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Expert Report of Dr. Mitchell J. Chang, Ph.D.

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**EXPERT REPORT OF MITCHELL J. CHANG,
PH.D.**

MITCHELL J. CHANG

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[...]

V. ANALYSES OF UNC-CHAPEL HILL'S EFFORTS TO REALIZE THE
 EDUCATIONAL BENEFITS OF DIVERSITY

[...] In practice, we have learned that realizing the added educational benefits associated with being in a diverse environment depends on the robustness of the educational context for supporting those student experiences that lead to benefits (*see*, for example, Denson & Chang, 2009, 2015). Therefore, if an institution seeks to actualize related educational benefits, the research suggests that it must address their educational context in ways that improve both the quantity and quality of students' engagement with diversity. In considering an institution's capacity to actualize the added benefits, I applied an ecological perspective. Decades of research concerning how college affects students (*see* Astin 1993b; Dey, 1997, Pascarella & Terenzini, 1991) have conclusively shown that the relationship between students and the college environment is both reciprocal and dynamic. In other words, one of the fundamental principles in higher education research is what is referred to as an ecological perspective, which posits that there are tight interconnections between individual change, institutional change, and social change. Thus, in order to achieve those benefits associated with diversity, a campus must account for many different but interrelated moving parts, shaped by multiple external and internal forces that can affect whether or not being a member of a diverse student body will have added value to a student's learning and educational experience. Accordingly, achieving high quantity and quality undergraduate engagement with diversity is an ongoing dynamic institutional process that is constantly evolving to account for many shifting parts both within and outside the university.

Given this ecological perspective, gauging the robustness of an institution's efforts subsequently requires going beyond just taking a snapshot of an institution at a single time point with one data source. Instead, I examined multiple data sources to assess the quantity and quality of UNC-Chapel Hill's engagement with diversity over a period of more than a decade. With this range of information, I focused on the scope and depth of UNC-Chapel Hill's evolving efforts associated with diversity and how undergraduate students came to be affected and shaped by those efforts over time. This examination allowed me to draw

empirical conclusions about UNC-Chapel Hill's overall capacity to actualize the educational benefits associated with their efforts to diversify their student body.

In conducting this study, I relied on, reviewed, and utilized the following materials: publicly available materials located on the UNC-Chapel Hill Office of Diversity and Inclusion website⁴; the legal complaint filed in this action; select documents including faculty and administrative materials exchanged during the discovery of this action; the 2017 Diversity Report; sworn testimonial evidence from this case, including deposition transcripts, and witness declarations; and publicly available data and information located on the UNC-Chapel Hill Office of Institutional Research and Assessment ("OIRA") website. A complete list of all the materials utilized in this report can be found in Appendix C [omitted].

For the analyses, I undertook two approaches to the materials. First, I reviewed relevant documents including the 2017 Diversity Report, and testimonial evidence gathered in this litigation to examine [1] UNC-Chapel Hill's mission and commitment to diversity, and [2] UNC-Chapel Hill's programmatic efforts and initiatives including academic programs, student life and campus programs and activities made available on campus. These analyses are reported in Section A, and serve mostly to corroborate my later conclusions. Second, I conducted a quantitative review of publicly available survey data to examine how students were affected and shaped over time by UNC-Chapel Hill's diversity-related efforts. To understand better the noted trends, I reviewed and synthesized testimonial evidence and assigned a set of relevant citations for each trend to assist in drawing substantive conclusions. Lastly, I also pointed to preliminary results from the 2016 Undergraduate Diversity and Inclusion Campus Climate Survey (Climate Survey) to provide additional data points to understand where those trends presently stand. These analyses are reported in Section B.

A. UNC-Chapel Hill's Efforts to Promote Diversity and Inclusion

I first examined several different initiatives, programs, and efforts undertaken by UNC-Chapel Hill to promote, foster, and utilize diversity and inclusion for the associated educational benefits. As noted in my prior

4. These publicly available materials were formerly located on the UNC-Chapel Hill Diversity and Multicultural Affairs website.

research, it is not enough for higher education institutions to expect the educational benefits of diversity to accrue without some effort by those institutions to realize such benefits. More specifically, in “Making Diversity Work on Campus: A Research-Based Perspective,” Jeffrey Milem, Anthony Lising antonio and I made several recommendations for engaging diversity on campus through “an intentional and coherent process of planning, developing, and implementing institutional policies and practices explicitly designed to help students attain the benefits that can be gained from attending a racially and ethnically diverse college or university.” (19) These recommendations were derived by a review of the research since *Grutter* and *Gratz*, and built upon the foundational work of Patricia Gurin, which she submitted in her expert reports. Drawing upon this research, as well as our own experiences and prior publications, we sought to synthesize the best practices and guidance for universities in maximizing the benefits derived from diversity and inclusion. Our proposals were not exhaustive, but included several components for meaningful diversity engagement in a multi-dimensional approach, meant to engage all students in an ongoing dynamic process. (*Id.*) These diversity engagement components included, *inter alia*:

- [1] Developing and maintaining a diverse student body through a race-conscious holistic admissions process;
- [2] Outreach, enrichment and recruitment programs;
- [3] Retention and academic success efforts;
- [4] Developing positive perceptions of campus racial climate;
- [5] Developing diversity as a policy through campus statements, faculty diversity policies, and sustained institutional support;
- [6] Development of cultural spaces;
- [7] Addressing classroom environment, curriculum, and pedagogy;

[8] Encouraging inter-group dialogues, interracial contact, and diverse residential housing; and

[9] Supporting affinity groups, fraternities, and sororities.

To evaluate UNC-Chapel Hill’s diversity engagement, I reviewed its recent reports and policies on diversity and inclusion and examined testimony and documents regarding some of its diversity initiatives that fall within the components listed above. Based on this review and assessment, it is my opinion that UNC-Chapel Hill provides, manages, and promotes a wide range of many different initiatives that, taken together, is an intentional and effective plan for actualizing the associated benefits from the diversity of its student body. Clearly, the University has not acted as a passive participant, but is making conscientious and deliberate efforts on all fronts to foster diversity through interactions between individuals and group, diversity-related events, and creating a welcoming and inclusive campus environment. Those efforts have ramped up overtime and have improved the institution’s overall capacity to maximize the educational benefits from diversity, enriching learning experiences for students at UNC-Chapel Hill.

Each of these initiatives and programmatic efforts, as well as the benefits from diversity in classrooms and beyond UNC-Chapel Hill, is discussed more fully below:

1. Developing and Maintaining a Diverse Student Body

UNC-Chapel Hill engages in the use of holistic admissions practices with careful considerations of race as a “plus factor” to evaluate applicants and to admit a diverse group of students. Witnesses are clear that the admissions process holistically considers all aspects of an applicant’s experiences. Stephen Farmer, the Vice Provost for Enrollment and Undergraduate Admissions, for example, described how applicants are considered in a “nonformulaic way ... that’s respectful of them as persons.” (**Stephen Farmer Deposition (“Depo.”)** 17:6-14.) Witnesses also testified that everything in an application can be considered when deciding whether to admit the applicant to the University. (**Jared Rosenberg Depo.** 155:13-19 (“The holistic review process is that if we take into consideration the whole person, so it’s everything – anything

and everything in a student's application can be considered. It's not strictly based on GPA or test score, but it's based on a whole host of factors, and experiences that the student brings."); **Ni-Eric Perkins Depo.** 35:8-25.) UNC-Chapel Hill strives to develop and maintain a diverse student body, as the University believes "there is a[n] educational benefit to having students from all backgrounds," and that "one of the backgrounds that one should consider would be race." (**Damon Toone Depo.** 158:19-23.)

2. Outreach, Enrichment and Recruitment Programs

Even before individuals matriculate to UNC-Chapel Hill as students, UNC-Chapel Hill undertakes a variety of programmatic efforts focusing on increasing the diversity in the potential applicant pool. Below are just a sampling of some of the programs mentioned in the documents and testimony. Many of the individual witnesses recognize that pipeline programs and UNC-Chapel Hill outreach and recruitment initiatives are essential to reaping the benefits of diversity.

a. High School Honors Day and Decision Day

"High School Honors Day" and "Decision Day" are on-campus events that are aimed at potential and admitted applicants to UNC-Chapel Hill. (**Rumay Alexander Depo.** 44:11-46:7.; **Michael Davis Depo.** 76:6-20.) During these programs, UNC-Chapel Hill officials present information about University resources, including educational majors, academic programming, and campus life. (**Rumay Alexander Depo.** 44:11-46:7.) By design, these programs target any applicant who may be thinking of matriculating to UNC-Chapel Hill. (*Id.*) Decision Day has been run by the office of Diversity and Multicultural Affairs ("DMA") as part of an effort to engage diversity or engage diverse populations with UNC-Chapel Hill. (**Michael Davis Depo.** 76:6-20.)

b. Expanding the Circle, Many Nations One Carolina, and Carolina Horizons

DMA and the American Indian Center jointly coordinated several pipeline programs aimed at Native American applicants and their parents. (**Rumay Alexander Depo.** 44:11-48:6; **Michael Davis Depo.** 74:17-

75:11, 77:20-78:3.) These programs, “Expanding the Circle,” “Many Nations One Carolina,” and “Carolina Horizons,” are on-campus events that provide information about resources available to Native American students. (*Id.*; **Rumay Alexander Depo.** 44:11-48:6.)

c. Nuestra Carolina and Dia de Bienvenida

“Nuestra Carolina” and “Dia de Bienvenida” are on-campus events that provide information for prospective Latinx students and their parents. (**Rumay Alexander Depo.** 44:11-48:6.) The events also give prospective students the opportunity to ask questions that Latinx students and their families may have about attending UNC-Chapel Hill. (*Id.*)

d. Summer Institutes

UNC-Chapel Hill hosts three Summer Institutes – “Carolina Renaissance,” “Project Uplift,” and “Uplift Plus.” (**Rumay Alexander Depo.** 46:25-48:6.) All three programs host pre-college students and expose them to campus life, activities, and resources. (*Id.*) Students may visit different schools or programs on campus, ask questions, and engage with academic materials that they may not be familiar with. (*Id.*) Relatedly, “Uplift Plus,” a secondary program to Project Uplift for a smaller number of students, is responsible for organizing and managing other pipeline and outreach programs. (**Michael Davis Depo.** 63:19-24.) A former student and alumna remarked that Project Uplift “was a wonderful opportunity for me, particularly because I was the first person in my family to go to college,” and that it “gave me a chance to see that there were a few people like me at UNC-[CH] and people would care about me once I got to the University.” (**Ashley McMillan Declaration**⁵ ¶¶ 6-7; *see also* **Camille Wilson** ¶¶ 3-4 (describing how Project Uplift similarly impacted her decision to attend UNC-Chapel Hill).)

e. UNC-Chapel Hill Scholars’ Latino Initiative

The “UNC-CH Scholars’ Latino Initiative” is “a three-year mentoring and college preparatory program between UNC-Chapel Hill students and Latinx high school students at six area high schools.” (**Paul**

5. This report cites to statements in declarations filed in this case by the individual’s full name. Later citations to statements omit the “Declaration” portion of the citation.

Cuadros ¶ 11.) The program has more than one hundred and fifty students, and is housed and operated by the UNC-Chapel Hill Center for Global Initiatives. (*Id.*) Paul Cuadros, the chair and executive director of the program, has noted that it is “critical [to] help[] students from [the Latinx] communities see themselves as college bound [which] provides them hope about their own futures and, in some cases, may help them see college as a possibility.” (*Id.* ¶¶ 34-35.) From the personal experiences of some individuals, the group has been described as one “big family setting,” where mentors and mentees meet “once or twice a month to talk about college goals and how [their] lives were going.” (**Teodoro (“Teddy”) Gonzalez** ¶¶ 11-12.)

f. Carolina College Advising Corps.

