



2020-21 YEAR IN REVIEW

OFFICE FOR INSTITUTIONAL EQUITY AND DIVERSITY

From the Vice Provost

Over a year after NC State transitioned to virtual learning and working, we stand at a unique place in history. We've endured through a global pandemic that called upon us all to exercise flexibility and creativity to continue operating and called upon us to do so with empathy, understanding, resilience and compassion. We've done our best to keep fulfilling our mission of educating our students while safeguarding the academic community we've built over the last century.

It hasn't been easy. There is no "playbook" for such times.

Yet my faith in the commitment and dedication of our staff and faculty has multiplied. Day after day, in the face of uncertainty and challenge, we persevered; we supported one another; we exercised our compassion for one another. And as you'll see in the following pages, we not only persisted; in many cases, we excelled. I am amazed at all we were able to accomplish within the constraints we faced and the unknown challenges that still lie ahead.

On top of the COVID-19 struggle, the most impactful event that occurred last year for our office, and for many, was undoubtedly the killing of George Floyd — in the context of countless unjust deaths of other people of color — and the national racial equality reckoning that followed and continues even now. In our continuing sorrow and dismay about the loss of lives that has plagued our country since its origins, we fight even harder to educate about systemic racism and to one day eradicate it from society.

With our minds and hearts focused on ensuring that these lives were not lost in vain, we moved forward in several significant ways this year, successfully rolling out online diversity and inclusion training for all members of the university community, planning and hosting our first Racial Equity Summit, undertaking several successful fundraising campaigns, and launching a number of additional university-wide DEI initiatives, such as our participation in the national SEA Change project, the UNC System Racial Equity Task Force, and creating NC State's new Strategic Plan, in which diversity, inclusion and well-being hold a prominent place among our institutional goals and values for the next ten years.

We look forward to returning to campus with a renewed sense of purpose, new knowledge and awareness about the ways in which our students, faculty and staff want to engage with us, and new ideas about how to create and influence meaningful change and relevant impact. We also want to reconnect with you, our partners in equity and inclusion. If you are reading this, we know you have a vested interest in the work that we do. We want to hear from you, see you at our events, and engage with you. Please reach out and lend your voice and talents to our causes. We need everyone to help make the vision of a just and inclusive university a continuing reality.

Whether you attend an event, follow our communications or make a donation, we are extremely grateful for your time and commitment. Join with me in relentless dedication and firm, unwavering belief that all actions — big or small, individual or organizational — create ripples of impact that extend far beyond what we can see today into infinite possibilities for the future.



Sheri L. Schwab, J.D., M.Ed.

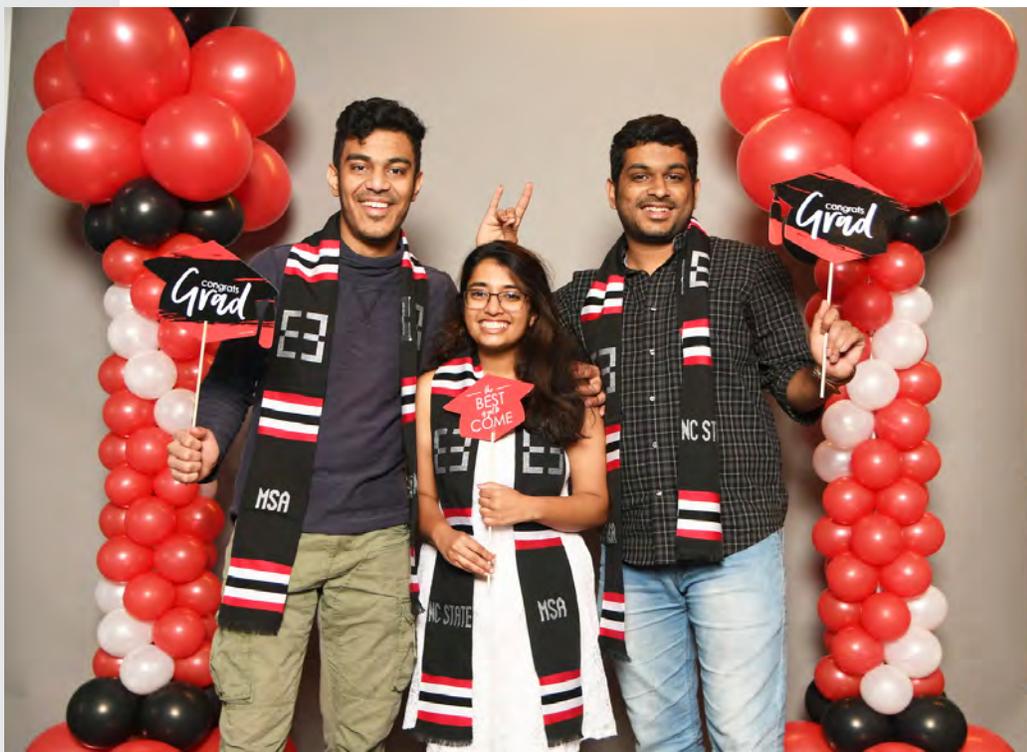
Vice Provost for Institutional Equity and Diversity
July 2021



Our Mission

The Office for Institutional Equity and Diversity (OIED) is committed to fostering an inclusive, accessible and diverse intellectual and cultural campus experience related to the mission of North Carolina State University.

We facilitate efforts to ensure equity and opportunity, increase awareness of diversity issues through education, and strengthen relationships across diverse groups. Through these efforts, OIED promotes cultural competence development, fostering a welcoming and respectful campus. By providing guidance, programming and outreach to constituent groups and the community and by adhering to accountability and compliance standards, OIED prepares NC State students, faculty and staff for local, state, national and global collaboration.



Connect with Us

We cannot do this work alone. Ensuring that NC State is a diverse, equitable, inclusive and welcoming university is the responsibility of everyone in our community.

We invite you to join us by subscribing to our newsletter, following us on social media, attending a program or event, reaching out to volunteer or making a donation. No effort is too small today in the work we do to achieve a better tomorrow.

Please see the back cover for our contact information.

Our Units

Vice Provost's Office

Led by Vice Provost for Institutional Equity and Diversity Sheri Schwab, the Vice Provost's Office includes administration, business office and communications functions.

Equal Opportunity and Equity

Equal Opportunity and Equity (EOE) strives to make NC State a discrimination-free, harassment-free environment in which faculty, staff and students can work, live and learn. EOE is responsible for managing and monitoring NC State's equal opportunity compliance activities. EOE also oversees equal opportunity policies; reviews reported incidents; provides resources, support and interim measures to all parties involved in sexual harassment and Title IX reports; facilitates training and education; and ensures that investigations and resolutions are conducted in a fair and equitable manner. EOE facilitates ADA and religious accommodations and consults with supervisors and managers regarding equal opportunity concerns and initiatives. In addition, EOE provides guidance to all campus community members with questions or concerns related to compliance and Title IX, including adjustments due to pregnancy.

Impact Response

OIED envisions NC State as a proactive, restorative, equitable, inclusive and transformative community that equips students, faculty and staff to engage across identity differences in dignifying and meaningful ways. By centering restorative community response and care, Impact Response, in collaboration with other OIED units and campus partners:

- offers a system and process that invites students, faculty and staff to document and proactively address the impacts of DEI-related incidents, behaviors and practices;
- provides restorative bias impact response education, consultation and training to campus partners;
- supports campus response to local, national and/or international bias and/or social equity related events, incidents and circumstances that impact campus climate and sense of belonging; and
- reviews bias impact reporting trends, campus climate study data, community feedback and other related data to provide campus partners updates on campus climate changes, educational opportunities and, as necessary, support for community care and impact response efforts.

In alignment with the university's Open Expression Policy, OIED continues to encourage free speech while acknowledging that certain expressions can have harmful impacts on individuals and on the broader living and learning community regardless of intention. OIED Impact Response is committed to offering a supportive response process that allows for listening, educating one another and, ideally, building, repairing and/or restoring relationships and communities.

Inclusive Excellence and Strategic Practice

Inclusive Excellence and Strategic Practice (IESP) champions diversity and inclusion practices across various stakeholders of the university community through education, training, the development of relationships, enhanced understanding of diversity and equity issues, the utility of assessment and evaluation, facilitation of initiatives, cooperative accountability and collaboration.



African American Cultural Center

The African American Cultural Center (AACC) promotes awareness of and appreciation for Black, African American and African descent experiences through activities and events that enhance academic excellence and strengthen cultural competence for the campus and surrounding communities. Founded in 1970 and located in the Augustus M. Witherspoon Student Center since 1991, the AACC serves the NC State campus community as a central hub for Black student, faculty and staff support, development and community engagement. The AACC offers intersectional cultural engagement and educational experiences that draw upon faculty and student-led research, campus climate data and higher education best practices to examine, highlight and celebrate histories, narratives and cultures of people of the diaspora, both within NC State and beyond. The African American Cultural Center is a 10,000 sq. ft. facility within the Witherspoon Student Center that includes a 1,200 sq. ft. art gallery, a 1,200 sq. ft. library, a 200-seat multi-purpose room and an administrative suite that houses two meeting/lecture rooms and seven student organization offices. The AACC stays actively engaged in the academic life of NC State with programs, resources and services that facilitate the cultural, intellectual and social growth of the university community.

GLBT Center

The mission of the GLBT Center is to engage, develop and empower members of the gay, lesbian, bisexual and transgender communities and their allies. To fulfill that mission, the center helps students connect to form social support networks, offers identity-based and health-related information and resources, consults with students individually and collectively on issues related to personal identity and academic success, refers students to a wide variety of resources on campus and in the local community, provides professional and leadership development opportunities and hosts educational events and programs.

Multicultural Student Affairs

Multicultural Student Affairs (MSA) serves as a restorative space for students, with an emphasis on systematically non-dominant populations, to promote identity affirmation, academic success and student development. Many of the programs and services expand students' cultural horizons while honoring their respective cultural experiences. MSA works in conjunction with a number of university departments and colleges to conduct programs related to recruitment, orientation, retention and graduation, in addition to academic, personal, professional and cultural development, to foster skills and strategies for being successful at NC State.

Women's Center

The Women's Center directly serves all students at NC State while also serving as a resource, connection and partner for faculty and staff at the institution. We take an intersectional approach to serving the campus community. Our practices are social constructivist in nature and rooted in social justice education and trauma-informed care.



Effects of COVID-19

In March 2020, NC State University reduced to minimal on-campus operations in response to COVID-19, including moving to fully online classes and limiting the volume of individuals on campus.

The continuation of virtual work into the 2020-21 academic year led to modified program and event offerings across all of OIED. In addition, we saw an increase in web- and video-based programs and services.

As the university continued to adjust throughout the summer and fall 2020, the Office for Institutional Equity and Diversity adapted its operations to this new reality. We are still grappling with the devastating effects of the global pandemic and the ramifications it will have on our work, on higher education and on society as a whole for years to come.

Equal Opportunity and Equity

EOE continued to collaborate and engage with individuals virtually, updated language in outreach letters and web pages regarding day-to-day operations being conducted virtually and transitioned to facilitating interviews and meetings with individuals virtually and via phone with minimal impact during the initial shift. EOE then continued to use the virtual environment to best meet the needs of individuals engaging with our office through intake meetings, accommodations and report reviews throughout the year.

Acknowledging the impact the operational adjustments had upon the Wolfpack community, EOE expanded its communication outreach protocols to those impacted by and involved in reports of discrimination, harassment and retaliation, working to ensure critical investigative processes, including protocol, could be facilitated virtually, promoting the due process rights of those involved in active investigations. This extended timeframe was in place throughout summer and fall. At the beginning of the spring 2021 semester, the extended timelines were removed in an effort to begin returning to normal operations.

