	3	4		1	75	106
Asian	35	638	34	116	5	106	2,273	3,200
Black or African American	34	710	28	88	1	34	1,639	2,528
Caucasian	199	5,525	423	429	12	316	10,794	17,672
Hispanic or Latino	27	639	55	53	4	38	1,830	2,642
Native Hawaiian or Other Pacific Islander		4					10	14
Non Resident Alien	8	1,052	12	2	1	23	884	1,982
Not Hispanic or Latino		12	1			1	11	25
Not specified - Choose not to report	5	196	6	8		11	555	780
Two or more races	33	741	47	101		49	1,635	2,604
<b>Grand Total</b>	<b>343</b>	<b>9,547</b>	<b>609</b>	<b>802</b>	<b>23</b>	<b>579</b>	<b>19,743</b>	<b>31,600</b>

Source: Data warehouse

Ethnicity/Race: Black or African American			Academic Level					
Term Code	Term	Year	SO	FR	SR	JR	SPU	Grand Total
1912	Spring 1991	1991	363	384	312	350	20	1,429
1919	Fall 1991	1991	411	345	386	340	22	1,504
1922	Spring 1992	1992	352	341	353	329	14	1,389
1929	Fall 1992	1992	384	348	381	339	25	1,477
1932	Spring 1993	1993	338	325	360	322	20	1,365
1939	Fall 1993	1993	357	362	411	325	27	1,482
1942	Spring 1994	1994	312	328	383	326	12	1,361
1949	Fall 1994	1994	332	445	404	309	20	1,510
1952	Spring 1995	1995	319	420	374	287	27	1,427
1959	Fall 1995	1995	416	401	345	376	35	1,573
1962	Spring 1996	1996	387	374	344	301	21	1,427
1969	Fall 1996	1996	380	394	325	431	23	1,553
1972	Spring 1997	1997	366	364	342	363	16	1,451
1979	Fall 1997	1997	364	425	412	408	14	1,623
1982	Spring 1998	1998	346	398	427	329	47	1,547
1989	Fall 1998	1998	397	420	389	433	42	1,681
1992	Spring 1999	1999	375	390	370	363	76	1,574
1999	Fall 1999	1999	403	397	405	415	35	1,655
2002	Spring 2000	2000	383	379	406	348	48	1,564
2009	Fall 2000	2000	385	414	415	427	27	1,668
2012	Spring 2001	2001	356	406	426	374	30	1,592
2019	Fall 2001	2001	413	420	437	407	37	1,714
2022	Spring 2002	2002	388	406	434	342	29	1,599
2029	Fall 2002	2002	415	419	423	428	49	1,734

2032	Spring 2003	2003	386	412	404	369	22	1,593
2039	Fall 2003	2003	418	420	446	424	35	1,743
2042	Spring 2004	2004	394	397	469	358	36	1,654
2049	Fall 2004	2004	423	392	441	449	23	1,728
2052	Spring 2005	2005	385	383	473	384	17	1,642
2059	Fall 2005	2005	408	410	480	426	21	1,745
2062	Spring 2006	2006	383	400	504	323	23	1,633
2069	Fall 2006	2006	428	440	442	424	27	1,761
2072	Spring 2007	2007	394	435	445	354	26	1,654
2079	Fall 2007	2007	456	411	449	457	19	1,792
2082	Spring 2008	2008	437	392	477	363	29	1,698
2089	Fall 2008	2008	414	405	490	458	25	1,792
2092	Spring 2009	2009	381	384	532	367	21	1,685
2099	Fall 2009	2009	391	403	502	428	15	1,739
2102	Spring 2010	2010	384	418	540	344	10	1,696
2109	Fall 2010	2010	400	452	482	448	4	1,786
2112	Spring 2011	2011	402	337	545	407	3	1,694
2119	Fall 2011	2011	399	437	462	413	4	1,715
2122	Spring 2012	2012	340	349	509	435		1,633
2129	Fall 2012	2012	377	406	446	413	5	1,647
2132	Spring 2013	2013	361	303	542	377	4	1,587
2139	Fall 2013	2013	370	366	428	414	3	1,581
2142	Spring 2014	2014	327	259	493	421	6	1,506
2149	Fall 2014	2014	334	406	437	394	13	1,584
2152	Spring 2015	2015	311	307	492	390	9	1,509
2159	Fall 2015	2015	356	356	397	378	8	1,495
2162	Spring 2016	2016	309	263	476	373	4	1,425
2169	Fall 2016	2016	309	401	388	410	9	1,517
2172	Spring 2017	2017	299	289	486	374	6	1,454
2179	Fall 2017	2017	353	375	448	366	8	1,550
2182	Spring 2018	2018	315	278	518	364	6	1,481
2189	Fall 2018	2018	347	391	388	410	6	1,542
2192	Spring 2019	2019	331	295	482	397	4	1,509
2199	Fall 2019	2019	386	379	427	410	8	1,610
2202	Spring 2020	2020	395	291	543	407	7	1,643
2209	Fall 2020	2020	385	368	482	459	7	1,701
2212	Spring 2021	2021	355	200	564	482	8	1,609

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*D.*