The “Carolina College Advising Corps” is a branch of the National College Advising Corps that is coordinated by the Office of Undergraduate Admissions. (**Barbara Polk Depo.** 52:3-8; **Damon Toone Depo.** 101:18-102:8; **Camille Wilson** ¶¶ 14-15; **Michael Davis Depo.** 148:20-149:9.) The Carolina College Advising Corps hires recent UNC-Chapel Hill graduates to serve as college advisors in high schools throughout the state, typically in more historically underserved areas. (*Id.*) These students partner with the school’s guidance or college office. (*Id.*) In addition to college counseling, these advisors also provide resources and guidance on available financial aid opportunities. (**Jared Rosenberg Depo.** 63:13-17.) Unlike other programs and initiatives undertaken by UNC-Chapel Hill, the Advising Corps does not specifically direct high school students to UNC-Chapel Hill; instead, “[t]heir job is to help young people find their way to places where they’ll thrive.” (**Stephen Farmer Depo.** 265:12-25; *see also* **Donovan Livingston** ¶ 2.) Currently, the Advising Corps has roughly 50 advisors that will serve 78 schools in North Carolina in the following academic year. (**Stephen Farmer Depo.** 265:12-25.)

g. Carolina Student Transfer Excellence Program (C-STEP)

The Office of Undergraduate Admissions initiated the “Carolina Student Transfer Excellence Program” or “C-STEP” in 2006 to foster a pathway to UNC-Chapel Hill for low to moderate income community

college transfer students who were not necessarily thinking of themselves as transfer candidates or were not necessarily thinking of UNC-Chapel Hill as their destination. (**Stephen Farmer Depo.** 273:1-7; **Damon Toone Depo.** 120:24-121:12.) The C-STEP program confers upon some transfer students at one of ten partner schools guaranteed admission to UNC-Chapel Hill, so long as the students achieve certain minimum academic requirements. (**Ni-Eric Perkins Depo.** 147:4-148:23.) The University conceived the C-STEP program to enhance diversity – not only on the basis of race, but also on the basis of socioeconomic status. (*Id.*) C-STEP is one program that remains available to students once they are already on campus. (**Taffye Benson Clayton Depo.** 103:1-19.) C-STEP provides special events, advising services, and transition and support services. (*See* C-STEP website.) The overall graduation rate for C-STEP students who matriculate to UNC-Chapel Hill is 85%, and the program is considered a success for the University. (**Jim Dean Depo.** 175:5-9.)

3. Retention and Academic Success Efforts

UNC-Chapel Hill has several academic and financial assistance programs that are geared toward promoting diversity and assisting historically underrepresented populations at the University. These programs also positively impact graduation rates among underrepresented populations at the University.

a. Carolina Covenant

The “Carolina Covenant” is a program that provides low-income students with grants, scholarships, and work study opportunities so that they can graduate from UNC-Chapel Hill debt-free. (**Damon Toone Depo.** 108:22-109:5; **Ronald F. Bilbao ¶** 4.) As one UNC-Chapel Hill alumnus noted, “[b]efore the Covenant, low-income minorities mostly just had the option to go to community college if they could not afford the cost of college.” (*Id.*) The same student has noted that “[t]he Carolina Covenant changed the course of my life and my career.” (*Id.*) In addition to financial support, the Carolina Covenant also provides mentoring and support programs to help ensure successful academic careers and to increase the likelihood of graduation. (**Mary Cooper ¶** 18 (mentioning a discussion of how Carolina Covenant “increase[s] graduation rates for

African-American students”).) Stephen Farmer, Vice Provost for Enrollment and Undergraduate Admissions, has remarked that Carolina Covenant is a “race-neutral alternative to improve financial aid” pursuant to Department of Education recommendations. (**Stephen Farmer Depo.** 204:23-205:1.) The program has personally helped several former students and alumni of UNC-Chapel Hill by facilitating a debt-free education. (**Laura Gamo ¶¶ 3-4.**)

b. Chancellor’s Science Scholar’s Program

The “Chancellor’s Science Scholar’s Program” is a program is a partnership with the University of Maryland Baltimore County (“UMBC”) and is modeled after UMBC’s nationally recognized Meyerhoff Scholars program. (**Michael T. Crimmins ¶¶ 27-30; J. Christopher Clemens ¶¶ 27-29.**) The purpose of the program is to diversify and provide access to jobs in the fields of STEM, to bring awareness to the issues of diversity as well as to provide a space where students, regardless of background, can be supported in their pursuit of careers in STEM. (*Id.*) The program seeks to maximize student success by building a community of learners who work collaboratively to succeed academically and in research and provides a space where these students can challenge each other to think differently and ask questions that foster intellectual growth. (*Id.*) Moreover, the program brings in students with high capacity and interest in aspects of diversity who wish to be future science and technology leaders. (**Carol Lynn Folt Depo.** 105:24-106:10.) One of the goals of the program is to help underrepresented minority students become Doctor of Philosophy students in STEM fields, where visibility still remains low. (**Viji Sathy ¶¶ 14-16; Andrew Parrish Depo.** 152:15-19; **Yolanda Coleman Depo.** 65:11-17.)

c. Latinx Peer Mentoring Program

The Latinx Peer Mentoring Program, sponsored by DMA, pairs first-year students with older students to serve as mentors. (**Laura Gamo ¶ 6.**) First-year students are also paired with faculty and staff. (*Id.*) The program includes social events, personal and professional development, and monthly mentor talks. (*Id.*)

d. Carolina Millennial Scholar's Program

The Carolina Millennial Scholar's Program is a "two-year program that provides a community and networking experience for males from diverse backgrounds." (**Teddy Gonzalez** ¶ 8.) As one former student in the program attested, "it was interesting learning about different minorities from different kinds of life." (*Id.*)

e. Carolina First Program

The Carolina First Program is a comprehensive program for first generation students who are the first in their family to attend college. The program provides academic, networking, and other resources to first generation students in order to help them succeed both at UNC-Chapel Hill and beyond their time at the University.

f. Diversity and Inclusiveness in Collegiate Environments

Diversity & Inclusiveness in Collegiate Environment ("DICE") is a campus organization that aims to change the campus climate through innovative initiatives that promote diversity awareness. (**Merrick Osborne** ¶ 6.) DICE is a student-led organization operated from the Campus Health and Wellness center, and it aims to promote holistic student wellness, and it seeks to create greater diversity awareness and program inclusiveness. (*See* DICE website.)

g. Men of Color Engagement

DMA formed the Men of Color Engagement following a retention study that analyzed the retention and graduation rates of men of color. (**Christopher Faison Depo.** 30:1-17.) The organization has several different coordinators, including a transfer coordinator, a first generation coordinator, and a veterans' coordinator. (*Id.*) One current student stated that he was "exposed to people with different religions and ethnicities," and while he "did not always agree with their viewpoints," he "had the opportunity to sit down and talk with them to understand where they were coming from." (**Kendall Luton** ¶ 7.) The group was also involved in assisting the Center for Student Success & Academic Counseling by examining retention and graduation rates for men of color. (*Id.* ¶ 13.)

h. Thrive@Carolina

Thrive@Carolina is a program that originated in July 2013 from a recommendation from the 21st Century Vision Committee on Access and Completion, which had recommended that the UNC-Chapel Hill coordinate and enhance support services to eliminate disparities in retention and graduation rates for students of all races, ethnicities, incomes, abilities, and educational backgrounds. (*See* Resolution 2015-15. Statement on Thrive@Carolina (UNC0283484); Thrive@Carolina Background and Origins (UNC0283488).) Thrive@Carolina promotes and encourages student success through fostering individual competency development and academic achievement. (*Id.*)

4. Developing Positive Perceptions of Campus Racial Climate

UNC-Chapel Hill's diversity initiatives and programming are positively impacting the campus climate. Many of these programs foster affinity groups and diverse communities within the larger academic community. Other programs harness the diversity on campus to promote greater benefits to the University. However, a review of all of these efforts—discussed throughout this section reviewing UNC-Chapel Hill's efforts—reveal that these diversity initiatives and programming are improving and benefitting the campus climate.

For instance, several witnesses discussed how UNC-Chapel Hill's efforts have affected the community. Apparent from the depositions and declarations in the record is that many staff, faculty, administrators, and students strive to better the campus climate at UNC-Chapel Hill and appreciate the diverse campus climate. (*See* **Ezra Baeli-Wang** ¶¶ 12-15 (discussing impact of being in racially diverse environment); **Melody Barnes** ¶ 15 (“[I] had a much richer experience because of the diversity of people I met at UNC[-CH].”); **Chelsea Barnes** ¶ 23 (“Having other students of color, and native students specifically, to support me made a big difference in how comfortable I was on campus and how willing I was to put myself out there and meet new people. The support I had from other native students helped me to thrive at UNC-CH.”); **Ronald F. Bilbao** ¶¶ 16-17 (“[D]iversity is so beneficial, not in terms of whether you pass a test, but how you grow as a person -- which is really the purpose of going to college. Not everything you learn is in the classroom. The people you build relationships with and the chance to

learn from different people is what helps you build a career, launch a business, or become an entrepreneur. It is a no-brainer that people benefit from learning from other people’s experiences.”); **Mary Cooper ¶¶ 7-19** (describing how diversity on campus affected her as a former student body president at UNC-Chapel Hill); **Neils Ribeiro-Yemofio ¶ 9** (“UNC-[CH], through its diverse student organizations, makes students feel like members of a community, provides opportunities for students to feel like they are not alone, and helps them find people who will support them.”); **Damon Toone Depo. 7:10-15** (“[W]e care deeply about the students that we admit and enroll to UNC-[CH] and we do not want students to feel as though they have to be the singular voice for their group, their culture, their first generation college status, their religion, their orientation.”); **Anan Zhou ¶ 12** (“[W]ithout the richness of our UNC community in experience, background, religion, and race, I do not believe I would have gained the knowledge nor education I bear now.”).)

5. Developing Diversity as a Policy through Campus Statements, Faculty Diversity Policies, and Sustained Institutional Support

UNC-Chapel Hill has developed numerous policies and has provided sustained institutional support for diversity initiatives and programming. Its sustained institutional support has taken many forms, including establishing an institutional office with dedicated resources to promote diversity and inclusion on campus. The University also works closely with students through the Carolina Union. Both of these initiatives are discussed in detail below. Other initiatives demonstrating the University’s sustained institutional support include the annual diversity plans, the recent Diversity Report, and several administrative committees focusing on promoting diversity and inclusion on campus.

Moreover, its faculty has also taken an active role in promoting diversity related policies. For example, the Faculty Council recently affirmed their commitment to diversity and inclusion. (*See* UNC Faculty Council Resolution 2016-12 On Commitment to Diversity and Inclusion (“We are committed to promoting the many educational benefits, generation of new ideas and the innovations that flow from a diverse student body Consistent with the social science research in the area, we strongly believe that diversity improves learning outcomes for our students”).) The faculty are also engaged—through regular presentations—in learning more about how to better incorporate and

promote diversity and inclusion at UNC-Chapel Hill. (See April 15, 2016 Presentation, “Educational Benefits of Diversity,” by Professor Rumay Alexander.)

a. Office of Diversity and Inclusion (formerly, the Office of Diversity and Multicultural Affairs)

The former Office of Diversity and Multicultural Affairs (“DMA”) was one of the main offices and administrative units at UNC-Chapel Hill that managed and monitored the campus climate until 2017.⁶ (**Taffye Benson Clayton Depo.** 19:3-24.) The DMA “help[ed] facilitate the University’s progress regarding diversity and inclusion and to help the institution leverage the diversity as an institutional strength reaping the educational benefits.” (*Id.*) The DMA received information about the campus climate through formal ways, including surveys, and informal ways, including feedback from individual students and student groups. (*Id.* at 27:20-28:24.) UNC-Chapel Hill administers climate surveys that ask students questions about whether the students believe they have received the educational benefits of diversity and whether they feel as though they are free to be individuals. (**Stephen Farmer Depo.** 67:16-22; **Carol Lynn Folt Depo.** 168:6-15). These campus climate surveys are administered and compiled by the Office of Institutional Research at UNC-Chapel Hill. (**Lynn Williford Depo.** 203:18-219:1.) In addition to working with student groups, the DMA also hired several students as volunteers or coordinators. (**Camille Wilson ¶ 6** (“I grew the most from my DMA experiences.”).) The new Office of Diversity and Inclusion website publically maintains and provides access to the former DMA annual reports among other former DMA information.