Outside of EOE's work to respond to reports of discrimination, harassment and retaliation, the unit also ensured that its ability to facilitate interactive and informative trainings continued through online platforms. All of EOE's trainings, including those for search committees and new employee orientation, were adjusted to ensure the efficacy of the content via videoconferencing. Specialized programs, including targeted trainings for specific departments, were also formulated and facilitated virtually.



In an effort to address concerns related to COVID-19 impacts, including but not limited to quarantine, school closures and high-risk individuals, the university created a special circumstances request form and committee. The committee met twice a week throughout the fall 2020 and spring 2021 terms to review requests and questions related to COVID-19 impacts on employees.

Impact Response

Impact response continued virtually without interruption and without any reduction in support. *Introduction to Restorative Circles*, the entry point training to teach about restorative accountability practices, was placed on hold. Due to COVID-19 and reduced capacity, the housing staff training initiative planned for 2020-2021 was postponed.

Inclusive Excellence and Strategic Practice

At the onset of the transition to working remotely, IESP pivoted as best it could to meet the needs of the campus. As we settled into operating completely remotely for the 2020-21 academic year, we had to infuse creativity to bring the same level of engagement with training and education in a virtual environment as similar previous in-person efforts.

Additionally, in response to the civil unrest and desire to learn more about racial difference and seek ways to be both better educated and an ally, the requests for training, education and consulting exploded. With a limited staff, IESP worked to be responsive to the campus community. The team went from four full-time staff members to two. We were fortunate to acquire assistance from Dave Johnson in EOE and Melissa Edwards Smith from the Global Training Initiative to provide capacity in meeting the growing needs in our community. Finally, university leadership's mandate for required diversity and inclusion education required an "all hands on deck" response with limited time for implementation. IESP was overwhelmed to say the least, but rose to the challenge with excellence.

African American Cultural Center

While physically closed, the AACC still continued to support students individually as well as collectively through student programming. The center participated in programs specifically centered on student support, such as "Conversations with a Counselor" and an AACC virtual co-working space. While these spaces had sparse attendance, they prompted individual meetings with students who were interested in connecting or learning more about the center outside of program hours.

Program attendance numbers were moderate and the most widely attended program was Ebony Harlem, the end-of-year awards ceremony and celebration of Black graduates. During the year, there was also an increase in staff participation and a minimal increase in faculty participation. A common theme among staff and faculty participants was gratitude for creating space where they could be seen, heard and feel connected. COVID-19 created some disconnect among staff members as staff were forced to work in silos with only staff meetings and 1:1 meetings as connection points. Combined with multiple staff hires in the center, it was a learning curve for the team to get to know one another and learn how to work together outside of the computer screen.

GLBT Center

GLBT Center students have struggled with making connections and finding community during the COVID-19 pandemic; Zoom fatigue set in almost immediately. After discovering what types of support students needed in spring of 2020, the center optimized its offerings and focused on programs that would allow our students to make connections and imagine their futures.

A substantial number of students attended the virtual Symposium, using that space to meet GLBT Center staff, faculty and staff from across campus, as well as returning students. Our annual Holiday Potluck became a virtual event as well, providing students with grab-and-go meals and the opportunity to meet up online. Some of our most impactful programming happened this spring: Alok Menon's virtual visit and the "Our Futures" series. Both of these allowed students to hear from LGBTQIA folks who are making their way in the world. These programs resonated with a wide variety of students and gave them hope for the future as well as the confidence to make a future happen for themselves. We believe that students will be clamoring to spend time in the GLBT Center and with the staff once our space reopens. This last year-and-a-half has stolen a crucial part of their college experience that they will desperately need to regain when we return.

Women's Center

COVID-19 impacted every aspect of how we operated as a center this year. We moved and transitioned all of our programs to virtual formats, put systems in place to avoid 'Zoombombings,' worked to check in with students and campus partners on a consistent basis, created staff virtual co-working spaces and communication strategies, prepackaged and mailed supplies for hands-on programs and didn't miss a beat on the opportunities and spaces that we were able to create for students. COVID-19 completely changed the way we interfaced with the campus community and how we did business. Simple tasks like picking up a Survivor Fund check often turned into a multi-day, multi-person, multi-stop process while we simultaneously had an increase in requests. What could have taken a quick walk across campus now involved timing, mileage, waiting in cars, fear of exposure and frustration. Even asking a colleague a simple question became a challenge. What would have been a quick walk down the hall turned into a Zoom meeting that was wedged into a day already full of Zoom meetings.

Not only did COVID-19 alter how we prepared for programs and office operations, but it also impacted how students interacted with us. By the end of the year, we saw a significant drop-off in student attendance at meetings and programs. We also heard from students about impacts on their academics. Zoom fatigue is real and it showed up in how our students chose to engage. And yet through it all, staff continued to show up, show care and do all that we could to be present with our students.

Having said that, our staff are tired, we are worn out, and we are depleted. This year, we asked our staff to continue to show up while they simultaneously managed multiple levels of trauma. We cared for the NC State community while also caring for family members, mourning the loss of family and friends, teaching children virtually, dealing with racial injustice, police brutality, interpersonal violence, mental health concerns, loneliness and isolation, and the list goes on. It has been too much... it is still too much. Burnout is real. Exhaustion is real. This year, our staff has held space for so many, but not for themselves. This issue will not go away and likely will only intensify as we roll very quickly into a year that is set to look like in-person years from the past. We have cared for so many this year, but who cares for us?



What has also been very clear throughout this pandemic is the profound impact it has had on student survivors. Four specific trends arose this year that can be directly traced to COVID-19: a reversal in semesterly support-seeking behavior, a shift in types of IPV reported, an increase in financial need and an increase in calls and emails to the Sexual Assault Helpline.

In a typical academic year, the first eight to ten weeks of the fall semester are known as the "red zone" when the vast majority of reports come in for IPV, with cases leveling off in the spring semester. However, this year, we experienced a complete reversal with numbers being much lower in the fall and much higher in the spring. For example, the number of new disclosures dropped off with the start of fall 2020 due to the continued impact of COVID-19, including the closure of housing facilities shortly after the semester began. The fall semester also ended several weeks early, resulting in a sharp decrease in support-seeking at the end of November and all through December. Those numbers steadily increased as spring semester continued and brought us back to pre-COVID levels of reporting and support-seeking, ultimately resulting in a doubling of cases each month in spring 2021 relative to spring 2020.

We have also identified a marked shift in types of violence experienced during COVID-19, with a doubling of domestic/dating violence reports relative to last year. Students who sought support from us noted restrictions on their mobility, financial abuse and significant disruptions to financial well-being due to job losses, as well as the effect of compounded isolation as a result of domestic/dating violence on top of COVID-related restrictions. With the transition of so much of one's daily life shifting to online platforms, we also recorded an increase in online harassment as well as reports of sexual assault committed by individuals using online dating apps. For example, there was a significant increase in stalking behaviors reported alongside other forms of IPV (e.g., students reported domestic/dating violence and stalking or sexual assault and stalking). As a result, safety planning became one of the top resources provided this year, with double the number of students receiving safety planning this year compared to past academic years.

COVID-19 also affected the U.S. economy, which disproportionately impacted student survivors. Many survivors lost their jobs due to layoffs and business closures, resulting in multiple levels of insecurity: financial, housing, food, physical safety and emotional well-being. As a result, for the third year in a row, applications to the Survivor Fund increased, highlighting how important emergency funding has been for survivors at NC State.

Lastly, it's important to note that 43% of students who sought our support this year reached us through the 24/7 Sexual Assault Helpline (919.515.4444) and our companion advocate email address (ncsuadvocate@ncsu.edu). The Helpline provides on-call advocacy services for students who need after-hours resources, referrals and/or accompaniment to campus or community resources, including police and sexual assault forensic exams. Given the fact that we were operating completely remotely and had no in-person walk-in services this year, this represents a five-fold increase over the prior academic year. Thanks to strategic marketing campaigns via online platforms, our services gained more visibility and more traction. At the same time, however, a notable number of students who reached out for support via our Helpline declined to meet with us once we explained our mandatory reporting obligations.

NC STATE

Presented by Multicultural Student Affairs

COVID-19 VACCINATION

MYTH VS. TRUTH

Panelists Dr. Dennis McLeod and Dr. Julie Casani will discuss the nuances of the Covid-19 vaccine

VISIT THE LINK BELOW
<https://go.ncsu.edu/truthsvsmyths>

APRIL 16 | 12 - 1:15 p.m.

Assessment and Accountability

The first core area in OIED's assessment model is Assessment and Accountability.

In 2020-21, the following programs and initiatives supported this core area, increasing the ability of the office to measure the efficacy of our work and monitor how well we meet our goals. This core area also helps guide our future work.

Accessibility Excursion

In cooperation with the Student Government Association and the ADA stakeholders, EOE planned an Accessibility Excursion within the virtual environment. Through the virtual excursion, participants learned about: 1) resources available to make online environments more accessible, 2) the new interactive accessibility map of campus and 3) physical accessibility updates occurring throughout campus, including the automatic door openers in Talley Student Union and the university's ADA Transition Plan.

Strategic Goals: 1

The Accountability Project

This fall, the Women's Center launched the Accountability Project in partnership with Elizabeth Nelson, professor in Women's and Gender Studies, and Angel Bowers from Prevention Services. The project provides an opportunity for people who identify as white women to begin to deconstruct whiteness and understand their role in upholding systems of oppression and the impacts these systems have had on them. Using a story circle format with accompanying readings, participants worked together in small discussion groups to unpack whiteness and work toward developing an anti-racist framework. Eight students participated in this 12-week cohort, which met biweekly throughout the semester. One participant shared the following about their experience in the cohort, "Just thank you for creating this space. This is something I've been looking for and I have those people in my life that would like to engage and talk with me about this anti-racist work, but this has been the commitment I was hoping for! I loved meeting with people this semester too, so thank you for all the work that went into creating this cohort. I WILL remember this!"

Strategic Goals: 1, 3, 4



Campus Culture and Climate

The second core area in OIED's assessment model is Campus Culture and Climate.

In 2020-21, the following OIED programs and initiatives supported this core area, helping to make NC State's culture and climate more welcoming and inclusive for all.

Campus Climate Survey

In fall 2020, IESP coordinated a series of workshops to unfold the results of the campus climate survey administered by Institutional Strategy and Analysis in fall 2019. Campus stakeholders participated in a session featuring a high-level overview of the data and transitioned to theme-based breakout rooms in which they reflected on the overview and survey questions and created a list of themes and/or questions that would be useful for a deeper dive in the months to follow. Approximately 15 staff members participated in the sessions. Additionally, presentations were given to the AGEP team, the Campus Community Centers, GLBT Advocate Program participants and the Council on the Status of Women.

The campus climate survey consisted of 200 closed-end and seven open-ended questions, administered online, confidentially but not anonymously, to NC State undergraduate and graduate students. The response rates were as follows: 18% undergraduate and 26% graduate. Generally, among students, overall results in most areas trended in a positive direction. Support has grown for prioritizing diversity and inclusion as key priorities for NC State and within the role of higher education overall. In some areas, such as the success and impact of NC State's efforts related to diversity, ratings from historically marginalized student groups have grown less favorable over time. Persistent, notable and critical differences exist in the campus experiences and opinions of historically marginalized students.

Strategic Goals: 1, 2, 3, 4

Campus Diversity Calendar

With the university's adoption of a new calendar platform, the campus community can now more easily view events related to diversity and inclusion. OIED also publishes these campus-wide diversity events on its website. Other campus organizations can view and publish events from OIED or any of the four campus community centers.

Strategic Goals: 4, 5

Newsletters

OIED publishes the biweekly *Diversity Digest*, an email newsletter pertaining to diversity, equity and inclusion that goes out to over 6,300 subscribers in the NC State community. In addition, each of the four campus community centers publishes a newsletter for its constituents.

Strategic Goals: 4, 5

Social Media

OIED maintains five main social media presences, one for the main office and one for each of the campus community centers. Each of these includes channels on several major platforms (see the back cover of this report for a full listing). We use social media to increase visibility and engagement on- and off-campus, promote events and share relevant information from other NC State organizations and partners.

Strategic Goals: 4, 5

Diversity Portal

This year, in partnership with University Communications, OIED helped expand the diversity portal, a page dedicated to campus diversity topics, on the NC State website. For the past three years, the page has provided both external and internal audiences a snapshot of NC State's DEI activities. With the increase in attention to DEI after the death of George Floyd and nationwide protests, we added a new section to provide updates on numerous new and ongoing university-wide DEI initiatives.

Strategic Goals: 2, 4, 5

Comprehensive System Updates for Case Management

EOE worked to create standardized letters and procedures to ensure throughout the virtual environment (and beyond) that we are consistent in how we interact with individuals who engage with our office.

To meet this goal, EOE created or updated over 20 standard operating procedures to ensure consistency of processes.

EOE also created or updated over 100 standardized letters within the Maxient conduct system to ensure standardized communication on topics related to discrimination, harassment and retaliation formal and facilitated resolutions, Title IX formal and informal resolutions, ADA accommodations, COVID-19 special circumstances, religious accommodations and adjustments due to pregnancy.

Strategic Goals: 1

The Collective

The purpose of The Collective is to create a space for women of color at NC State to form a community, break silos and deepen relationships through facilitated dialogue centered on truth-telling and testimonies. The Collective welcomes cisgender and transgender women as well as femmes and gender-nonconforming folk. Undergraduate and graduate students and campus-based professional women of color are invited to join as well. Throughout the academic year, The Collective was held virtually to comply with COVID-19 regulations, with each program averaging about 8-10 students and professional staff attendees. Here are a few words from the space: "OMG!! I love The Collective!!! I have found new activities and ways to cope with being alive during this time. This Collective has been truly amazing and inspirational!" "It was fun to see other counselors and students together."

Strategic Goals: 1, 3

GLBT Center Holiday Potluck

The GLBT Center's last event of 2020 was the reimagined GLBT Holiday Potluck, which gave students the opportunity to grab a free meal and join a communal experience via Zoom at a later time.

Strategic Goals: 1

Racial Equity Summit

Chancellor Woodson tasked Vice Provost for Institutional Equity and Diversity Sheri Schwab to convene a Racial Equity Summit in fall 2020. Chancellor Woodson's vision for the Summit was to provide a platform to provide a diverse, inclusive and equitable convening that would form the basis for reframing and accelerating ongoing, community-driven efforts to improve the Black experience at NC State.

The Racial Equity Summit brought together over 70 NC State University students, faculty, staff, administrators, alumni and community stakeholders on October 15 via a 4-hour virtual forum to gather meaningful personal input from across the community about what racial equity might look like at NC State from a qualitative perspective. This work is being blended with other efforts to help chart the university's way forward in its work toward racial equity.

Strategic Goals: 1, 2, 3, 4, 5

New University Strategic Plan

The Advancing Inclusion and Well-Being to Enhance Excellence Task Force, led by Vice Provost Sheri Schwab and Executive Director, Counseling Center and Prevention Services Monica Osburn, advised the provost during the creation and adoption of NC State's new ten-year strategic plan. The group worked with stakeholder groups throughout campus, reported findings and recommendations and successfully collaborated to help bring about Goal 4 of the new plan: "Champion a culture of equity, diversity, inclusion, belonging and well-being in all we do."

Strategic Goals: 2, 3, 4, 5

HIV/STI Testing

During spring semester, the GLBT Center held in-person HIV/STI testing with the Alliance for AIDS Services – North Carolina.

Strategic Goals: 4, 5

Feminist Fridays

Feminist Fridays are student-initiated conversations centered on topics of gender and equity. These hour-long facilitated conversations creatively incorporate a theoretical lens and ask challenging questions to foster community, encourage authenticity and embrace a multiplicity of truths. They provide an opportunity for transformative learning through discussion and critical reflection, often provoking dissonance and attending to the intersections of one's micro (individual level) characteristics and how they interact with macro level systemic issues. The variety of topics reflects both the creativity and the passion of the community at the Women's Center. Each of the student-facilitated discussions opens the door to more intentional dialogue about gender, equity and social justice.

For the 2020-2021 academic year, Feminist Friday shifted from a weekly to a biweekly schedule to account for the shift to a Zoom platform. Attendance varied from moderate numbers to high turnout (anywhere from 3 to 35 participants), depending on the time of semester. Based on the information gathered from assessment data, participants enjoyed the variety of topics offered this year and were able to apply newly-gained information to their lives and advocacy. In addition, a number of first-time participants expressed interest in facilitating a discussion in the upcoming academic year. The virtual delivery of Feminist Fridays also allowed for higher attendance by faculty and staff members.

Strategic Goals: 1, 3

Intercultural Development Inventory Pilot Initiative

The Intercultural Development Inventory (IDI) Pilot officially launched in August 2020 following ten staff members at NC State being trained virtually over the course of three days. The IDI is a 50-item instrument that measures one's perceived engagement regarding cultural competency and one's actual engagement as demonstrated by behavior. In September, a call for consideration invited leadership teams to participate in a year-long experience to advance their unit's diversity, equity and inclusion goals. Six units were selected to participate: Facilities, Wilson College of Textiles, College of Sciences, College of Veterinary Medicine, Office of Global Engagement and The Graduate School. Across the units, there were 95 participants. Shortly following the selection process, additional staff members were certified as qualified administrators.

The IDI Champion team met monthly for one hour from August 2020 through June 2021 to plan and discuss the pilot. Additionally, the IDI Champion team hosted a two-hour group profile debrief with each unit and offered a second two-hour group dialogue and strategic planning session. Individual debrief sessions with members of each leadership team were also available. Forty-four out of 95 participants took part in an individual debrief. Five out of six of the leadership teams engaged in a second meeting. In April, over sixty IDI leadership team members participated in a 90-minute professional development experience with Ericka Hines of Every Level Leadership on "Awake to Woke to Work." The wrap-up of the pilot consisted of an evaluation and access to resources to continue one's group development on the continuum of cultural competence.



In addition to the IDI pilot, IESP engaged with OIT and the College of Sciences DEI committee to use the IDI in the advancement of their DEI goals. The IDI was administered to 11 individuals in OIT and 17 individuals in the College of Sciences. Debriefs are currently underway with both units.

Strategic Goals: 1, 2, 3, 4

New Title IX Regulations

On May 6, 2020, the U.S. Department of Education released new regulations governing campus sexual assault under Title IX, the federal law that prohibits discrimination on the basis of sex in K-12 and higher education. These regulations went into effect on August 14, 2020. Throughout the summer of 2020, EOE worked with various partners, including Employee Relations, the Office of Student Conduct, the Women's Center, the Office of General Counsel and the Office of Faculty Affairs, to develop policies and regulations to address the elements of the new Title IX regulations. Through this collaborative process, EOE developed the following:

- NCSU POL 04.25.07 - Title IX Sexual Harassment Policy;
- NCSU REG 04.25.08 - Title IX Sexual Harassment Resolution Procedures.

In conjunction with the development of the new Title IX policy and accompanying regulations, we reviewed the following policies and regulations to ensure both continuity of policies and procedures and the use of best practices when receiving and resolving complaints:

- NCSU POL 04.25.05 - Equal Opportunity, Non-Discrimination and Affirmative Action Policy;
- NCSU REG 04.25.02 - Discrimination and Harassment Complaint Procedures;
- NCSU POL 11.35.01 - Code of Student Conduct;
- NCSU POL 11.35.02 - Student Disciplinary Procedures.

Strategic Goals: 1

Transgender Day of Remembrance

The GLBT Center observed Transgender Day of Remembrance by releasing a DIY Observance Guide, which was downloaded by 99 individuals.

Strategic Goals: 3

Campus Partnerships

EOE actively served on teams and collaborated with groups throughout campus, including the Sexual Assault Response Team (SART), Behavioral Assessment Team (BAT), Council on the Status of Women, ADA Stakeholders and University Diversity Advisory Council (UDAC). The GLBT Center partnered with Prevention Services for two GLBT-related programs.

Strategic Goals: 1

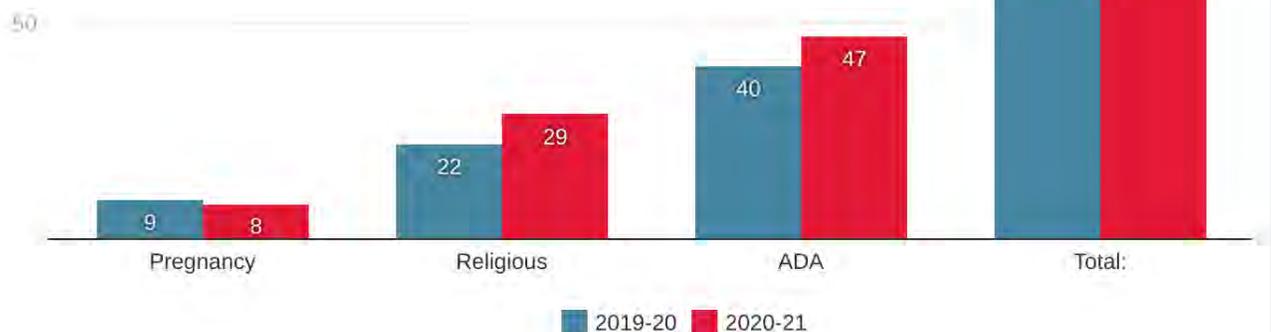
What's on the Table?

"What's on the Table?" is an opportunity for students, faculty, staff, alumni and community members discuss topics from pop culture to current events to global crises. The conversations are led by student facilitators. During the pandemic, these conversations took place virtually.

Strategic Goals: 1

EOE Accommodation Totals

Two-year Comparison



Reports, Accommodations and Complaints

EOE reviews complaints of discrimination and harassment under NC State's Equal Opportunity, Non-Discrimination and Affirmative Action Policy. In 2020-21, EOE received and responded to 281 complaints. Complaint responses ranged from providing connections to university resources and supportive measures to formal investigations.

Partnering with the Disability Resource Office and the Office of Information Technology, EOE helps serve employees who qualify for accommodations under the Americans with Disabilities Act. Qualified employees can receive accommodations upon request and after registering with the university. This year, EOE received 47 employee requests for reasonable accommodations.

EOE also works to provide accommodations based on religion and pregnancy to eligible individuals who request them. This year, EOE received 29 requests for religious accommodations and 8 requests for pregnancy accommodations.

Strategic Goals: 1

EOE Complaints by Category

Category of Report	Number of Cases	Percentage
DHR Sexual Harassment	131	47%
Title IX Sexual Harassment	82	29%
Race	47	17%
(Uncategorized) Harassment	25	9%
Sex	24	9%
National Origin	18	6%
Disability	15	5%
Retaliation	11	4%
(Uncategorized) Discrimination	10	4%
Religion	7	2%
Color	6	2%
Age	4	1%
Sexual Orientation	4	1%
Gender Identity	3	1%
Genetic Information	1	0%
Veteran Status	1	0%
IPR Policy Violations	1	0%

Restorative DEI Impact Response

Our Impact Response unit serves the campus community by offering a system and processes that invite students, faculty and staff to document and proactively address the impacts of DEI-related incidents, behaviors and actions. The unit supports affected individuals and groups, promotes education and dialogue and cultivates a campus climate that is conducive to successful student matriculation and effective faculty and staff development.