b. Carolina Union and Carolina Union Activities Board

The Carolina Union is the student union at UNC-Chapel Hill, and it focuses on creating safe, inclusive, and educational experiences for students. It is the “nerve center” for the campus where students “can

6. The DMA was recently reorganized into the Office of Diversity and Inclusion (“ODI”). The Chancellor named Rumay Alexander, who previously served as Special Assistant to the Chancellor since January 2016 and as Interim Chief Diversity Officer since July 2016, to the vacant position of Associate Vice Chancellor for Diversity and Inclusion (Chief Diversity Officer). Rumay Alexander reorganized DMA into ODI while serving as interim Chief Diversity Officer.

gather for debate, discussion, information exchange, association with other students and faculty, relaxation and quiet contemplation.” (**Crystal King ¶ 5.**) Carolina Union offers academic or educational, cultural, social, and recreational programs and services. (*Id.*)

Several sub-committees of the Carolina Union, including the Carolina Union Activities Board (“CUAB”), addressed issues relating to diversity and increased the number of diversity lectures and programs during recent years. (**Merrick Osborne ¶¶ 29-30** (“CUAB became a safe space because we could critically challenge each other and, thus, the status quo.”).) CUAB is the largest student volunteer programming organization at UNC-Chapel Hill, hosting several highly regarded scholars and leaders, collaborating with affinity groups on campus for programming, and with other student groups, including sororities and fraternities. (**Crystal King ¶¶ 25-31.**)

6. Development of Cultural Spaces

- a. Cultural Centers: Latina/o Collaborative (Latinx Center); American Indian Center; Sonya Hayes Stone Center for Black Culture and History; and Carolina Asia Center

UNC-Chapel Hill is home to several cultural centers, including the Latina/o Collaborative (Latinx Center), the American Indian Center, the Sonya Hayes Stone Center for Black Culture and History, and the Carolina Asia Center. (**Ronald F. Bilbao ¶¶ 6-7.**)

The Latina/o Collaborative is an organization that provides cultural programs and showcases Latinx artists. (*Id.*) Students, faculty, and staff formed the Latinx Center to create a Latino/a center on campus and to offer a mentoring program specifically to Latinx students on campus. (**Paul Cuadros ¶ 30.**)

The American Indian Center has been described by students as “an incredibly supportive community.” (**Brittany Hunt ¶ 11; see also Chelsea Barnes ¶ 13** (discussing the American Indian Center).) The American Indian Center connects faculty, students and staff to Native Nations and communities in North Carolina and abroad, and provides assistance in research, class projects, and student support and programming. (*See* American Indian Center website.)

The Sonya Hayes Stone Center for Black Culture and History provides intellectual and cultural programming that aims to be

informative about and relevant to issues affecting Black of African-American students. (See Sonya Hayes Stone Center website.)

The Carolina Asia Center promotes engagement with Asia-related topics through seminars, language study, outreach, cultural competency, study abroad, and visiting scholars programs, and is the flagship organization for Asia-related activities at UNC-Chapel Hill. (See Carolina Asia Center website.) All four centers promote campus dialogue, discussion and debate through hosted activities and events.

7. Addressing Classroom Environment, Curriculum, and Pedagogy

In addition to pipeline programs, and initiatives relating to campus climate, UNC-Chapel Hill also places an emphasis on diversity-related academic programming, including diversity courses, seminars, and projects. UNC-Chapel Hill's commitment to diversity also flows through the faculty and staff: and their commitment to diversity is readily apparent through the testimony and declarations submitted. Moreover, it is clear from this evidence that diversity in classrooms has a powerful and positive impact on the learning environment for UNC-Chapel Hill students.

Faculty have been intimately involved in promoting diversity in the classroom. Some of these efforts have included teaching topics relating to diversity issues. For example, Professor Frank Baumgartner describes how he co-taught “a diversity super-course entitled American Studies/English/Political Science 248: Intersectionality: Race, Gender[,] Sexuality and Social Justice.” (Frank Baumgartner ¶¶ 22-28.) This diversity super-course promotes learning beyond lectures: Professor Baumgartner describes how he and Professors Jennifer Ho and Sharon P. Holland utilize “Interaction Groups” to create content and evaluative work product that “engages with the theme[s] of th[e] course.” (*Id.*)

Some of these other efforts at promoting diversity in the classroom focus beyond the substance of teaching diversity and instead on the mechanics of teaching and learning. Professor Kelly Hogan, for example, describes how she “reduc[ed] the amount of lecturing and incorporate[ed] a greater variety of learning activities in class.” (Kelly Hogan ¶ 18.) Under her “course philosophy [of] us[ing] a variety of methods to hold students accountable for their learning,” she describes how she found that the “more interactive instructional format, with less

lecture and more in-class activities and collaborative learning, significantly reduced achievement gaps for African-American, Latinx, and first-generation college students in my classes, while also improving the average performance of the White students.” (*Id.* ¶¶ 20-21.) Professor Hogan also notes that “all students in the interactive courses ... reported feeling more of a sense of community than students in lecture-style courses,” combatting isolation of “students of color and first-generation college students,” and contributing to the success of the interactive style of teaching. (*Id.* ¶ 26.) Other UNC-Chapel Hill professors who have adopted similar approaches to Professor Hogan’s interactive style, including Professor Michael T. Crimmins, report that performance has improved for all students, with higher achievement rates in entry level science courses for “first generation college students, historically underrepresented minorities, and women.” (**Michael T. Crimmins** ¶ 26; *see Id.* ¶¶ 14-26 (describing innovating teaching to reach diverse students).)

Several UNC-Chapel Hill faculty have noted that diversity is essential to their students’ learning as well as their professional fields. (**Michael T. Crimmins** ¶ 31 (“Diversity has also been a major contributor to innovation in teaching methods for the scientists, which has improved learning and understanding for all students. With this innovation in our teaching and programs like the Chancellor’s Science Scholars Program, I believe we can make real progress in reaching our students and diversifying the pipeline for careers in the sciences.”).)

8. Encouraging Inter-Group Dialogues, Interracial Contact, and Diverse Residential Housing

UNC-Chapel Hill has several programs and initiatives which promote opportunities for students to engage in cross-cultural interactions, and which encourage inter-group dialogue and interracial contact. (*See Crystal King* Ex. 5 (providing a comprehensive list of all student organizations and programs at UNC-Chapel Hill).) Several of these key programs are summarized and discussed below.

a. Carolina Conversations

Carolina Conversations is a program that promotes cross-racial interactions on campus, and is intended to both assess and stimulate

cross-racial conversations. (**Jim Dean Depo.** 117:15-24.) The program is a series of interactive events, including one on the “Inclusive Classrooms” advocated by Professor Kelly Hogan,⁷ which focuses on the multiple identities of individuals and their interplay in inclusive classrooms. (**Kelly Hogan ¶ 35; Viji Sathay ¶ 17**) Such forums allow students, staff, and faculty to have conversations about how to make the University a more welcoming place that continues to value inclusion and diversity. (**Kelly Hogan ¶ 35; Jordan Peterkin ¶ 9; Viji Sathay ¶ 17.**)

b. Carolina United

Carolina United is a program sponsored by the Carolina Union that brings student leaders together to explore issues relating to diversity and inclusion. (**Donovan Livingston ¶¶ 13.**) The program hosts more than ninety students with different identities who participate in a week-long retreat to discuss various issues regarding race, ethnicity, religious diversity, and sexual orientation, including affirmative action, interfaith dialogue and conflict resolution. (*Id.*) One student that participated in the program noted that his “grades began improving and [he] gained more confidence ... through [] connections to the diverse community at UNC-CH.” (*Id.* ¶¶ 14-15) Some topics of sessions include Interfaith Dialogue, Dimensions of Power and Privilege, and Conflict Resolution. (**Crystal King ¶ 21.**)

c. Dialogue Organizations: Carolina Black Caucus (Black Caucus); UNC-Chapel Hill Latina/o Faculty and Staff Caucus (Latino Caucus); the LGBTQ Caucus; the Native Caucus

UNC-Chapel Hill has several organizations that are committed to bringing individuals together to promote dialogue and communication within their communities. The Carolina Black Caucus is a group that brings black faculty, staff, and students together for regularly occurring meetings. (**Rumay Alexander Depo.** 20:7-14.) These meetings facilitate conversation, mentoring and a place for the discussion of issues that are of particular interest to the community. (*Id.*) The UNC-Chapel Hill Latina/o Faculty and Staff Caucus is a strategic, collaborative alliance composed of Latina/o alumni, faculty, staff, and postdoctoral fellows

7. See *supra* Section V.A.7.

working to assure constructive institutional change, as well as promoting opportunities for enhancing the quality of education. (**Maribel Carrion** ¶ 4; **Paul Cuadros** ¶¶ 12-13.) UNC-Chapel Hill also has two other caucuses, the LGBTQ Caucus, and the Native Caucus, both of which operate similarly as the Latino and Black Caucuses. (**Taffye Benson Clayton Depo.** 27:20-28:24.)

d. Residence Hall Association Events

The Residence Hall Association (“RHA”) at UNC-Chapel Hill hosts varying events which foster an understanding of diverse points of view outside the classroom. (**Taylor Bates** ¶¶ 7-8.) One past event has included the Tunnels of Oppression Program, which helps students explore different identities and understand different perspectives. (*Id.*) Other programs that promote understanding of diversity include the RHA Social Justice Advocate Program, through which student advocates learn about topics like privilege and help incorporate those lessons into engaging and fun programs for students who live in UNC-Chapel Hill residence halls. (*Id.*)

e. Residential Housing

Student housing provides other opportunities for students to have significant cross-cultural interactions. Allan Blattner, the Director of the Department of Housing and Residential Education (“DHRE”) at UNC-Chapel Hill, describes how DHRE “aids the University in achieving this mission by fostering inclusive and accessible residential environments that promote student success and learning.” (**Allan Blattner** ¶ 23.) DHRE’s efforts include a four pronged approach, including (1) “seek[ing] to develop and encourage opportunities for all staff ... to gain cultural awareness, enhance skills, and increase investment in each other and in the University;” (2) “maintain[ing] residential facilities that support each and every student by offering inclusive, accessible, and welcoming environments;” (3) “promot[ing] inclusive hiring and recruitment practices that foster a diverse work environment;” and (4) “incorporating multiculturalism into our student[-c]entered learning by creating co-curricular educational opportunities.” (*Id.* ¶ 25.) These programs run the gamut, and include: Residential Learning Programs, which groups students based on common academic and extracurricular

interests (*id.* ¶¶ 36-43); Residential Hall Association, previously described (*id.* ¶¶ 44-45); Meals with Heels, which allows faculty members and residents of campus housing to get together for a free meal at the University's main dining hall *id.* ¶¶ 46-47); among other educational and social programming (*id.* ¶¶ 48-78.) DHRE also supports a number of student run and organized events. (*Id.* ¶ 39 (mentioning DHRE staff supporting RHA's event, Tunnel of Oppression).) Finally, some residence halls offered themed floors, including the UNITAS floor of the Carmichael Residence Hall, which is based on sociocultural diversity and is committed to helping students discover similarities through differences. (**Lindsay-Rae McIntyre** ¶ 5.)

9. Supporting Affinity Groups, Fraternities, and Sororities

UNC-Chapel Hill is also home to numerous diverse affinity groups, and diverse fraternities and sororities. These student organizations contribute positively to the campus climate, and provide communities for diverse students. These groups and organizations are more fully discussed below.

a. Affinity Groups: Black Student Movement, Carolina Hispanic Association

Students at UNC-Chapel Hill have formed several affinity groups on the basis of race and ethnicity. The Carolina Hispanic Association ("CHisPA") is an organization that provides resources and community to Hispanic students at UNC-Chapel Hill. (**Laura Gamo** ¶ 6.) The CHisPA seeks to sponsor awareness of Latinx issues, culture, and heritage at UNC-Chapel Hill and provides events and programming for its members. (*See* CHisPA website.)

The Black Student Movement is another affinity group that provides resources and community to Black students at UNC-Chapel Hill. (**Donovan Livingston** ¶ 10.) The Black Student Movement is one of the largest cultural organizations on campus, and seeks to voice the concerns and grievances of its members, and offers outlets for expressing Black ideals and culture through events and activities. (*See* Black Student Movement website.)

b. Carolina Indian Circle

The Carolina Indian Circle is the undergraduate Native student group that assists Native American-Indian students by providing a welcoming community. (**Chelsea Barnes** ¶¶ 11-13; **Ashley McMillan** c 11.) One alumna described the Carolina Indian Circle as “providing ... an American-Indian community,” that “hearing [her] peers’ struggles and sharing [her struggles] gave [her] comfort,” and that student members “were allies for each other and understood each other’s experiences on campus.” (*Id.*)

c. Radical Asians

Radical Asians, or “Rad Asians,” is a group formed to address the lack of political organization of Asian Americans at UNC-Chapel Hill. (**Anan Zhou** ¶¶ 7-8.) The group has roughly sixty members who are interested in exploring the identities of Asian-Americans in the American South. (*Id.*) Rad Asians also collaborates with other organizations and groups, allowing members to meet students from other backgrounds, including different racial and ethnic backgrounds. (*Id.* ¶¶ 7-8.)

d. Muslim Students Association

The Muslim Students Association is an organization that provides a community and support for Muslim students at UNC-Chapel Hill. (**Anan Zhou** ¶ 9.) The Muslim Students Association is a religious, social and outreach student organization that aims to connect members at UNC-Chapel Hill to the greater Chapel Hill area, serve as a voice in the community, and seek interfaith cooperation on campus to bring about positive change. (*See* Muslim Students Association website.)

e. Diverse Fraternities and Sororities

Several fraternities and sororities at UNC-Chapel Hill have diversity themes. For instance, there is one Native American interest sorority that, unlike a traditional social sorority, is much smaller (five or six members), employs a different recruitment process, and has several study hall activities, in addition to other social activities. (**Chelsea Barnes** ¶ 14.) Several historically Black fraternities, including Alpha Phi Alpha and Phi Beta Sigma, also operate on the UNC-Chapel Hill campus.

(**Atrayus O. Goode** ¶ 15; **Donovan Livingston** ¶ 10.) UNC-Chapel Hill also has other diverse fraternities and sororities, including Asian American fraternities and sororities, Latinx fraternities and sororities, Black fraternities and sororities, Native American fraternities and sororities, and other cultural fraternities and sororities. (See Greek Alliance Council website.)

B. How UNC Students are Affected and Shaped by Diversity

To undertake the second analytical approach to the materials, I first examined data collected from different cohorts of UNC-Chapel Hill undergraduate students concerning their general perceptions, experiences, attitudes, and beliefs about racial diversity at different points of their undergraduate studies. The analyses draw from survey reports that were publicly available between November 11, 2016 through March 30, 2017 on the UNC-Chapel Hill OIRA website (<http://oira.unc.edu/institutional-effectiveness/surveys-and-other-assessment-data/>). Those reports emerged from a strategic survey program conducted by OIRA for the purpose of advancing institutional effectiveness and improvement. The survey activities included participation in both nationally and institutionally developed/administered survey programs. Of the six different survey programs listed on the website, five were relevant to this report and are described below (detailed information regarding survey administration and response rates was not available on the website).

1. Materials

a. CIRP Freshman Surveys

The Cooperative Institutional Research Program (“CIRP”) is a continuing national longitudinal study of the American higher education system undertaken by the *Higher Education Research Institute* housed at UCLA. The principal purpose of CIRP is to assess the opinions and interests of first-year college students. UNC-Chapel Hill has participated in the CIRP survey since its inception, and the profiles of entering freshman between 2006 and 2015 were publically available on the OIRA website.

b. NSSE

The National Survey of Student Engagement (“NSSE”) is a national survey program that samples first-year and senior students to assess their experiences in activities that research has shown to be related to positive learning and developmental outcomes. The NSSE combines various items in the survey to create “benchmark” measures in five specific categories: Active and Collaborate Learning, Student-Faculty Interaction, Supportive Campus Environment, Enriching Educational Experiences, and Level of Academic Challenge. Responses were provided by randomly selected UNC-Chapel Hill students surveyed during the spring of either their freshman or senior year. The website posted reports for survey years 2005 and 2007-2010. UNC-Chapel Hill switched to SERU after 2010.

c. SERU

The SERU Survey project is a national collaborative effort among various (mostly public) AAU institutions. Developed by the University of California at Berkeley, the purpose of the SERU project is to develop “new data sources and policy relevant analysis to help broaden our understanding of the undergraduate experience and to promote a culture of institutional self-improvement” at large, public research universities. The survey was administered by the UC Berkeley Office of Student Research and Campus Surveys and all degree-seeking undergraduates at UNC-Chapel Hill were asked to participate. SERU surveys from the years 2011, 2013, and 2015 were publically available on the OIRA website.

d. UNC-Chapel Hill Sophomore Survey

This survey was designed and administered by UNC-Chapel Hill to assess sophomore students’ ratings of academic and non-academic support services; campus climate; development in acquiring knowledge and career skills; co-curricular activities; faculty contributions to their educational experience; and overall satisfaction. Sophomores were surveyed every other year in the spring between 1998 and 2010, and every three years from 2010 to 2016.

e. UNC-Chapel Hill Graduating Senior Survey

This survey was also designed by UNC-Chapel Hill and was administered to graduating seniors in the spring of even years for more than a decade. Graduating seniors were asked about overall satisfaction; faculty contributions to their educational experience; academic and non-academic support services; campus climate; self-rated knowledge, skills, and development; participation in co-curricular activities and in enriching educational experiences. Reports for senior surveys from 1998 to 2016 were publically available on the OIRA website.

f. Witness Declarations, Depositions, and Other Materials

In addition to the publically available survey data on UNC-Chapel Hill's website, Skadden, Arps, Slate, Meagher & Flom LLP provided me with results drawn from a 2016 Campus Climate Survey, which as of the writing of this report, were still in draft form and had not yet been made publicly available pending final review and approval for privacy concerns. Counsel also provided 55 declarations that are being submitted to the United States District Court for the Middle District of North Carolina (Case No. 1:14-CV-954). Those declarations were provided under oath from alumni, students, faculty, and staff. I have highlighted quotes from those declarations to provide insights into the survey findings and UNC-Chapel Hill's overall commitment to diversity and inclusion.

A complete list of all of the materials I relied upon in forming this expert report can be found in Appendix C [omitted].

2. Analytical Foundation

Due to privacy concerns with student data, raw survey data were not provided, but I did have access to publically available survey reports that are available to anyone. I reviewed and reference information from those reports posted on the UNC-Chapel Hill website.⁸ Thus, the conclusions and

8. While the 2016 Climate Survey results have not been made public as of this writing, those results were utilized to gain an understanding of the current status of trends revealed by the publicly available survey data. Conclusions based on the 2016 data are specifically identified herein.

assessments within this expert report can be confirmed and utilized by anyone, as the reports are publically available on the Internet.

Within the survey reports, I identified relevant survey items concerning UNC-Chapel Hill students' general perceptions, experiences, attitudes, and beliefs about racial diversity across available years for each of the five survey programs. Those items included in surveys that addressed race and consistently appeared across all years of a survey program were preferred because they provide a better longitudinal picture of racial diversity at UNC-Chapel Hill than do those items that appeared on only a few survey years. Corresponding reported statistics for identified survey items were entered into *Excel* spreadsheets then compiled for cross-sectional descriptive analyses.

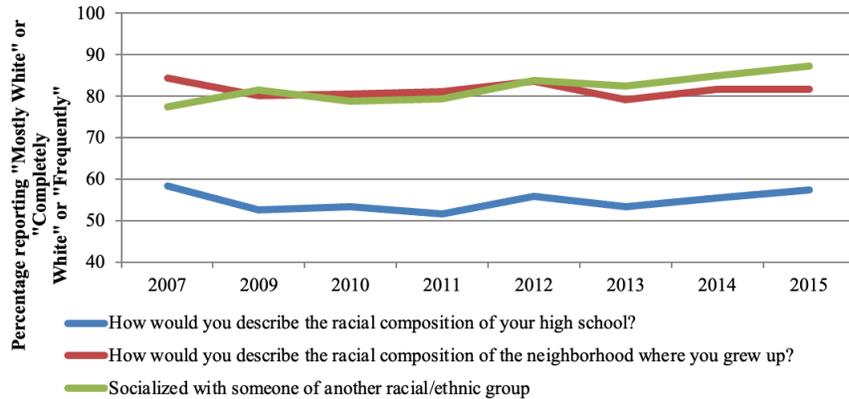
The descriptive analyses conducted for this report revealed some noteworthy trends concerning racial diversity at UNC-Chapel Hill. A later section of this report identifies those trends and is organized to emphasize change over time and differences between students at various time points in their undergraduate studies. To further illuminate those findings, I point to relevant quotes from the witness declarations and the Diversity Report.

3. Trends

Figure 1 shows trends for different cohorts of entering freshman students and their responses to three questions from the CIRP survey concerning their precollege exposure to diversity. The figure shows that students' responses to each question across eight consecutive time points from 2007 to 2015 are fairly stable, with less than a 10 percentage point difference between years. The trends show that between 2007-2015, most respondents (>79.2%) reported on a five-point scale from "completely White" to "completely non-White" that the racial composition of the neighborhood where they grew up was either mostly or completely White. By comparison, entering freshman students across every survey year consistently regarded their high schools to be more diverse than their neighborhood, with fewer than 60% of respondents reporting that the racial composition of their high school was either mostly or completely white. Lastly, the proportion of entering freshman reporting on a three-point scale from "frequently" to "not at all" that they "frequently" socialized with someone of another racial/ethnic group has increased over time from a low of 77.4% in 2007 to a high of 87.3% in 2015, even though

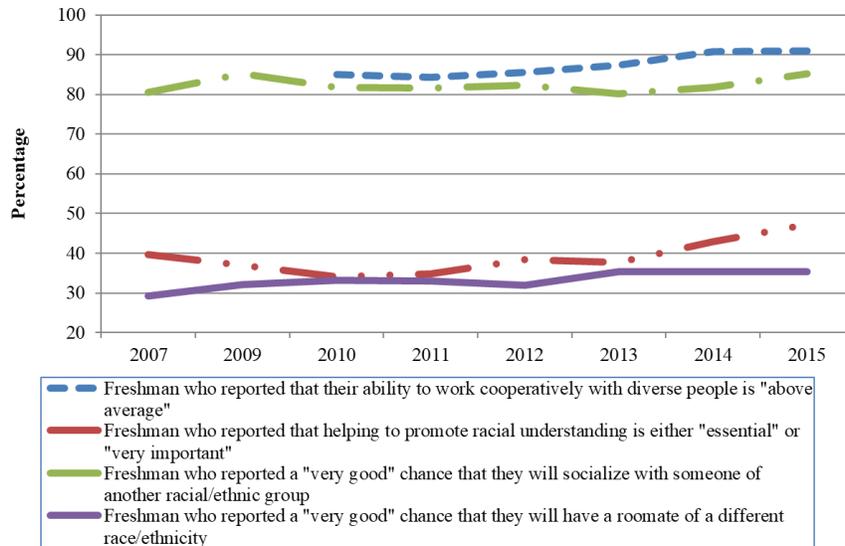
there was not much change reported over the same time regarding the racial composition of students' neighborhoods and high schools.

Figure 1: CIRP Trends 1



Similarly, Figure 2 shows consistency within the same time frame regarding different cohorts of entering freshman students and their responses to four diversity-related CIRP survey questions. Across all survey years, a consistently large proportion (>80%) of entering students also reported that there was a “very good chance” on a four-point scale from “very good chance” to “no chance” that they will socialize with someone of another racial/ethnic group and that their ability to work cooperatively with diverse people was “above average” on a five-point scale from “highest 10%” to “lowest 10%.” Whereas a consistently small proportion (<36%) of entering students reported a “very good chance” that they will have a roommate of a different race/ethnicity. Finally, the proportion of freshman who reported that helping to promote racial understanding is either “essential” or “very important” to them on a four-point scale from “essential” to “not important” has shown the largest fluctuation across survey years, increasing steadily over time from a low of 34.1% in 2010 to a high of 47.2% in 2015.