In 2020-21, OIED received 76 impact reports (as of May 28, 2021). Of these, 69 pertained to DEI-related incidents, with 84% involving race/ethnicity (along with other identity areas); 64% reported direct impact and 36% reported indirect or no impact. Of the DEI-related reports, 27 (39%) involved social media, social networking or web-based communication. Of reported/identified impact, 50% pertained to diminished sense of community (17.6%), distrust (17.6%) or feelings of being isolated, vulnerable, powerless, fearful or unwelcome (16%).

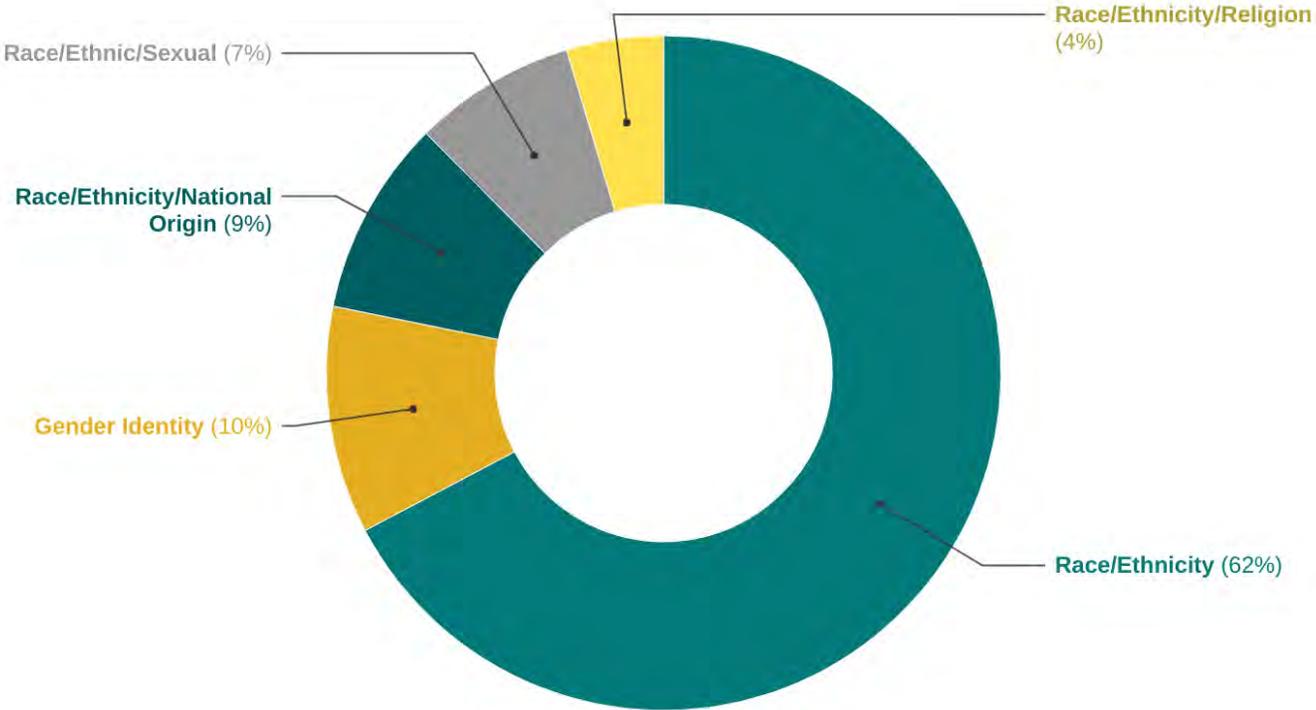
Most reports involved students, faculty and/or staff with varying impacts on the campus DEI climate. Due to an increase in social-media originating or related incidents, reports frequently involved anonymous and non-affiliated individuals. The slight increase in student/faculty involved reports (17.4%) may be due in part to an increased number of faculty including information about OIED Impact Response in their syllabus along with other resources.

Of the reports, 69% involved additional, direct support and/or consultation, frequently involving multiple campus partners. All report responses included individual and/or group impact assessment. The most frequent response included consultation.

Strategic Goals: 4, 5

OIED Impact Response

DEI-related Reports by Impact Area (% of 69)



Equal Opportunity Employment

The third core area in OIED's assessment model is Equal Opportunity Employment.

In 2020-21, the following OIED programs and initiatives supported this core area, working to ensure that NC State's employment practices are fair and equitable.

Affirmative Action Plan

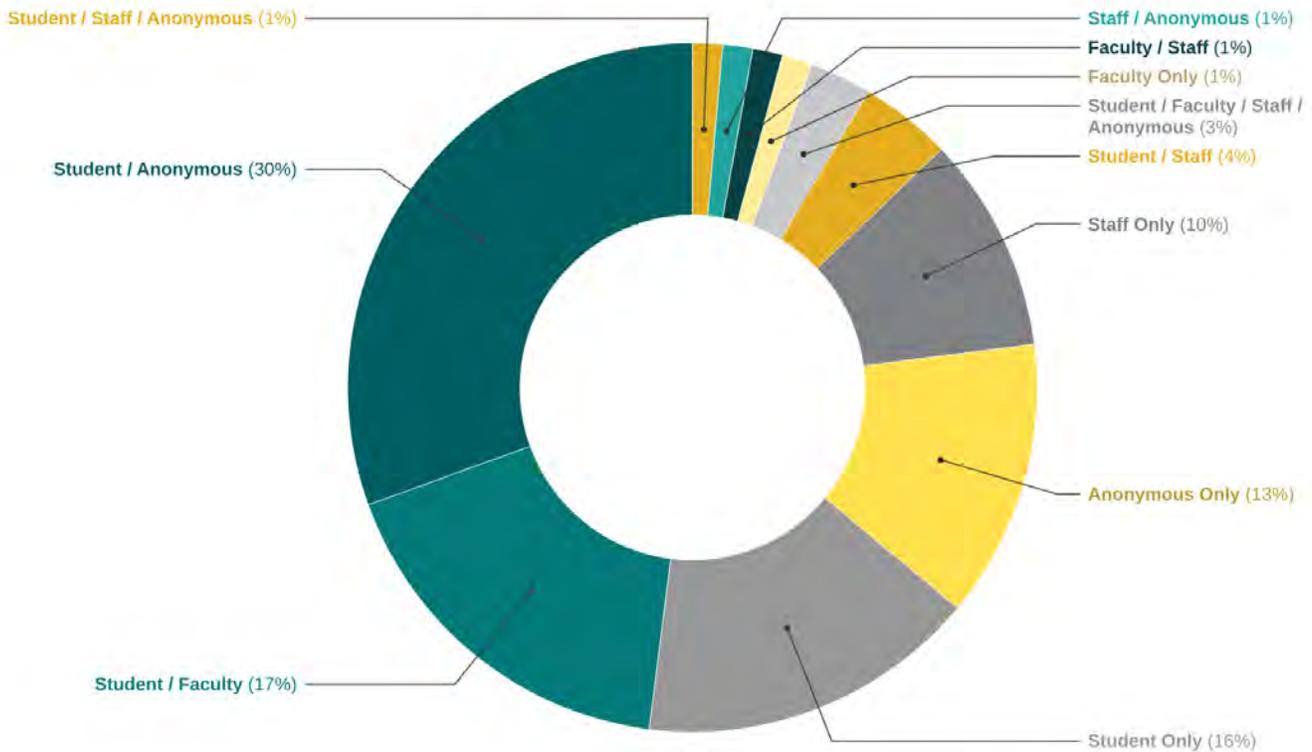
Each year, EOE completes an SHRA Affirmative Action Plan, which represents NC State's commitment to providing equal employment opportunities to all applicants and employees, adhere to the statewide Equal Employment Opportunity policy and follow federal and state laws governing equal opportunity, including the Governor's Executive Order 24.

In addition to fulfilling the SHRA affirmative action plan requirement, EOE analyzed and constructed an EHRA affirmative action plan and is currently meeting with colleges across campus to review their plans and identify strategies to address placement goals within the next year.

Strategic Goals: 1

OIED Impact Response

DEI Impact Response Reports by NC State Affiliation (%)



Institutional, Student, Faculty and Staff Excellence

The fourth core area in OIED's assessment model is Institutional Faculty, Staff and Student Excellence.

In 2020-21, the following OIED programs and initiatives supported this core area to foster the success of each of our broad communities.

Council on the Status of Women

The Council on the Status of Women (CSW) is a university standing committee that reports to the provost. Women's Center Director Lisa LaBarbera-Mascote serves as the resource person/advisor to this committee. During the 2020-2021 academic year, the council created four advocacy working groups. The policy issues working group focused on the university's response to COVID-19 as well as beginning discussions surrounding pay equity. The professional development working group hosted monthly professional development opportunities open to the entire campus community. The campus climate working group began work on a proposal for a mentorship program for faculty and staff and worked to identify gaps and concerns with the university emergency alert (WolfAlert) system. The final working group planned the annual Sisterhood Celebration held on Feb. 22, 2021.

Strategic Goals: 4

GLBT+ in STEM Program

The GLBT Center partnered with the College of Natural Resources and College of Sciences to launch the GLBT+ in STEM Program, which engaged 39 students during the fall semester for training and community-building experiences.

Strategic Goals: 1, 4, 5

Martin Luther King Jr. Campus Commemoration

Within the constraints of COVID-19, we reimagined the MLK Commemoration to meet the needs of students who stated a need for consistency and a desire for real connection with people who could help make sense of where they were within a pandemic and while navigating racial justice within their educational institution. The commemoration kicked off with an intergenerational conversation, followed by a series of master classes led by facilitator Ashley Gaddy. Feedback indicated that these sessions were truth-telling, inspirational and gave pause for reflection.

Strategic Goals: 3

Sisterhood Celebration

This year's Sisterhood Celebration was a bit different than the previous 35 annual events in that we could not gather together for a shared reception and dinner. Instead, the event was pre-recorded and shown via YouTube Premiere. This year's theme, "Normal Never Was," used a quote by poet and activist Sonya Renee Taylor to set the tone and provide an opportunity for storytelling. Our keynote speakers were community members who were willing to share their stories from the last year and charge the audience and university to truly dig deep and question what is "normal" and how we should not return back to the status quo pre-COVID. As Taylor says: "Our pre-corona existence was not normal other than we normalized greed, inequity, exhaustion, depletion, extraction, disconnection, confusion, rage, hoarding, hate and lack." More than 360 individuals registered for this year's event and the video has received over 677 views to date.

Strategic Goals: 4, 5

Equity for Women Awards

The Equity for Women Awards were announced during the Sisterhood Celebration. The awards recognize NC State students, faculty and staff members for their work toward gender equity in the previous year. Thirteen individuals were nominated this year and four awards were given. This year's award winners were: Jill Sexton (faculty), Women and Minority Engineering Program (staff), Perusi Benson (graduate student) and Joanay Tann (undergraduate student).

Strategic Goals: 1, 2, 4



Recognizing Excellence in Diversity (RED) Event, Chancellor's Creating Community Awards

The 15th annual Chancellor's Creating Community Awards, presented at the Recognizing Excellence in Diversity (RED) Event, honors outstanding faculty, staff, colleges, students, student organizations and alumni who have made exceptional contributions in the areas of equity, diversity and inclusion. IESP created three selection committees to determine the honorees. The virtual presentation included an introduction video reflecting on the challenges of the past year, two welcome videos from Chancellor Woodson and Vice Provost Sheri Schwab, voice narration from Dave Johnson and voice recordings of the nominations from their nominators.