Figure 2: CIRP Trends 2



Together, Figure 1 and Figure 2 demonstrate that students are moving from homogenous environments, into a more diverse and inclusive environment at the University. Moreover, these entering students have increasing expectations of interacting with other students who are diverse, and engaging with racial issues. Preliminary results from the 2016 Undergraduate Diversity and Inclusion Campus Climate Survey (Climate Survey) further confirm that these trends have remained relatively stable. Whereas 65.3% of the overall students surveyed in 2016 reported that the racial and ethnic composition of the neighborhood where they grew up was either nearly all or mostly of their same race or ethnicity, this proportion varied by race. White students were most likely to report that they grew up in largely same race communities (87.1%), compared to 40.4% of African American, 30.3% Latino, and only 12.1% of Asian American students. Relatedly, most students (52.8%) either strongly agreed or agreed with the statement that the expectation to encounter students, faculty and staff from diverse background factored into their decision to attend UNC-Chapel Hill, with only slight differences across race groups (57.7% for Asians, 59.1% for African Americans, 52.9% for Latinos, and 50.1% for Whites). Witness declarations further illuminate the relative difference of students' precollege environment to UNC-

Chapel Hill, and the relevance of this divergence for increasing understanding and learning.

[. . .]

Figure 3 reports trends concerning different cohorts of freshman students and their responses obtained near the end of their freshman year on six diversity-related items from the NSSE survey. The figure shows that student responses to those NSSE questions across five different time points from 2005 to 2010 are fairly stable. The largest fluctuation (10 percentage points) concerned the percentage of students who reported on a four-point scale from “very little” to “very much” that UNC-Chapel Hill either “very much” or “quite a bit” encouraged contact among students from different backgrounds, with a low of 61% in 2005 to a high of 71% in 2008. By comparison, there was almost no fluctuation (<2 percentage points) across five years regarding the proportion of students who reported either “often” or “very often” on a four-point scale from “never” to “very often” regarding the inclusion of diverse perspectives in courses and having had serious conversations with students of a different race or ethnicity. The trends in Figure 3 also suggest that a majority of students (>60%) were generally experiencing diversity in positive ways.

Figure 3: NSSE Trends—First-Year Students

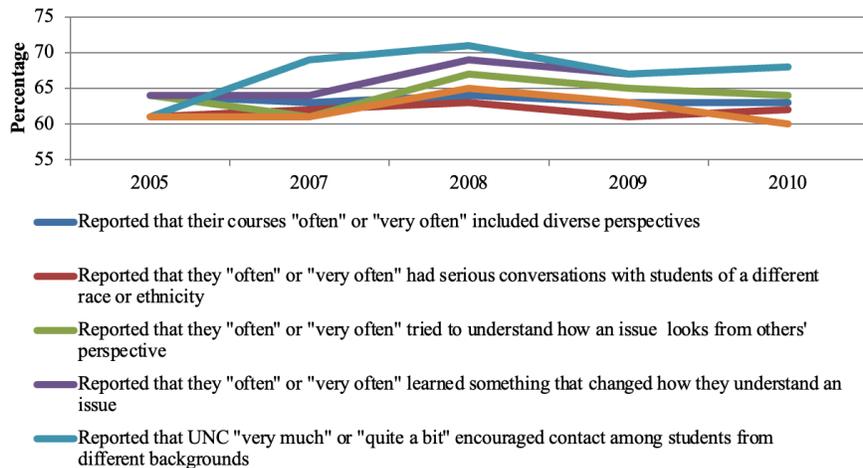
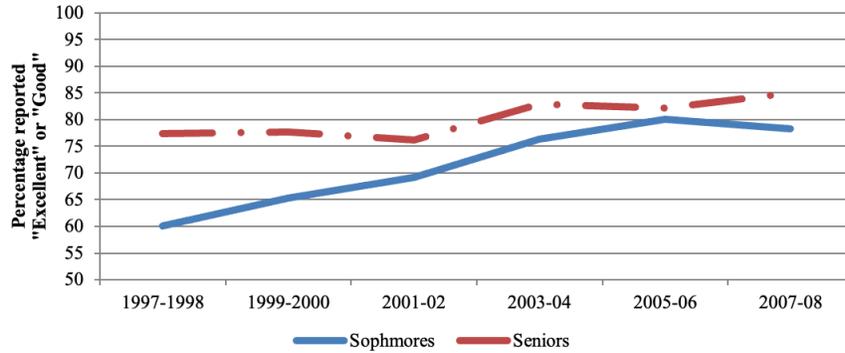


Figure 3 demonstrates that UNC-Chapel Hill's programmatic efforts at fostering diversity, inclusion, and dialogue are recognized and appreciated by students. The impact of those efforts is further substantiated by the preliminary results from the 2016 Climate Survey. A majority of the students reported that they either very often or often reconsidered the way they thought about an issue after hearing the perspectives of other students at UNC-Chapel Hill whose race or ethnicity is different from their own (60.3%) and have learned from perspectives offered by other students whose race or ethnicity is different from their own (70%). Moreover, the data reflect the positive impact that such efforts are having on students. Witness declarations provide additional insights into how exposure to diversity contributes to undergraduate students' education.

[...]

Figure 4 reports the percentage of different cohorts of sophomores and seniors who reported on either "excellent" or "good" to the UNC-Chapel Hill Sophomore and Graduating Senior Survey question, "How well do faculty in your major department respect diversity" across six different survey time points from 1997 to 2008 on a four-point scale from "excellent" to "poor." The figure shows that seniors were more likely than their sophomore counterparts to report that faculty did an "excellent" or "good" job respecting diversity. Also, an increasingly larger proportion of seniors over time reported that their faculty was doing very well respecting diversity, with a low of 77.3% in the 1997-98 survey to a high of 84.9% in the 2007-2008 survey. The same trend also occurred for sophomores, but there was a much steeper gain over survey years, with a low of 60% for those sophomores surveyed in 1997-8 and a high of 80% in 2005-6 reporting that their faculty was doing either a "good" or "excellent" job respecting diversity. Overall, however, a majority of students (>50%) across all survey years, regardless of whether they were seniors or sophomores, gave faculty members of their major department high marks for respecting diversity.

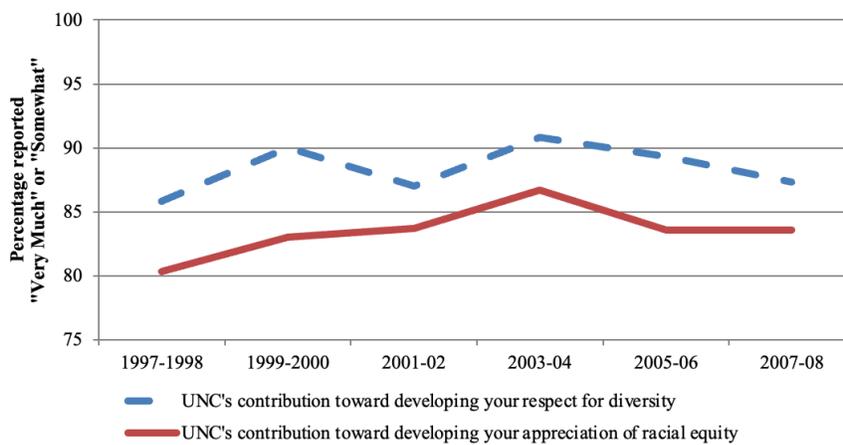
Figure 4: UNC Survey Question—How well do Faculty in your major department respect diversity



The trends in Figure 4 show that academic departments at UNC-Chapel Hill are actively engaging with and applying diversity and inclusion. Preliminary results from the 2016 Climate Survey also point to the availability of those opportunities, with 79.8% of students reporting that their classes either frequently or occasionally provide opportunities for intensive dialogue between students with different backgrounds and beliefs. Witness declarations further inform how faculty members create conditions to realize the educational and social benefits of diversity and how students experienced those efforts.

[...]

Trends for responses on a four-point scale from “not at all” to “very much” for two diversity-related items on the UNC-Chapel Hill Graduating Senior surveys are shown in Figure 5. The figure reports the percentage of seniors across six different survey time points from 1997 to 2008, who reported either “very much” or “somewhat” to questions regarding UNC-Chapel Hill’s contribution toward developing either their respect for diversity or their appreciation for racial equity. For both questions and for all years, nearly all seniors (>80%) reported that UNC-Chapel Hill contributed to their development in positive ways. Those trends have remained stable over time.

Figure 5: UNC Senior Survey

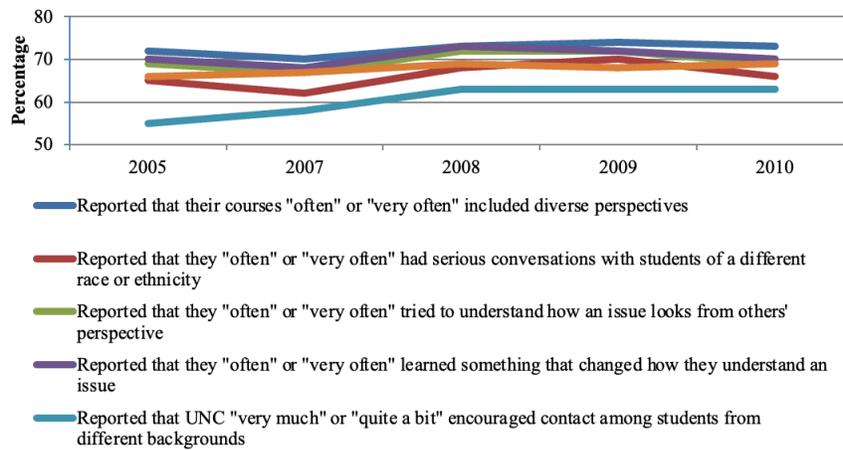
The data support the claim that UNC-Chapel Hill's efforts are contributing to enhancing students' respect and appreciation for diversity and racial equity. Preliminary results from the 2016 Climate Survey also show that a majority of the students reported that during the past year at UNC-Chapel Hill, they either very frequently or occasionally made an effort to get to know people from diverse backgrounds (92.1%), recognized the biases that affected their own thinking (95.9%), and either very often or often avoided using language that reinforces negative stereotypes (74.3%) and encouraged behaviors that support diversity (57.9%). Witness declarations by UNC-Chapel Hill alumni add to the understanding of how sustained exposure to diversity makes a difference in one's life after graduation[.]

[...]

Likewise, responses by different cohorts of senior students to six diversity-related questions on the NSSE survey were relatively consistent over time. Figure 6 shows that a majority (>50%) of seniors across five survey years reported that they engaged or experienced key diversity-related activities at a high rate. Of those six activities, the inclusion of diverse perspectives consistently had the largest proportion of seniors, 70% or greater across all six survey years, reporting on a four-point scale from "never" to "very often" that this either "often" or "very often" occurred in their courses. A large proportion of seniors also consistently

reported that they learned something that changed how they understood an issue and that they also tried to understand how an issue looked from another perspective. There was also very little fluctuation across years (<3 percentage points) regarding senior student responses on a four-point scale from “very little” to “very much” to whether UNC-Chapel Hill enhanced their understanding of people of other racial and ethnic backgrounds, with consistently over 66% reporting either “very much” or “quite a bit.”

Figure 6: NSSE Trends—Senior Students



By contrast, Figure 6 also shows that there was relatively more fluctuation across years in terms of how senior students responded to whether UNC-Chapel Hill encouraged contact among students from different backgrounds, with a low of 55% of seniors reporting either “very much” or “quite a bit” in 2005 to a high of 63% across 2008-10. Likewise, seniors varied across different cohort years in their response to having had serious conversations with students of a different race or ethnicity, with a low of 62% of them reporting either “often” or “very often” in 2007 and a high of 70% reporting the same thing in 2009. Still, by 2010 over 60% of UNC-Chapel Hill seniors reported experiencing a wide range of diversity-related activities at a consistently high rate. This rate suggests that UNC-Chapel Hill’s diversity initiatives and efforts are positively reaching and impacting its students.