On April 22, this event took place virtually for the second time via YouTube Premiere. This platform allowed us to pre-record the awards ceremony and stream the video live on YouTube. A live chat feature was also part of the virtual event so viewers could chat during the awards ceremony and congratulate the award recipients. Awards were given in six categories: Maria Gallardo-Williams received the Outstanding Faculty Award; Dominique Carter received the Outstanding Staff Award; Caitlin Reilly, Courtney Hotchkiss and Roslyn Powell received the Outstanding Student Award; the College of Humanities and Social Sciences received the Outstanding College Award; PackUnited received the Outstanding Student Organization Award; and Jake Heffington received the Alumni Legacy Award.

Approximately 145 people tuned in live to watch the awards. The live comments provided excitement and real-time reactions, enhancing our sense of connectedness as a community. Since the premiere, over 450 individuals have viewed the event, maximizing our efforts of amplifying exceptional diversity, equity and inclusion efforts at NC State.

Strategic Goals: 1, 2, 3, 4, 5

APIDA Heritage Month

Asian Pacific Islander Desi American Heritage Month (held from Mar. 15 – Apr. 15 at NC State) celebrates the collective accomplishments, stories and experiences of those from Asian, Pacific Islander and Desi heritage. Additionally, we pay tribute to the generations of people who have had an impact on American society, history and culture. This year, our theme was "Perseverance: Tales through Art," inspired by students creating art in the face of adversity. As our community has faced challenges and obstacles like never before, we have remained strong and resilient. Through art, we have captured our realities and our fantasies. During the month, we explored our identities throughout the APIDA community; art, expression, creativity, and freedom — our stories.

Strategic Goals: 1, 3

Ebony Harlem Awards of Excellence

Ebony Harlem was the only AACC program that was held in-person as well as having a virtual component. The program, which took place on Stafford Commons, centered on celebration and included a pre-recorded video awards ceremony and a recognition of graduating students. Through this program, the AACC safely celebrated the achievements of students, faculty and staff on campus. This was the only program of the 2020-2021 academic year that allowed NC State community members to safely gather in ways that cultivated community. Throughout the program, students from the choir, those receiving awards and those celebrating awardees expressed gratitude for the ability to be together before they graduated or left for the semester.

Strategic Goals: 4



Latinx Heritage Month

MSA led the Latinx Heritage Month celebration from Sep. 15 to Oct. 15 with the theme of *Sin Limite*, or *Limitless*. During a year of change, events such as the election, the census and the most restrictions of our lives, the student committee wanted to remind their peers that our culture does not stop. We continue to celebrate and honor our heritage and identity – *¡sin limite!*

Strategic Goals: 1, 3

Native American Heritage Month

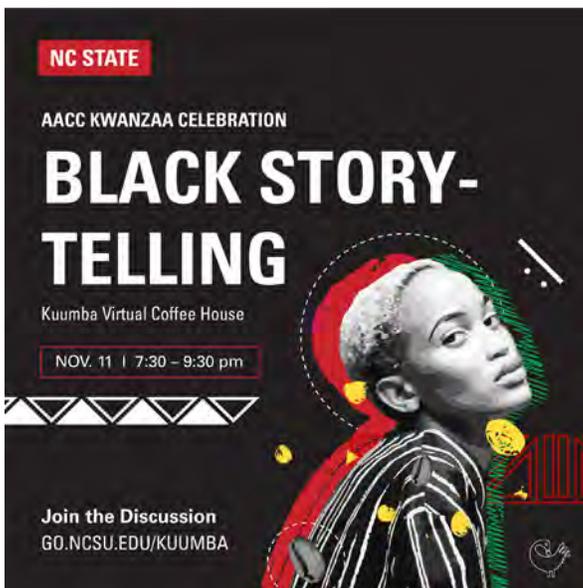
During Native American Heritage Month, we recognized the people, culture, traditions, crafts and music that existed in the United States before it became what we know today.

Strategic Goals: 1, 3

Kwanzaa

Kwanzaa was historically a one-time program that celebrated *Karamu Ya Imani*, the feast of faith. This year, the AACC celebrated each day of Kwanzaa as determined by the seven principles. Some engagement was active, through programs, and some was passive through social media engagement. Centering the principles of Kwanzaa and ending with the feast of faith led to an increased knowledge of the principles of Kwanzaa and the ways in which they can be practiced within various groups. The practice brought forth multiple creative and alternative ways of thinking about the principles in modern ways that also incorporated intergenerational and interdisciplinary knowledge by connecting students, faculty, staff and community members. One program highlighted *Imani*, the principle of faith; this program was a partnership between Prevention Services and the Counselor Education department. Feedback centered gratitude for a space designed for community healing, affirmation and teaching ways and means of accountability.

Strategic Goals: 1, 5



Viral* Blackness: A Zine

The Women's Center, in partnership with the African American Cultural Center, curated an online exhibit for Black History and Women's Herstory Months entitled, *Viral* Blackness: a zine*. Virtual submissions were open to NC State staff, faculty and students and surrounding community members to showcase and center the experiences of Black, African and African American folk as they experienced the pandemic.

The exhibit opened with a reception featuring Yaba Blay that had over 45 attendees. The exhibit itself featured the work of 14 participants, including self-portraits, art, essays, poetry and photography. Two exhibit-related events were a Feminist Friday/What's on the Table joint event and a vision board creation. A virtual gallery experience launched during a presentation at the Gender and Equity Research Symposium and is still available at go.ncsu.edu/viralblackness. Because of the nature of the program, we did not do assessments in the traditional way, but participants of the event and other programs expressed that they "loved the zine," and thought it was a great way to bring together different kinds of artistic mediums into one exhibit project.

Strategic Goals: 1, 3, 5



Blacks in Wax Weekend

Blacks in Wax was reimagined for the COVID-19 pandemic from the former one-day event into a virtual space of community connections and storytelling to commemorate Black History Month with the theme of "Rest as Liberation." The key impact of the program was the relationship building among students, staff and community members, centering the real lived experiences of Black folk who are ancestors and living legends. The program featured a robust schedule of alumni, community members, students, faculty and staff past and present with the goal of witnessing and grounding ourselves in everyday Black stories that speak to the regularity of revolution.

Among those featured was retired African American Cultural Center staff member and mother to all Toni Harris Thorpe; current Office for Institutional Equity and Diversity Associate Vice Provost Stephanie Helms Pickett; and scholars and storytellers LaToya Council and Chelsea Johnson, to name a few. Several Black Greek letter organizations spoke to the emergence of Blackness within their organizations as well as how they as leaders continue to support Black futurity.

Strategic Goals: 1, 3, 5

Mentoring and Leadership Development

The fifth core area in OIED's assessment model is Mentoring and Leadership Development.

In 2020-21, the following OIED programs and initiatives supported this core area to help facilitate student, employee and/or staff growth and success.

Building Future Faculty

The Building Future Faculty (BFF) program is a 2.5-day professional development workshop for dissertation students, candidates and postdoctoral scholars who are preparing for faculty careers. Attendees learn what to expect and what is expected of a faculty member at a research-extensive institution; participate in skill-building workshops and informational sessions; and interact with deans, department heads and faculty in discussions concerning their academic work and career interests.

IESP hosted the Building Future Faculty Program virtually for the first time via Hopin, which allowed participants to join multiple virtual sessions in one platform and provided a change from the Zoom platform. Due to COVID-19, IESP was unable to host the program in person for the second year. The virtual program took place from April 12-14 with 93 registrants. Among the 93, 55 were doctoral students, 31 post-doctoral, 4 junior faculty and 3 staff members.

Attendees participated in workshops focusing on supporting marginalized students, engaging in anti-racist data development, navigating departmental politics, applying virtual teaching methods, creating a brand, building from a Ph.D. and supporting stressed students. Participants also had open discussions with NC State faculty and staff in various colleges. Three guest speakers from outside of NC State facilitated workshops during the program. Wesley Harris from Iowa State University presented on "Supporting Marginalized Students," Emily Hadley from RTI International presented on "5 Steps to Becoming an Anti-Racist Data Strategist" and Tony Ferrar from University of Nevada Las Vegas spoke on "Empowering Stressed Out Students."

Strategic Goals: 1, 2, 3, 4

Student Internships

As part of its mentoring and leadership efforts, OIED employs a range of undergraduate and graduate internship positions throughout its units and centers. Students undertake important work, including research, data analysis and program support.

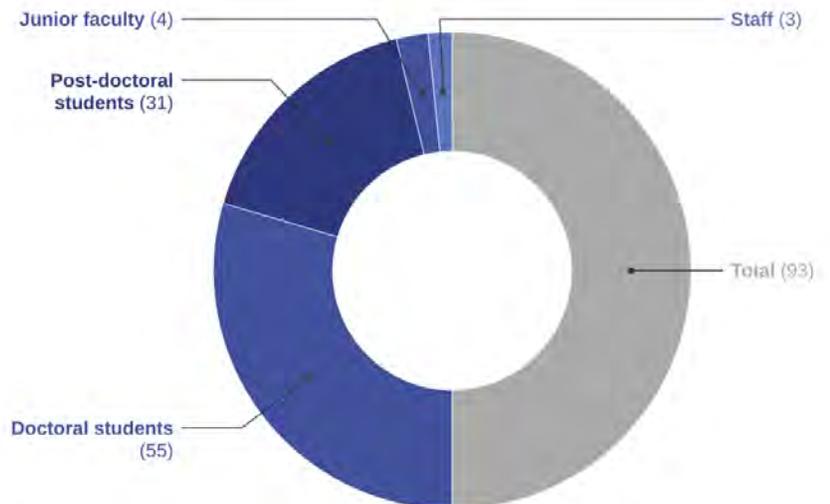
Strategic Goals: 1, 4, 5

WomenNC

For the past several years, the Women's Center has partnered with WomenNC, a local non-profit organization, to support two to three NC State students annually in the CSW Leadership Training Program. This initiative is a prestigious year-long leadership development program that pairs selected university students from the Triangle with research mentors from RTI's Global Gender Center. With the guidance of their "femtors," scholars conduct independent research on a specific instance of gender inequality in North Carolina, identify policy solutions to address the issue, and advocate for their policy recommendations at the local and state level, as well as at the Women's Center's Gender and Equity Research Symposium and at the United Nations Commission on the Status of Women. The Women's Center works closely with the Office of Global Engagement, Student Leadership and Engagement, faculty from Women's and Gender Studies and the college deans to promote the program, host an annual information session, recruit applicants, provide funding to cover the cost of the program and offer ongoing technical assistance and feedback to WomenNC.

Strategic Goals: 1, 2, 3, 4

Building Future Faculty Participants



The Movement Peer Educators

The Movement is a group of trained interpersonal violence prevention peer educators in the Women's Center that seeks to end interpersonal violence at NC State through peer education, advocacy and collaborative action to ensure a safe and equitable campus community.

New member training was postponed in fall 2019 due to COVID as we did not have enough time to transition all of the training materials to a virtual format. In the spring semester, 14 students completed six weeks (12 hours) of virtual training to join The Movement. New members received training on how to understand interpersonal violence, how to support survivors, the science and cycles of trauma and the intersectional impacts of interpersonal violence.

The Movement facilitated 13 meetings each semester. All meetings were held virtually on Zoom. Meeting topics included planning for awareness months, team-building activities and continuing education topics based on student-identified interests.

During the fall semester, we transitioned three Movement workshops into a virtual format and trained students to facilitate those workshops virtually. We also launched the "Movement Challenge" for the first time, a challenge for student groups and organizations to complete all three trainings in one semester. Trainings included "Consent 101," "Healthy Relationships," and "Bystander Behavior 101."