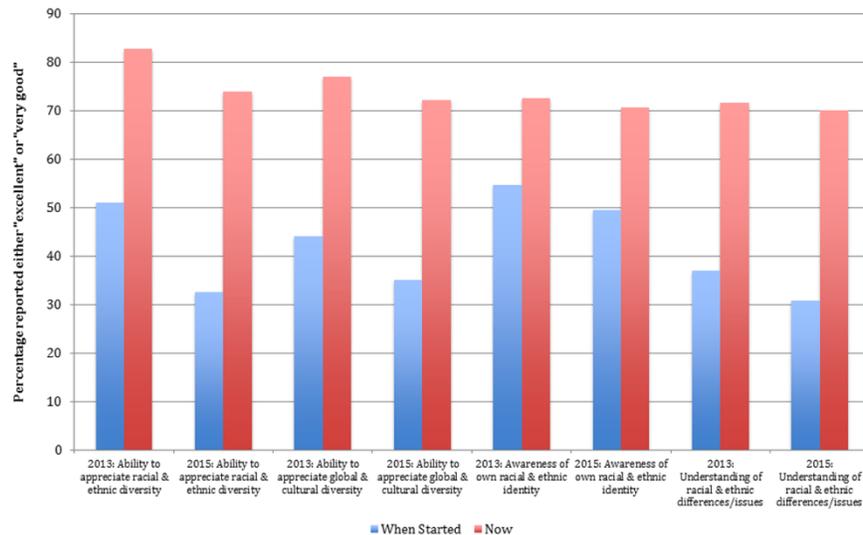
Preliminary results from the 2016 Climate Survey further support the positive impact on students. A majority of the students either strongly

agreed or agreed with the statement that (1) they have been challenged at UNC-Chapel Hill to think differently about an issue due to their interactions with people whose race or ethnicity is different from their own (78.6%), (2) being exposed to diverse people and diverse ideas at UNC-Chapel Hill has improved their ability to understand people from racial or ethnic backgrounds different from their own (79.7%), and (3) they have benefited from being exposed to diverse people and diverse ideas at UNC-Chapel Hill (82.1%).

4. Comparisons

Figure 7 draws from the SERU survey and shows students’ self-comparisons of when they “started” at UNC-Chapel Hill vs. “now” on the development of four diversity-related competencies: ability to appreciate racial and ethnic diversity, ability to appreciate global and cultural diversity, awareness of their own racial and ethnic identity, and understanding of racial and ethnic differences/issues. The figure reports the percentage of those who reported to be either “excellent” or “very good” in those competencies when they “started” compared to “now” on a six-point scale from “very poor” to “excellent” across the two different survey years, 2013 and 2015.

Figure 7: SERU Self-Comparison



Regardless of year surveyed, students were significantly more likely to report that they were either “excellent” or “very good” in a particular competency now compared to when they had started at UNC-Chapel Hill. The self-comparison difference is particularly large in response to “understanding of racial and ethnic differences/issues.” Whereas in 2013 and 2015, only 37% and 30.9%, respectively, reported that they had either “excellent” or “very good” understanding when they started compared to twice that proportion (71.7% and 70%, respectively) for now.

Another trend to note that demonstrates the fluid nature of diversity work on campus, is that compared to those who were surveyed in 2013, a slightly smaller proportion of those surveyed in 2015 reported to be “excellent” or “very good” on those diversity-related competencies. This is especially the case for self-rating of when they started. For example, looking at the far left side of the figure, 51% of those surveyed in 2013 reported that their ability to appreciate racial and ethnic diversity when they started college was either “excellent” or “very good” compared to only 32.6% in 2015.

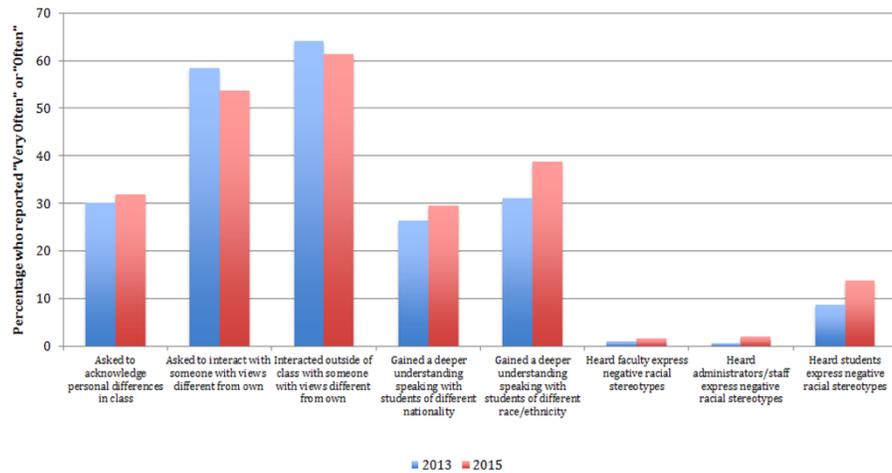
Likewise, the preliminary results from the 2016 Climate Survey also show that a majority of students rated themselves as having a major strength or being somewhat strong in the following abilities: to discuss and negotiate controversial issues (66%), to see the world from someone else’s perspective (79.5%), and to work cooperatively with diverse people (85.2%). Across all three abilities, a larger proportion of students who were fourth-year and beyond than first-year students rated themselves as having a major strength or being somewhat strong. The difference was largest concerning ability to see from someone else’s perspective, with 83% of fourth-year and beyond students rating themselves in that way compared to 77.4% of first-year students. Witness declarations point to the long-term significance of individual gains made in those areas of competency, demonstrating their importance beyond UNC-Chapel Hill.

[. . .]

Figure 8 compares survey responses from 2013 and 2015 concerning the frequency of experiencing eight different diversity-related experiences. Overall, the patterns for the two different survey years were similar. For both years, a majority of students (>50%) reported on a six-

point scale from “never” to “very often” to have interacted either “often” or “very often” with someone with views that were different from their own. Students in both years were slightly more likely to report that they “often” or “very often” gained a deeper understanding speaking with students of different race or ethnicity than with students of different nationality, with the largest proportion of students (38.7%) in 2015 reporting such gains related to race and ethnicity. Lastly, only a very small percentage of students reported that they often heard expressions of negative racial stereotypes and that when they did, it was more likely to be expressed by students, with a larger proportion of those in 2015 (13.9%) reporting to have heard such expressions.

Figure 8: Survey Comparisons between 2013 and 2015 Responses

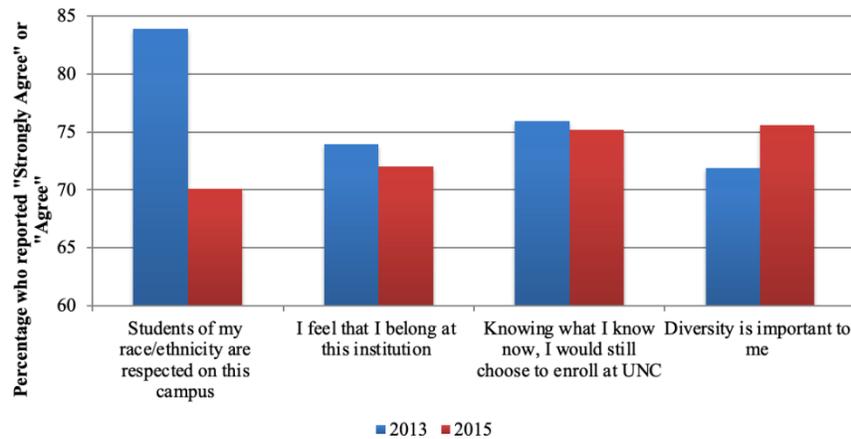


[. . .]

Figure 9 compares SERU Survey responses from 2013 and 2015 concerning level of agreement across four diversity-related statements, measured on a six-point scale from “strongly disagree” to “strongly agree.” The figure shows that a majority of students (>70%) in both survey years reported that they either “agree” or “strongly” agree with each of the four statements. For three of the four statements concerning sense of belonging at this institution, choice to enroll at UNC-Chapel Hill, and importance of diversity, there was less than a 4 percentage point difference between responses in 2013 and 2015. For the statement that students of my race/ethnicity are respected on this campus, a significantly

smaller percentage of students in 2015 (70.1%) compared to 2013 (83.9%) agreed with this statement.

Figure 9: SERU Survey Comparisons between 2013 and 2015 Responses



It may seem counter-intuitive that a recent cohort of undergraduates would rate diversity as being more important to them and yet also report experiencing a more negative campus climate than reported by their counterparts who graduated two years earlier. One would expect a cohort with less interest in diversity and thereby less invested in it to also have a more negative perception of the campus climate. This discrepancy, however, is explained in part by the UNC-Chapel Hill's Diversity Report and the witness declarations.

First, the Diversity Report acknowledges unique challenges faced by UNC-Chapel Hill:

The last several years have revealed fundamental challenges in our civic life, in the form of real and urgent concerns about issues involving race, religion, identity, culture, and intellectual diversity. Events and circumstances arising across the country, including some in Chapel Hill, have sparked important discussions about discrimination, bias, and equity. On our own campus, students, faculty, and staff have expressed frustration with the prejudice they have experienced or witnessed on

campus and across our state and nation. In the face of these controversies, which are both urgent and painful to many in our community, our success as an institution will depend on our ongoing actions to foster diversity and inclusion and secure their full benefits. (Dean, 2017, 4.)

Those challenges were also evident in the preliminary results of the 2016 Climate Survey. For example, African American students were much *less* likely than their White counterparts to either strongly agree or agree with the following statements: I feel a sense of belonging to this campus (54.4% vs. 78.1%), I feel that faculty believe in my potential to succeed academically (66.3% vs. 84.1%), and UNC-Chapel Hill is committed to diversity (44.3% vs. 73.4%). By contrast, African American students were much *more* likely than their White counterparts to either strongly agree or agree with the following statements: I feel isolated at UNC because of the absence or low representation of people like me (48.3% vs. 9.3%), I feel pressured at UNC to represent the views of all people from my racial or ethnic background (50.7% vs. 3.9%), I feel that I need to minimize aspects of my racial or ethnic culture to fit in here (40.6% vs. 7.1%), and I feel isolated in class because of the absence or low representation of people like me (63.1% vs. 8.5%). Similarly, a majority of African American students reported being either very dissatisfied or dissatisfied with the racial and ethnic diversity of the faculty (52.4%) and student body (52.2%), a much smaller fraction of White students reported the same thing (13% & 13.4% respectively).

[...]

While the discrepancies observed in Figure 9 may well be related to a combination of events that exacerbated unresolved campus issues and tensions, witness declarations also suggest that UNC-Chapel Hill is still working toward addressing those deep-rooted issues toward building the necessary conditions to realize educational benefits associated with improving diversity and inclusion.

[...]

That UNC-Chapel Hill has challenges associated with diversity is not uncommon, but rather universal among institutions of higher

education that have become increasingly more racially diverse with respect to student enrollment. As discussed in Section III [section omitted] of this report, while enrolling a diverse student body is an important start, it alone is insufficient for actualizing the benefits of that educational asset. From an ecological perspective, explained in Section V, many other forces determine whether or not a diverse student body will broadly and consistently add value to students' learning and experiences in college. Accordingly, institutions must also initiate policies and offer a wide range of programs that account for those forces so as to enhance the quantity and quality of undergraduate engagement with diversity. Approaching diversity in this way is not just a one-time act but is an ongoing dynamic process because institutions cannot always anticipate yet must still respond to regular shifts both internally and externally, such as a campus or national crisis, which affect campus diversity. So, while there will always be more to be done to build and sustain an inclusive community at UNC-Chapel Hill, witness declarations also pointed to significant changes made based on evolving and expanding initiatives and efforts. These declarations corroborate that such programming is already having a positive impact on students and benefitting the UNC-Chapel Hill community.

[...]