These introductory trainings provide groups with foundational knowledge in primary prevention strategies to prevent IPV from occurring. The Movement facilitated 26 workshops in total (nearly double the number of workshops facilitated during previous semesters). In total, the Movement trained 117 students in Consent, 103 in Healthy Relationships, and 74 in Bystander Behavior.

During the spring semester, we worked closely with the Office of Fraternity and Sorority Life to promote effective bystander intervention on- and off-campus. In these workshops, we explained the bystander effect, how to intervene using the "3 D's" (directly intervening, distracting and delegating), and worked through specific scenarios to practice intervening. Throughout the semester, the Movement facilitated 11 workshops, reaching over 400 participants through these virtual Zoom workshops.

We hired five student leaders for The Movement Leadership Team in the 2020-2021 year. We were able to hold retreats at the beginning of each semester for planning, but beyond that, it was difficult to connect with student leaders and find a regular meeting time where all Leadership Team members were able to attend.

Strategic Goals: 1, 3, 4



Recruitment, Retention and Graduation

The sixth core area in OIED's assessment model is Recruitment, Retention and Graduation.

In 2020-21, the following OIED programs and initiatives supported this core area to help strengthen our students' successful journey to, through and beyond NC State.

GLBT Center Groups

The GLBT Centers coordinates numerous groups, including the GLBT Community Alliance, Bi/Pan, Aces and Aros (formerly AcePack) and oSTEM through monthly student leadership meetings. The center also facilitates special-interest group meetings including Queer Media, T-Files and QTPOC (Queer and Trans People of Color). The GLBT Faculty and Staff Network met once per month during the academic year, with an updated network directory going live in May 2021.

Strategic Goals: 1, 3, 5

GLBT Symposium

The GLBT Symposium is a welcome and community-building experience that provides incoming students with information about the GLBT Center, annual events and ways to get involved. Students learn about LGBT student organizations on campus, opportunities to volunteer through the GLBT Center, and LGBT resources in the local community. Attendance was 72.

Strategic Goals: 1, 3, 4

Symposium for Multicultural Scholars

The Symposium for Multicultural Scholars is an educational and transitional experience for incoming undergraduate first-year and transfer students of color (Black, African, African American, Latinx/Hispanic, Native American, Indigenous, Asian, Pacific Islander, Desi, Bi/Multiracial) and historically underserved populations at NC State. Its purpose is to foster a sense of community for students while providing them information about campus support, personnel and resources as a basis for helping ensure their academic, social and emotional success at NC State.

Strategic Goals: 1, 3, 4

Interpersonal Violence Advocacy and Services

This academic year, 87 students used our survivor advocacy services as of the end of May. It is anticipated that we will come close to matching last year's caseload of 100 students. That, in and of itself, is remarkable given that in this academic year, we operated completely remotely due to COVID-19, whereas two-thirds of the previous academic year we held in-person services prior to the onset of the pandemic. Moreover, we tracked a corresponding increase in the uptake of our support services the longer the pandemic continued. For example, in spring 2021, we supported double the number of survivors each month relative to spring 2020 when COVID-19 was just taking hold.

Of those students who received advocacy services from the Women's Center this past year, 34% sought support for sexual assault, 22% for domestic/dating violence, 11% for more than one type of IPV (interpersonal violence), 7% for stalking, 5% for secondary survivor support and 4% for sexual harassment. Another 18% sought support for other reasons, including childhood sexual abuse, retriggered trauma and threats of violence. Forty-seven percent of those seeking support for "other" reasons were classified as unknown, since not all students disclose enough details for us to identify a specific type of IPV. Students received support ranging from crisis intervention and emotional support to academic accommodations, safety planning and accompaniment to counseling, medical care, police, legal services, Title IX investigation interviews, student conduct hearings and/or court.

While we have a robust system of supports available on campus, there are some limitations that may prevent survivors from using available services, including a student's enrollment status, conflict of interest policies for on-campus legal services, lack of forensic exam availability on campus and local law enforcement jurisdiction. In those cases, we must refer students to off-campus legal, medical, counseling and law enforcement services. Many of these resources can often be overstretched and understaffed or ill-equipped to support college-aged survivors, resulting in less availability and support for our students, not to mention transportation and financial challenges. These added layers of complexity, along with differences in trauma-informed training and practices, can be significant barriers to students using off-campus resources.

Strategic Goals: 4, 5

Multicultural Graduation

Multicultural Graduation is an annual student-centered ceremony that celebrates the diversity of the graduating class. MSA hosted a three-part event that consisted of both in-person and virtual components. The event allowed community members to pause, reflect and be inspired. This year's theme focused on elevating the personal growth, learning, innovation and community unification that has come during these times.

For part one, we developed a speaker series entitled "Passing the Torch," in which alumni across different generations shared words of encouragement, wisdom and insights on how they are finding joy in this time. Our speakers included Timothy Humphrey, vice president, IBM Chief Data Office; Andrea Duhon, assistant professor of mathematics at Marshall University; and Carmen Palacios-Aguirre, 2021 graduate of NC State with a master's of social work and graduate assistant in Multicultural Student Affairs.

For part two, we hosted a traditional graduation keynote speaker who developed a message specifically about what it means to find joy and graduate in the midst of a health pandemic, social injustices and a world in economic turmoil. Stacie NC Grant, Ph.D., received numerous awards from the NYS Senate, NYS Assembly, NYC City Council, Office of the Governor of NY and national and local organizations including her most recent recognition as a Woman of Distinction by the Continental Societies, Inc. Grant is an international speaker, master facilitator, best-selling author, influencer, producer and celebrity emcee.

For part three: MSA hosted scheduled a "Celebration of the Space" for graduating students and their families. Students visited the MSA suite to collect NC State and MSA memorabilia, take graduation photos and celebrate their accomplishments with family, close friends and staff within the suite.

Strategic Goals: 1, 4

Undergraduate Course: ECD 225

ECD 225: Foundations of Cultural Competence for Professional Success is a three-credit-hour course that engages students in the process of working effectively with diverse populations. It was offered in fall 2020 and enrolled 30 students. Leah Young and Molly Basdeo Mountjoy served as instructors.

Strategic Goals: 1, 2, 3

Virtual Women of Color Retreat

This year, the Women of Color Retreat operated in a virtual format to support women of color who sought to challenge, explore and nurture themselves authentically through self-exploration with other women of color. The virtual retreat, held five times during the year, served to create a community focused on finding meaning, healing, support and trust with the purpose of all participants moving toward actualization by focusing on the inner parts of the self. The broad goal of the Women of Color Retreat is to create a space where women of color can express themselves, explore their multiple realities and intersecting identities and discover and critically examine the intricacies of power, leadership, solidarity, sisterhood and scholarship.

Strategic Goals: 1, 3

Lavender Graduation

The GLBT Center celebrated Lavender Graduation this year with a digital yearbook and recorded congratulations from other students, faculty and staff.

Strategic Goals: 1, 4

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Research and Inquiry

The seventh core area in OIED's assessment model is Research and Inquiry.

In 2020-21, the following OIED programs and initiatives supported this core area, providing opportunities for in-depth examination and study of topics relating to diversity, equity and inclusion.

Alok Menon

On Feb. 5, the GLBT Center hosted internationally-known speaker Alok Menon (they/them), an internationally-recognized author, performer and advocate for LGBTQIA+ people of color. An audience of 104 students, faculty, staff and community members attended. The learning outcomes for this event included increased critical thinking about the experiences of NC State community members and increased understanding of challenges to the gender binary.

Of the 60 attendees who completed the assessment survey, 55 of respondents strongly agreed that they achieved the learning outcomes. One-half of respondents stated that this event was not an opportunity they anticipated having through NC State. When asked what influenced their response, attendees stated:

- "Coming to the south for college from living my whole life in a northern city, I was concerned that the climate was going to be simply too unaccepting. I was worried that there wouldn't be a visible LGBTQ+ community for me, and I never dreamed that conversations with one of this generation's community leaders would be possible. I am so incredibly happy that I was wrong."
- "It's more so due to the environment that NC State allows on its campus. Would I think that NC State would have speakers like Lara Trump and Alok Menon? No," "I'm often hesitant to go to GLBT events in-person, but having it online makes it more accessible to me," and "It felt very optimistic to me about the type of world we can build together. I appreciate how Alok was able to reference so much history and literature to back up their ideas."

The overall theme expressed in the feedback was that attendees saw this event as a strong personal growth experience and a way for the institution to combat a reputation as more conservative and less inclusive. When asked what aspects of Alok Menon's talk resonated with them, attendees mentioned "historical contextualization of the gender binary," "some of the history about trans and gender non-binary folk," "Alok's flipping of the dominant perceptions/ways of thinking about gender," "the power and passion with which Alok spoke out of their extensive knowledge and experience" and "the historical context and idea that there aren't 'trans issues' but instead straight/cis people have issues with trans/non-binary folks and take it out on them."

Strategic Goals: 3, 5



Collaborative Events

This year, the Women's Center partnered with The Collective, the GLBT Center, the African American Cultural Center, Multicultural Student Affairs and Kappa Phi Lambda to sponsor and design the following events.

"Let's Talk: The Politics of 'WOC'"

On Oct. 28, we featured three panelists from different racial and ethnic backgrounds: Korean American, Black multiracial (Indo-Afro Guyanese) immigrant and Afro-Latinx. After a one-hour panel, participants had intimate group conversations with one of the panelists and each other. This event was attended by 18 people, including students, staff and community members.

"I Am Not your Fetish: Conversation on the Fetishization of Women of Color"

This event, held on April 23 in partnership with Phi Kappa Lambda, was a continued conversation in response to the ongoing anti-Asian sentiments and the violent hate crimes against Asian and Asian-American women that took place this year in Atlanta. The event allowed students and staff to learn and talk together about the harm that fetishization causes women of color, and to look at emergent strategies on ways to use individual and collective power to support each other in solidarity. Thirty-eight people attended the event.

End-of-Semester DIY Herbal Workshop and Conversation

The last event of the semester was a program and discussion on April 26 connecting various herbal practices of communities of color and creating items together to aid in self-care and body care. Participants talked about their own experiences with herbs, learned more about herbs, oils, and other items, and talked about how white supremacy shows up in self-care practices. For example, many of the items used during the workshop have been resold/repackaged as "luxury" items in colonized countries. Participants expressed gratitude for the program and wanted to see more programs such as this one, especially because it was accessible and included a hands-on portion, a speaker/workshop leader and an opportunity to create items in community with people. The workshop was attended by 30 people.

Strategic Goals: 1, 2, 3, 5

Collegial Conversations

IESP continued its virtual professional development series, open to the entire campus community, with topics relevant to DEI conversations prompted by racial justice protests in the summer of 2020. The topics included "Identities Beyond Athlete" (June 3; 78 attendees), "5 Steps to Take as an Anti-Racist Data Scientist" (July 14; 104 attendees), "Microaggressions in the Virtual Workspace" (July 21; 192 attendees), "Accessibility Amidst a Virtual Environment" (Aug. 4; 108 attendees) and "Factors that Affect Career Choice and Diversity in Science" (Sep. 8; 55 attendees). IESP concludes that the university community remains interested and engaged in DEI education in a virtual environment as it lessens the stress often associated with these topics in an in-person experience.

Strategic Goals: 4

Domestic Violence Awareness Month

Each year, the Women's Center recognizes Domestic Violence Awareness Month. In October, the Women's Center transitioned various programs to a virtual format. Events included:

Expressive Arts Therapy

This virtual program was a partnership between the Counseling Center and the Women's Center, open to NC State students who are self-identified survivors of interpersonal violence. During the event, student survivors reflected on their own personal journeys and explored areas of struggle and resilience by creating written, visual art or musical pieces to rewrite their personal narratives using music from the Broadway hit *Hamilton* as a starting point.

Silent Witness Project

While ordinarily a free-standing exhibit in Talley Student Union, this year we hosted Silent Witness on Instagram Live. Each day for a week, The Movement peer educators went live with a Women's Center staff member to share the story of an individual life ended by domestic or dating violence homicide in North Carolina. In addition to personalizing these stories, the Instagram Live segments also highlighted on-campus resources to support students.

Colors of Healing

The Colors of Healing coloring book was a new program that provided a supportive and uplifting experience for survivors during the isolation of the pandemic. Students, faculty and staff created their own unique coloring book designs, which we consolidated into a coloring book that was printed and made available as a PDF to download from the website. Coloring books also went into Sexual Assault Awareness Month giveaway bags.

Strategic Goals: 1, 3



Book Clubs

The Women's Center held two book clubs during the year. Each small cohort provided an opportunity to bring together students, faculty and staff to engage in deeper dialogue around issues of equity and social justice.

During summer 2020, Women's Center students and staff facilitated a six-week reading of *Little Fires Everywhere* by Celeste Ng. Sixty-eight students, faculty and staff registered to be part of this book club and approximately 40 individuals participated over the course of the six weeks. Staff facilitators created a facilitation curriculum, complete with additional readings and resources to ensure that readers could take a deeper dive into discussions around racism, white supremacy, white feminism and redlining, among many others.

In spring 2021, Women's Center staff and students partnered with Prevention Services to facilitate eight discussion sessions focused on *Sing, Unburied, Sing* by Jesmyn Ward. Twelve students, faculty and staff registered to participate in this book club, with each session averaging an attendance of five to eight registrants. The book depicts themes of family, racism in the modern era, childhood innocence, incarceration and spirituality, as seen through the varying lenses of several characters throughout the book. Facilitators designed a weekly curriculum, with additional readings and resources, to ensure that participants could engage in deeper discussions about racism, family, incarceration and substance use, and form connections to real world experiences.

Strategic Goals: 3

Black Trans Liberation Project

The Black Trans Liberation project was a collaboration across the GLBT Center, Women's Center and the African American Cultural Center. What was intended to be a one-time panel discussion in the spring of 2020 quickly grew into a multi-interview video project. Center staff and student scholars spent the year reviewing interviews from over 15 faculty, staff and community organizers who spoke to the question, "What is our personal responsibility for Black trans liberation?" Using qualitative research strategies, student scholars identified three key themes from the interviews and helped guide the creation of a 45-minute video teaching tool. The video and a discussion guide were workshopped at the 2021 Gender and Equity Research Symposium as the first-ever Pre-Symposium event and the full video and discussion guide will be launched in fall 2021.

Strategic Goals: 1, 3, 5

Love Your Body Day

The Love Your Body Day Summit teaches participants how to challenge the ways in which society views bodies of varying shapes, sizes, genders, races and backgrounds. Through the annual event, we recognized the range of systems that affect our perception of our own bodies as well as other's bodies and how we can change those perceptions. Each year during the summit, we ask how we can cultivate the best version of ourselves so that we can be fully present in our communities.

For the 2020 summit held on Oct. 14, we chose the theme, "How to love your body when there are so many attacks against it: The three pandemics." During the summit, we hosted sessions to explore how to navigate threats on ourselves such as COVID-19, violence on Black bodies and dating violence. This theme acknowledges what currently endangers our bodies and reminds us how we can take care of ourselves and others in revolutionary ways. The full day of sessions included a keynote address by Jett Okoye, MSW, LCSW, "Finding Stillness During Three Pandemics," a conversation about how to find safety in stillness despite the reality of threat. Subsequent sessions covered topics such as: "Intersections of Identity, Violence and Healing; Self Love During the Pandemics (Providing Space for Sexual Health and Wellbeing)"; "Radical-Self Love: Healing from the Hurt of 2020;" as well as meditation and mindfulness sessions. For this day-long event, 20-40 participants attended each of the seven sessions.

Strategic Goals: 1, 3, 5

Our Futures Series

The "Our Futures" series launched in spring 2021, providing an opportunity for chosen community members to engage in intimate and ongoing conversations with our students about life, careers and other topics while also being LGBTQ within the Raleigh-Durham-Chapel Hill area. The series aims to provide conversations to help our students envision possibilities for their futures. The GLBT Center hosted each guest speaker twice in a conversational format with students and recent alumni. Kori Hennessey (they/them), director of education and programs at the LGBT Center of Raleigh, visited virtually in February. In March, we hosted Ay-Jaye Nelson (he/him), a dance and vogue performer and teacher. The series finished with a virtual visit from Tori Grace Nichols (they/them), a prismatic performance artist, actor and member of the House of Coxx social justice drag family.

Strategic Goals: 3, 5

GLBT History Month

For GLBT History Month, the GLBT Center hosted a film screening and discussion of *Rafiki*, hosted a listening party and released GLBT Pride-themed Zoom backgrounds. The center also challenged each college to increase their percentage of Project SAFE allies from the 9% average to 25%.

Strategic Goals: 1, 3

Stalking Awareness Month

In January, the Women's Center and The Movement peer educators highlighted the impacts of stalking through a day-long series of programs for Stalking Awareness Month. The focus of these workshops was to highlight online stalking behaviors that Women's Center staff noticed as trends this year during COVID-19. Programming aimed to provide resources for survivors of stalking, promote healing during this challenging year and provide leadership opportunities for students to serve on panels, moderate panels and facilitate interactive workshops. Forty-eight members of the community participated throughout the day, including presenters and moderators.

Strategic Goals: 1, 4

GLBT Center Presents
Our Futures
Virtual Talk with
Kori Hennessey
(they/them)
Sundays, February 7 and 21
5-6 p.m.
go.ncsu.edu/our-futures
NC STATE UNIVERSITY

GLBT Center Presents
Our Futures
Virtual Talk with
Ay-Jaye Nelson
(he/him)
Sundays, March 7 and 14
5-6 p.m.
go.ncsu.edu/our-futures
NC STATE UNIVERSITY

GLBT Center Presents
Our Futures
Virtual Talk with
Tori Grace Nichols
(they/them)
Sundays, April 4 and 11
5-6 p.m.
go.ncsu.edu/our-futures
NC STATE UNIVERSITY

Sexual Assault Awareness Month

Throughout the month of April, members of The Movement peer educators set up tables on campus (outdoors, masked and socially distanced), inviting students to attend virtual SAAM events and handing out special SAAM swag bags. Overall, we had 117 students visit the tables and sign up for virtual events. Many of these students were not previously connected with our work. Events included:

Take Back the Night

NC State's annual Take Back the Night is an event that reclaims the night and our campus for survivors of sexual assault. The Women's Center honors the strength, courage and resiliency of NC State activists, advocates and survivors who work to create a stronger and safer campus community. This year, we held a virtual rally featuring Tashana Flewwellin, president of the Movement Peer Educators, Juniper Nie, vice president of the Movement Peer Educators and Alexius Pearson, IPV response coordinator. The broadcast is available on the Office for Institutional Equity and Diversity's YouTube channel.

Human Trafficking Workshop

This new workshop informed faculty, staff and students about the dangers of human trafficking. Participants learned about warning signs, risk factors and resources for survivors.

IPV in the South Asian Community

In this workshop, participants received information regarding domestic violence, relationship violence and other forms of interpersonal violence, as well as specific barriers that survivors from South Asian Communities may face. Participants learned about the cycle of violence, recognizing patriarchy within cultural norms, impacts on South Asian survivors and resources on- and off- campus for those impacted by IPV.

Denim Day

This year, the Women's Center and The Movement peer educators hosted a social media campaign and a virtual Denim Day activism workshop that taught participants how to advocate for change in their communities, locally and nationally.

Expressive Arts Therapy

This virtual program was a partnership between the Counseling Center and the Women's Center, open to NC State students who are self-identified survivors of interpersonal violence. The workshop invited student survivors to reflect on the things they wish to let go of by focusing on the words of comfort, compassion and support they needed to hear from themselves. Through written reflection, participants created visual art pieces using a therapeutic practice known as torn paper transformation.

Strategic Goals: 1, 3

Gender and Equity Research Symposium

The Gender and Equity Research Symposium spotlights research that promotes a more equitable and justice-oriented society. An initiative of the Women's Center, the symposium catalyzes the interdisciplinary nature of gender and equity work at NC State by engaging in the model of thinking and doing, putting social justice research into action. Partnerships for this program included Biological Sciences, Women's and Gender Studies, Study Abroad, the WOW Living and Learning Village and NC State Libraries.

Once again this year, the symposium was held in a virtual format due to COVID-19. The theme, "Becoming Change Agents in our Theory, Inquiry and Practice," provided our community of scholars an opportunity to present their scholarly research through posters and oral presentations. Additionally, students engaged in student roundtables. More than 105 people registered and 18 researchers and scholars presented their research addressing gender, intersectional identity and equity in research. Four panelists spoke during a lunch panel focused on "Connecting Theory, Inquiry and Practice." We also hosted two workshops (from the Women's Center and the AACC) and a morning grounding exercise to start the day. Feedback from attendees included:

- "It was a fun, interactive event! It never felt like a conference! I thought the speakers were wonderful and the event flowed nicely. Looking forward to the next event!"
- "Just that it was absolutely amazing!! I am leaving the Symposium today with so much knowledge and awareness of intersectional studies and issues, and I loved the supportive, warm community. I felt so safe and encouraged in presenting and sharing my research."
- "I really enjoyed it and I feel like it is an important part of the university."

Strategic Goals: 1, 2, 3, 4

Women's Herstory Month

The theme for this year's virtual Women's Herstory Month was "Our Voices, Our Bodies, Our Stories: The Revolution Within Us." Throughout the month of March, we explored the relationships between history and our personal experiences. We took a journey to explore how we are shaped by our environments (our homes, locations, communities, relationships, politics and culture) and how we can use these experiences to understand our role in shaping change. Highlighted programming throughout March included the following:

"An Emergent Conversation: Rest, Revolution and Liberation"

This combined Women's Herstory Month and Black History Month keynote featured Yaba Blay, Natalie Bullock Brown and students Kali Fillhart and Joanay Tann. Participants reflected on the ways that we may engage institutions of higher education in restful, revolutionary and liberatory practices. In addition, 40 participants received a copy of Blay's new book, *One Drop*, which explores the extent to which historical definitions of race continue to shape contemporary racial identities and lived experiences of racial difference. Sixty-two individuals attended.

"Untangling our Roots"

Untangling our Roots was an interactive workshop that helped participants discover who they are, where they come from and the reality of their upbringing. With the help of NC State Libraries staff, participants used resources such as the Racial Dot Map, Native-Land.ca and campus databases to research and discuss how their environment and social context influences who they are, and how to pave their path to discovering the revolution within them. Six participated.

"Exploiting Inequity: A Pandemic's Gendered and Racial Toll on the Women and Families in North Carolina"

Members of the North Carolina Council for Women Advisory Board joined the campus community via Zoom to share findings from their December 2020 report on the status of women and families in North Carolina. This report presented findings on health and safety, economy and education and civic and political life for women in North Carolina within the specific context of the COVID-19 pandemic. Forty members of the campus community joined us for this discussion.

"Honoring Ourselves as History"

In this journaling workshop, participants reflected on themselves, individually and collectively, as a historical atlas and used their experiences as a map to a freer future. The workshop was facilitated by Erin Nae. Approximately 25 participants progressed through several writing prompts addressing their place and purpose in the spaces they navigate, shared with the larger group and engaged in a discussion about the importance of taking time for themselves regularly.