That UNC-Chapel Hill is moving in the right direction when it comes to creating and sustaining a diverse and inclusive educational environment that engages and empowers students is also supported by the witness declarations of those alumni who struggled when they first arrived at UNC-Chapel Hill, but later found mentors, allies, and key programs on campus to help them overcome their challenges.

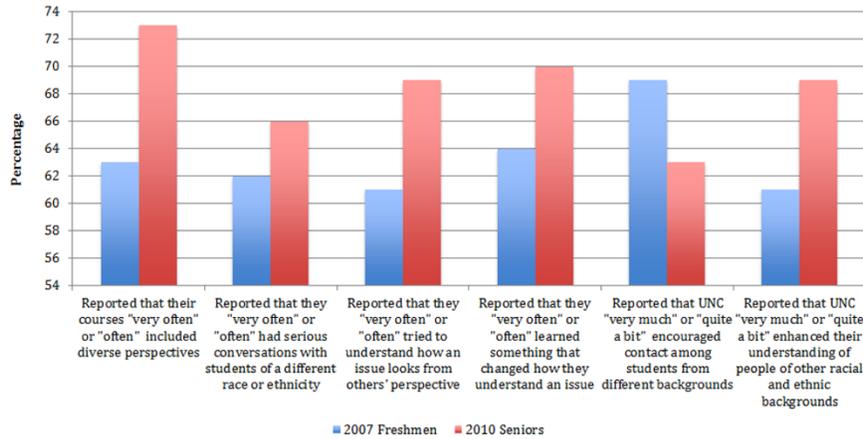
[...]

The preliminary results from the 2016 Climate Survey also show that a sizeable portion of African American (62.5%), Asian American (48.6%), and Latino (39.7%) students joined a racial or ethnic student organization reflecting their own background and took an ethnic studies course (75.9% of African Americans, 47% of Asian Americans, and 50.8% of Latinos). Also 51% of African American and 26.6% of Latino students

reported to have utilized services provided by Diversity and Multicultural Affairs.

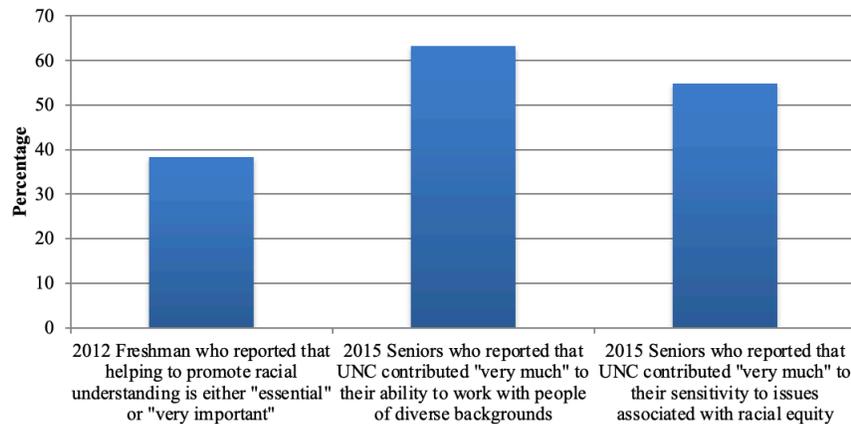
Figure 10 compares NSSE Survey responses between those surveyed in their freshman year in 2007 and in their senior year in 2010. Presumably, many of those who were surveyed as freshman in 2007 would be seniors in 2010. Although this is not a perfect matched sample, there should be significant overlap in respondents across those two groups, thus providing a sense of gains made by a single cohort of students during their studies at UNC-Chapel Hill. There is remarkable consistency across those six NSSE diversity-related questions. For five of the six questions, students were more likely as seniors compared to when they were freshmen to report having experienced higher frequencies of key diversity-related outcomes. Those outcomes include (1) having had serious conversations with students of a different race or ethnicity, (2) trying to understand how an issue looks from others' perspectives, (3) learning something that changed how they understand an issue, (4) observing inclusion of diverse perspectives in their courses, and (5) recognizing UNC-Chapel Hill's contribution toward enhancing their understanding of people of other racial and ethnic backgrounds. The most significant difference in response between when students were seniors compared to when they were freshmen concerned the inclusion of diversity in their courses, with 73% of 2010 seniors reporting on a four-point scale from "never" to "very often" that this happened either "very often" or "often," compared to 63% of 2007 freshmen. Conversely, students were more likely as freshmen (69%) than as seniors (63%) to report on a four-point scale from "very little" to "very much" that UNC-Chapel Hill encouraged contact among students from different backgrounds either "very much" or "quite a bit." Overall, these trends suggest that by the time UNC-Chapel Hill students were seniors compared to when they were freshmen, they were more likely to have experienced higher frequencies of diversity-related activities on campus.

Figure 10: NSSE Survey Comparisons between 2007 Freshman and 2010 Seniors



[. . .]

Finally, Figure 11 compares survey responses between those surveyed on CIRP as entering freshmen in 2012 and on the UNC-Chapel Hill Senior Survey in 2015. Although this is not a perfect matched sample, survey respondents should overlap across these two surveys since many of those who entered UNC-Chapel Hill in fall 2011 as freshmen were likely to be seniors by the fall 2015 and set to graduate in spring 2016 when the survey was administered. If so, this would provide a sense of gains made by a single cohort of students during their studies at UNC-Chapel Hill. Whereas only 38.4% of entering freshman students reported that helping to promote racial understanding was either “essential” or “very important” to them on a four-point scale from “essential” to “not important,” by their senior year, a much larger proportion of this cohort reported on a four-point scale from “very much” to “not at all” that UNC-Chapel Hill contributed “very much” to their ability to work with people of diverse backgrounds (63.3%) and to their sensitivity to issues associated with racial equity (54.9%).

Figure 11: Comparison of CIRP and UNC Senior Survey

The gains made by students reported in Figures 10 and 11 are further supported by the results of the 2016 Climate Survey. For example, compared to first-year students, a larger proportion of students who were fourth-year and beyond reported that they either strongly agree or agree with the following statements: Being exposed to diverse people and diverse ideas at UNC-Chapel Hill has improved my ability to understand people from racial or ethnic backgrounds different from my own (83.2% vs. 75.3%), I have benefited from being exposed to diverse people and diverse ideas at UNC-Chapel Hill (86% vs. 80.4%). Similarly, compared to first-year students, a larger proportion of students who were fourth-year and beyond reported that they either very often or often reconsidered the way they thought about an issue after hearing the perspectives of other students at UNC-Chapel Hill whose race or ethnicity is different from their own (63.7% vs. 54.3%) and have learned from perspectives offered by other students whose race or ethnicity is different from their own (71% vs. 67.4%).

[...]

Given the challenges often associated with improving diversity and inclusion, the gains made by students shown in both Figures 10 and 11 are especially impressive since having such educational impact does not happen arbitrarily. Instead, students' increased capacity and competency to engage in more diverse settings need to be intentionally fostered by applying and sustaining a wide range of campus efforts. Some of those initiatives and

programs employed by UNC-Chapel Hill are listed in the Diversity Report and are also mentioned in witness declarations and testimony summarized in an earlier section of this report.

According to the UNC-Chapel Hill Diversity Report, diversity in enrollments alone is insufficient to realize fully the benefits of a diverse and inclusive community, so “the University invests in a host of programs to provide opportunities—both in and out of the classroom—for students from different backgrounds to interact with one another and enjoy the benefits that diversity and inclusion provide” (Dean, 2017, 12). Those include taking deliberate steps to ensure that talented students from all walks of life are considering the opportunities UNC-Chapel Hill offers and preparing themselves to compete for admission.⁹ Those pipeline efforts contribute to achieving an entering class of students that is diverse in every way. After admissions decisions have been made, UNC-Chapel Hill works purposefully to recruit students who have been offered admission, with particular attention focused upon students who would contribute to the diversity of the student body and help UNC-Chapel Hill facilitate the educational benefits of diversity and inclusion for all of its students. An important aspect of this phase is to remove financial barriers to enrollment.

[. . .]

VI. OPINIONS DERIVED FROM EMPIRICAL ANALYSES

UNC-Chapel Hill has undertaken significant diversity initiatives and promoted meaningful diversity interactions on campus. UNC-Chapel Hill is making conscientious and deliberate efforts on a number of fronts to foster diversity through interactions between individuals and group, diversity-related events, and creating a welcoming and inclusive campus environment. These efforts include recruitment and pipeline activities, cultivating diversity initiatives at the institution level and among students, promoting diversity initiatives in the classroom and in academics, and

9. Some of those efforts noted in the Diversity Report are in the form of outreach programs, including the First Look Program, Project Uplift, Carolina College Advising Corps, North Carolina Renaissance, Chuck Stone Program for Diversity in Education and Media, Pre-College Expo and Symposium, the American Indian Center summer program, and active recruiting by the Office of Undergraduate Admissions. A detailed discussion of these pipeline programs, and witness testimony regarding their purpose and efficacy, is contained in an earlier section of this report.

fostering cross-cultural interactions. Based on these efforts, as well as my empirical analysis of the survey data from UNC-Chapel Hill, it is my opinion that, while additional improvement can be accomplished, UNC-Chapel Hill is realizing and achieving identifiable and significant educational benefits from diversity.

UNC-Chapel Hill regularly conducts a variety of ongoing strategic survey programs to understand better the general perceptions, experiences, attitudes, and beliefs of its undergraduate students. Information obtained through reports from five of those survey programs was compiled for cross-sectional analyses to capture broadly a longitudinal overview of racial diversity at UNC-Chapel Hill.

The results from the analyses of the surveys are further illuminated by the witness declarations, which consistently point to a deep appreciation for the ongoing work associated with diversity and inclusion at UNC-Chapel Hill.

[1] **Nilay Tanik Argon**, a White female Associate Professor from Turkey in the Department of Statistics and Operations Research: “Greater diversity would improve the learning experience for all students and would make sure that our field [statistics] has the best minds available.” (¶ 7)

[2] **Frank Baumgartner**, a White male Distinguished Professor of Political Science: “Diversity provides substantial and real educational benefits and is critical to our students learning at UNC-CH. I have personally observed these benefits over my many years of teaching.” (¶ 19) “For example, classroom discussion and learning in my courses is richer and deeper when we have a diverse group of students in the classroom [D]iversity ... helps our students develop awareness and an understanding of different perspectives and experiences in a more meaningful way. Learning about race and diversity-related issues with diverse classmates is particularly important in promoting cross-cultural understanding and helping break down stereotypes and prejudice. It would be extremely difficult, and ineffective, to teach about diversity issues without diversity among students.” (¶ 20)

[3] **Joseph DeSimone**, a White male and former Chancellor's Eminent Professor of Chemistry: "My work as a scientist and as an entrepreneur has taught me that diversity is central to innovation. Nothing is more impactful than a diverse set of individuals driving toward a common goal to make a difference." (¶ 18)

[4] **Lauren Eaves**, a White female UNC-Chapel Hill senior from England: "The University's diversity is one of its greatest strengths. I believe, and have seen first-hand, that diversity brings great benefits to the University and to its students. I am extremely grateful for the opportunity I have had to live and learn in a diverse community while in college." (¶ 11)

[5] **Emil Kang**, an Asian male and Executive Director for the Arts and Professor of the Practice in the Department of Music at UNC-Chapel Hill: "The university is the most important place for discourse and diversity to thrive. It is critical for a university to protect the ability of disagreements to exist ... we, as educators want our students to be actively engaged in respectful disagreements and not retreat to corners. It is important that our students learn how to do these things and become more empathetic and sympathetic to other views." (¶ 11)

[6] **Louise Toppin**, an African American female and former Professor and Chair of the Department of Music at UNC-Chapel Hill, currently at the University of Michigan: "In order to prepare students to be professionals in music, we must teach them how to communicate and work with a wide range of people. Increasing diversity at UNC-Chapel Hill and in the Music Department is important to preparing all of our students for their careers and their lives after UNC-Chapel Hill." (¶ 22)

[7] **Cedric Bright**, an African American male and Assistant Dean of Medical Education and Admission and

Associate Professor of Internal Medicine at UNC-Chapel Hill: “Because UNC-Chapel Hill is a major feeder for our medical school and other health programs, diversity is critical at the undergraduate level as well.” (¶ 19) “The number of diverse undergraduates at leading universities like UNC-Chapel Hill today will impact our ability to effectively meet the health care demands of our future.” (¶ 20)

[8] **Karol Mason**, a Black female 1979 UNC-Chapel Hill graduate and former Assistant Attorney General for the Office of Justice Programs and current President of the John Jay College of Criminal Justice at the City University of New York: “As an alumna and former member of the UNC-Chapel Hill Board of Trustees, I care deeply about UNC-Chapel Hill. Racial and ethnic diversity at UNC-Chapel Hill helps students develop the skills they will need to succeed in life, become leaders, and solve society’s pressing problems.” (¶ 21)

[9] **Rye Barcott**, White male veteran, 2001 UNC-Chapel Hill graduate and co-founder of the Carolina for Kibera organization: “Diversity is basically a part of the military’s fabric, and it makes the military stronger ... Diversity gives us strength. Exposure to diversity and cross-cultural understanding is critical to effective military service.” (¶ 19)

[10] **Stick Williams**, a Black male, 1975 UNC-Chapel Hill graduate and former Vice President of Corporate Community Affairs, Vice President of Diversity, Ethics, and Compliance, and President of the Duke Energy Foundation: “The diversity I encountered at UNC-Chapel Hill was transformative. I benefitted immeasurably from experiencing other cultures and from listening to other students’ stories ... I learned a lot about what is important in life, and I left UNC-Chapel Hill a very different person than I was when I arrived on campus.” (¶ 16)

While the witness declarations regularly acclaimed benefits associated with diversity and inclusion, there were also serious concerns raised about how the elimination of any ongoing efforts to achieve diversity and inclusion would severely diminish UNC-Chapel Hill's capacity to secure educational benefits.

[1] **Frank Baumgartner**, a White male Distinguished Professor of Political Science: "Some of my classes do not attract as much diversity I notice a significant difference in the conversations --- with conversations enhanced by diversity of all kinds. (¶ 29) "When these [minority] students share their personal experiences with their classmates, this provides a powerful and impactful learning moment. (¶ 30) "It creates interesting, difficult, and fulfilling conversations and enhances learning, bringing the points home to those students who are able to see that another student whom they know and respect has had such experiences." (¶ 31)

[2] **Maribel Carrion**, a Puerto Rican female graduate of UNC-Chapel Hill (undergraduate and MBA) and UNC-Chapel Hill administrator: "It is sometimes hard for students to engage with faculty members who are different than them because those faculty members do not understand where the students are coming from. The students can feel like they have nowhere to go to ask for help or advice." (¶ 14)

[3] **Richard Vinroot**, a White male, 1963 UNC-CH graduate and former Mayor of the City of Charlotte: "Without diversity, UNC-CH would create warped graduates who are technically sound but lack the humanity we brag about at UNC-CH We would not be true to our mission without diversity of all kinds " (¶ 14)

[4] **Merrick Osborne**, an African American male, 2016 UNC-CH graduate: "I do not feel like I would have had an adequate liberal arts education without having the opportunity to interact with people who are not like me. For

me, it taught me to be resilient and a better global citizen ... But at the end of the day, the absence of like individuals certainly was a challenge.” (¶ 18) “I have struggled with feeling valued by the University.” (¶ 19)

[5] **Neils Ribeiro-Yemofio**, an African American male, 2008 UNC-Chapel Hill graduate: “ ... I know other minority students who struggled more at UNC-[CH]. If UNC-[CH]’s enrollment of minorities were to drop, I would be very concerned about minority students being able to find community on campus.” (¶ 13)

[6] **Cedric Bright**, an African American male and Assistant Dean of Medical Education and Admission and Associate Professor of Internal Medicine at UNC-Chapel Hill: “There are changing demographics in North Carolina, and North Carolina is growing at a faster rate than forty-six other states. Because of these demographic changes, it is imperative that there also is diversity in the healthcare system to effectively meet the needs of diverse patients in the future Our health care providers must be able to serve people with different values, health beliefs, and perspectives.” (¶ 11) “With a homogenous student body, there would be no growth in students’ understanding of those of diverse culture or heritage Exposure to diversity makes our students better doctors who are better prepared to serve increasingly diverse populations.” (¶ 14)

[7] **Jennifer Ho**, an Asian American Professor in the English Department: “As an Asian-American professor who studies race and identity, UNC-CH’s ability to continue to enroll a diverse student population that includes many students from different racial and ethnic backgrounds is essential to the work that I do and to the educational experience I want my students to have. If UNC-CH’s racial diversity were diminished or compromised, I fear that it would have a very detrimental impact on the effectiveness of my courses on race and

ethnicity, as well as on the overall academic quality of the institution.” (¶ 23)

[8] **Peter Henry**, an African American male graduate of UNC-Chapel Hill and Dean of the Leonard N. Stern School of Business at NYU: “If our students are only around other students with similar backgrounds, they might as well be with only one other student.” (¶ 16)

[9] **Richard H. Kohn**, a White male and retired Professor in the History Department at UNC-Chapel Hill: “If UNC-Chapel Hill does not expose its students to different modes of thought, differing beliefs, and interactions with diverse groups of people, the University will be derelict in its duty and its promise to educate its students And our society will be the lesser for this failure.” (¶ 17)

[10] **Sherick Hughes**, an African American male and Professor of Education at UNC-Chapel Hill: “Our research concluded that affirmative action has very little effect on the rates at which White and Asian students are admitted to top universities in the United States, including UNC-Chapel Hill. In particular, we determined that the relevant data indicate that there are too few applicants of color admitted to the top universities to have any meaningful impact on the likelihood of a White or Asian student’s admission.” (¶ 10)

[11] **Paul Cuadros**, a Latino male and Associate Professor of Journalism and Mass Communications at UNC-Chapel Hill: “The demographics of society are changing rapidly. The inability to have a diverse or plural society reflected in classrooms lessens discussion of coverage of news and topics we are interested in as a people. It does not provide the depth of experience and knowledge we need to understand what is truly happening in society.” (¶ 25)

[12] **J. Christopher Clemens**, a White male Professor in the Department of Physics and Astronomy and Senior Associate Dean for Natural Sciences at UNC-Chapel Hill: “We know the talent for science exists in diverse groups of students, and we need to do a better job of bringing that talent into our programs. If we do not do that, we will deprive the world, our field, UNC-Chapel Hill and UNC-Chapel Hill’s students of a large talent pool. We will never hear the ideas and new ways of thinking these students have to offer.” (§ 23)

[13] **Stick Williams**, a Black male, 1975 UNC-Chapel Hill graduate and former Vice President of Corporate Community Affairs, Vice President of Diversity, Ethics, and Compliance, and President of the Duke Energy Foundation: “ ... the purpose of a public university is to prepare the common man for service. Diversity, including racial diversity, is essential to that preparation. UNC-Chapel Hill simply cannot afford to leave its students’ talent on the table.” (§ 20)

Indeed, it would be very difficult to imagine how UNC-Chapel Hill can achieve the educational benefits documented in this report without having developed a strong commitment from a significant proportion of the campus community that cuts across traditional professional and disciplinary boundaries, which collectively translated into sustained and purposeful action to foster diversity and inclusion. Despite showing measureable gains associated with building the necessary conditions to foster those benefits, the Diversity Report also acknowledged that:

[O]ur work is far from complete. Although our commitment to diversity and inclusion will remain unwavering, we recognize that our efforts to achieve these ends must be constantly reevaluated and improved, especially in the face of present challenges. Progress is an iterative process: it requires persistent effort and evaluation. (Dean, 2017, 16)

Toward that end, the Diversity Report also announced that UNC-Chapel Hill is ramping up its efforts:

This commitment to diversity and inclusion—driven by our conviction that the two are integral to one another and to the excellence we seek as an institution—has most recently manifested itself in our recommendation regarding the new University Office of Diversity and Inclusion. This office will be charged to build understanding across differences, promote the free exchange of disparate ideas, and create conditions to ensure that the educational and social benefits of diversity are equitably realized. This office will also address the issue of our contemporary society and strive to position all students, faculty, and staff to reach their greatest potential. (Dean, 2017, 3)

Recognizing the need to ramp up rather than scale back effort is especially important given that UNC-Chapel Hill has committed to pursuing diversity and inclusion as a broader and more comprehensive institutional project that responds to ongoing changes within and outside the university. As noted in the Diversity Report:

It is worth noting that our understanding of these issues has changed and deepened over time. Although the University enrolled its first student in 1795, it was another full century until we enrolled our first female student, and another thirty years until we enrolled our first American Indian student, and another twenty until we enrolled our first black student. The student body at the University has changed dramatically since then—partly because our state and nation have changed, but also because those who came before us on this campus came to realize that the differences we had resisted were in fact crucial to the excellence we sought. (Dean, 2017, 2)

Based on the survey data, the declarations, deposition transcripts, and other resources, it is clear that UNC-Chapel Hill is realizing educational benefits that flow from diversity and inclusion and is committed to doing

more to further realize the educational benefits of diversity. The findings from my analyses reinforce the following points:

[1] The relative difference of students' precollege environment elevates the importance of exposing students to diversity toward preparing them to live and work in more diverse and complex environments after graduation.

[2] Exposure to diversity both in and outside of the classroom contributes to undergraduate students' education in a variety of ways that are consistent with the empirical literature.

[3] Faculty members actively create conditions in the classroom to realize the educational and social benefits of diversity.

[4] Sustained exposure to diversity has made a significant difference in the lives of alumni after graduation.

[5] The intellectual and social gains associated with diversity through undergraduate education have both short- and long-term significance for students' preparation for life beyond college.

[6] The University has responded to challenges associated with diversity by addressing those challenges in ways that improve its overall institutional capacity to actualize the benefits for all students.

[7] The University has become even more committed over time toward engaging in a long-term process of building the necessary conditions to improve diversity and inclusion.

[8] The University's commitment is reflected in its investment of resources toward building and sustaining an inclusive community by undertaking a wide range of campus programs and initiatives.

[9] By offering key programs and personnel, UNC-Chapel Hill's efforts have engaged and empowered students on campus, which have especially helped those who had to overcome their initial academic, cultural, and social challenges.

[10] There exists a deep appreciation among administrators, faculty, staff, and students for the ongoing work associated with diversity and inclusion at UNC-Chapel Hill.

[11] The elimination of any ongoing efforts to achieve diversity and inclusion, especially regarding the enrollment of a diverse student body, would severely diminish UNC-Chapel Hill's capacity to secure educational benefits.

[12] Scaling back efforts will be especially detrimental for those students from groups who feel most isolated in class, least supported by faculty, and most alienated on campus due largely to their race and ethnicity.

Overall, UNC-Chapel Hill is on a solid upward trajectory toward further securing and fostering educational benefits through its leadership, programmatic efforts, and targeted initiatives, which taken together is in accordance with the plan articulated in the Diversity Report:

The achievement of these crucial benefits requires sustained and purposeful action. From pipeline programs and recruitment initiatives that reach students as they consider whether to apply to the University, to admissions and student-aid practices that allow us to enroll an outstanding and diverse student body, to the many programs that encourage excellence once students arrive, to the ways in which teaching and learning are being reinvented to optimize outcomes—in all that we do, we seek to act out our commitment to diversity and inclusion. (Dean, 2017, 6)

In closing, I have found that UNC-Chapel Hill has invested meaningfully in a purposeful and systematic approach concerning diversity, which begins but does not end with recruiting and admitting a diverse student body. A major part of this approach is to intentionally enrich the educational context in ways that improve both the quantity and quality of undergraduate students' engagement with diversity. The University's overall approach is responsive, ongoing, and multifaceted, accounting for many stakeholders and parts of university life. Taken together, its efforts have both secured significant benefits for undergraduate students and enhanced the capacity of the University to prepare those students to reason, communicate, and engage in an increasingly more diverse and complex world. Accordingly, the University's purposeful and systematic approach to diversity sustains and expands upon a wide range of deliberate actions both in and outside of the classroom, toward fulfilling the University's mission to serve better the people of North Carolina.

[Appendices omitted.]