Strategic Goals: 1, 3

An Emergent Conversation: NC STATE

Rest, Revolution, and Liberation

Featuring

- Dr. Yaba Blay
- Natalie Bullock-Brown
- Interdisciplinary Studies
- Student scholars from the Campus Community Centers

March 2nd 7:00 p.m. - 8:30 p.m. via zoom

To register, visit go.ncsu.edu/whm. **Limited space available**

NC STATE

Our Voices, Our Bodies, Our Stories

The Revolution Within Us

Women's Herstory Month

go.ncsu.edu/whm #WHM21

Strategic Planning

The eighth core area in OIED's assessment model is Strategic Planning.

In 2020-21, the following OIED and university programs and initiatives supported this core area, providing critical direction and helping to steer the course of diversity, equity and inclusion work at NC State.

Community Impact Response Planning and Action

The NC State community experienced significant DEI climate impact due to, among other factors, COVID-19/anti-Asian violence, the killings of George Floyd, Breonna Taylor, Amaud Arbury and Daunte Wright (and many others), the 2020 election and the Atlanta Spa shootings.

OIED's Impact Response aided in campus-wide impact assessment and support by providing consultation and collaborating to ensure the availability of support spaces for faculty, staff and students.

Planning also proceeded for the growth of OIED Impact Response with a key focus on increasing response and support capacity. The proposal includes identification of intersections with OIED's Inclusive Excellence and Strategic Practice unit's certificate program, collaboration with campus partners to identify individuals that may serve on a trained Community Impact team, and updates in data collection and reporting to support more ongoing and robust DEI climate assessment.

Strategic Goals: 4

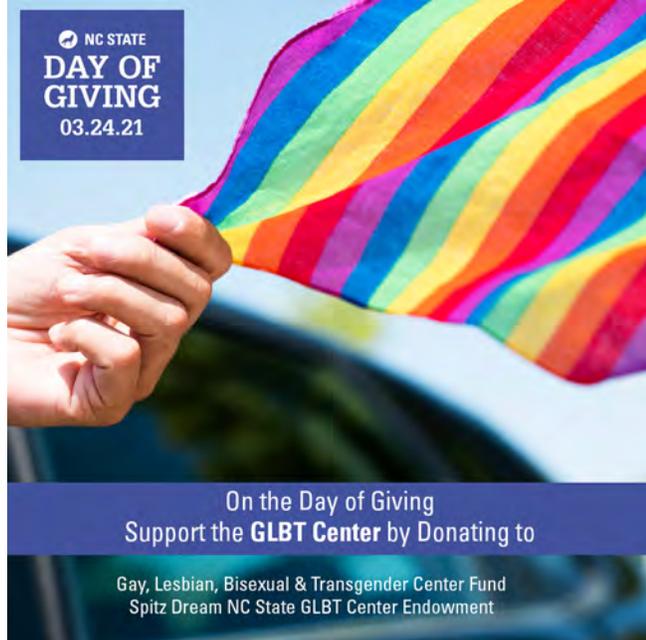
Fundraising

OIED significantly advanced its fundraising efforts in 2020-21 through NC State's Day of Giving as well as several additional campaigns. In addition to the generous endowment established by donor and alumnus Timothy L. Humphrey in 2020, the office continued to benefit from the generosity of donors throughout the academic year.

The Women's Center raised over \$40,000, plus an additional major gift of \$125,000 to the Survivor Fund endowment over the next five years from an anonymous donor. The Survivor Fund makes possible grants to survivors of interpersonal violence and sexual assault, providing 17 grants during this academic year.

The GLBT Center received a major gift that formed the Spitz Dream Fund to benefit students. The African American Cultural Center also received a significant gift during the 2020 Day of Giving.

Strategic Goals: 4



Training and Education

The ninth core area in OIED's assessment model is Training and Education.

In 2020-21, the following OIED programs and initiatives supported this core area, providing learning opportunities for the campus as a whole to advance their knowledge and skills in the areas of diversity, equity and cultural competence.

Building Cultural Competence Knowledge and Skills

The Building Cultural Competence Knowledge and Skills workshop is the third component of the Cultural Competence and Inclusivity Certificate program. Even though the certificate program was not operational this year, this course was still offered as a stand-alone course. There were a total of 31 participants across two workshops this year.

Strategic Goals: 1, 2, 3, 4

Comprehensive Training for New Title IX Components

Due to the new U.S. Department of Education Title IX regulations, EOE developed and implemented new training for various partners identified in NC State's policies and regulations, as follows:

- developed training for advisors required for hearings under Title IX;
- developed training for the external adjudicators for sexual harassment and Title IX hearings in partnership with the Office of Student Conduct;
- implemented updated requirements for Title IX Designated Official and Responsible Employee training;
- trained members of the Sexual Assault Response Team and the Behavioral Assessment Team on new Title IX policies and procedures.

Strategic Goals: 1

ADA 30th Anniversary

In July, EOE conducted a week-long celebration of the 30th Anniversary of the Americans with Disabilities Act, organizing several interactive events. Recordings of the following presentations are available on OIED's website.

"No Need for Sight When You Have a Vision"

Keynote speaker Lex Gillette is the best totally blind long and triple jumper in the history of the U.S. Paralympic movement. Gillette is the current world record holder in the long jump, a four-time Paralympic medalist, a three-time long jump world champion, an 18-time national champion and the only totally blind athlete to eclipse the 22-foot barrier in the long jump.

"Navigating Legal Protections for Assistance Animals"

Service and emotional support animals provide important therapeutic benefit and physical assistance to persons with disabilities. Often though, there is uncertainty about the varying degrees of legal protection afforded to them. Not all assistance animals are equally protected under law. This workshop, presented by Disability Rights NC, explored the differences between emotional support animals and service animals both at home and at work.

"Expanding Diversity and Inclusion to Include Equity and Access"

John Samuel is the chief innovation architect at LCI Tech, a North Carolina-based firm that is one of the largest employers of Americans who are blind. Samuel is a blind entrepreneur, advocate and public speaker who spoke about why it is important that we continue to remove barriers that limit people with disabilities.

"Disability and Identities"

The Americans with Disabilities Act requires employers to provide reasonable accommodations so that employees with disabilities can enjoy the "benefits and privileges of employment" equal to those enjoyed by similarly situated employees without disabilities. This workshop provided information about the interactive accommodation request process from the supervisor's perspective.

"ADA Law, Past and Present"

In the three decades since the Americans with Disabilities Act was signed into law, courts have decided many landmark ADA cases that have impacted the application of the law's legal protections for individuals with disabilities. This webinar reviewed the U.S. Supreme Court and other key court cases and explored issues the courts may take up next.

Strategic Goals: 1

Cultural Intelligence Assessment

The Cultural Intelligence (CQ) Assessment is the second component of the Foundations of Cultural Competence and Inclusivity Certificate program. Even though the certificate program was not operational this academic year, the CQ was still offered. There were six Cultural Intelligence (CQ) Assessment workshops this academic year with 29 participants.

Strategic Goals: 1, 2, 3, 4

DiversityEdu Rollout

IESP worked to revise, distribute and serve as a technical resource for the DiversityEdu training in the REPORTER course management system for instructors of record for 2020-2021, first working with DELTA to revise and improve the technical elements of the training in Moodle, then obtaining a list of current instructors of record from the Provost's Office before working with the REPORTER support group to assign and register all instructors to this training on October 1, 2020. Throughout the academic year, IESP served as technical support for troubleshooting. As of May, 2021, 2,166 participants completed the training, which is 81% of those assigned.

Strategic Goals: 1, 2, 3, 4, 5

EverFi Rollout

The implementation and rollout of the EverFi online diversity training initiative was a major undertaking for IESP this year. IESP worked with OIT to discuss the most efficient processes for implementing the training and worked with Human Resources Information Management and Enrollment Management and Services to receive updated lists of employees and students so that they could be uploaded into the EverFi System. Adding participants proved to be tedious, as it required labeling them correctly (grad student vs. undergrad; instructors of record vs. staff), and sometimes required manual individual corrections. Likewise, correctly recording completions was laborious, as EverFi's completion report did not merge well with the Reporter system. Nevertheless, IESP made it work and continues to find ways to adapt the process as needed. IESP also handled a multitude of complaints from employees and students who did not want to take the training.

Currently, there are 25,803 students and 21,068 employees enrolled in the EverFi online diversity training. As of May 18, 2021, 5,437 students and 6,725 employees had completed the online workshops. Participants in each of the EverFi modules are asked to complete a pre- and post-training survey. Additionally, undergraduate students are asked to complete a student engagement survey.

Strategic Goals: 1, 2, 3, 4, 5

DiversityEdu Completions by College

(as of May 2021)

College	Number of Completions	Percentage of Completions
Poole College of Management	131	87%
College of Education	146	85%
College of Sciences	428	84%
Wilson College of Textiles	56	82%
College of Agriculture and Life Sciences	239	80%
College of Humanities and Social Sciences	562	80%
College of Natural Resources	82	79%
College of Veterinary Medicine	94	78%
College of Engineering	310	76%
College of Design	50	63%

GLBT Advocate Programs

The GLBT Student Advocate Program launched in 2020-2021 with 166 participants, and the GLBT Faculty and Staff Advocate Program completed its sixth year with 407 participants. Both programs are continuing education opportunities for those wishing to expand their knowledge and skills for serving the GLBT community by attending one event and one workshop per academic year.

This year, the two Advocate programs (573 participants) engaged 1.3% of the total campus population. Both Advocate programs each included four roundtable discussions. This was a new expansion with the goal of building community and networking across campus. This guided reflection modeled a social justice-oriented community by practicing identifying instances of oppression, debriefing successful and unsuccessful strategies for interrupting those instances, recognizing opportunities for advocacy within the institution and growing supportive connections with other faculty and staff. Participants in the GLBT Advocate Program and Student Advocate Program expressed appreciation for the ease of access of material with live webinars and the wide range of workshops offered.

The center hosted an Advocate Appreciation grab-and-go event with a free meal and swag for over 100 members of the GLBT Advocate Program and GLBT Student Advocate Program

Strategic Goals: 1, 3, 4

Impact Response Workshops

"Introduction to NC State Restorative Impact Response" provides an overview of the reporting and response process. In 2020-21, OIED offered ten virtual sessions for 106 participants.

"First Amendment and Impact Response" provides an overview of the interplay between the First Amendment and NC State's impact reporting and response process. OIED provided this virtual/recorded presentation for NC State's student and professional housing staff and will incorporate it into future trainings.

Strategic Goals: 4, 5

Equal Opportunity and Equity Trainings

To create a more diverse and inclusive environment, EOE continues to offer trainings and workshops across campus. Workshop topics include "Discrimination and Harassment Prevention and Response (DHPR)," "Search Committee Orientation," "Fundamentals and Applied Skills in Equal Opportunity," "The Americans with Disabilities Act (ADA)" and "Title IX Responsible Employee Training." This year, EOE conducted a total of 63 in-person virtual training sessions for 1,405 individuals. In addition to in-person training sessions, 12,585 individuals completed online training sessions.

Strategic Goals: 1

EOE Training by Course and Attendance

Training	Attendance
Title IX/Sexual Harassment (student)	10,105
Designated Title IX Official and Responsible Employee	2,194
Discrimination and Harassment Prevention and Response	1,006
Search Committee	300
Fundamentals in Equal Opportunity	275
Applied Skills in Equal Opportunity	84
Title IX Advisor	21
Title IX Hearing Officer	5



Impetus for Diversity, Equity and Inclusion Education

In June 2020, university leadership sent out a memorandum endorsing campus-wide diversity, equity and inclusion training for faculty, staff and students. IESP assumed responsibility for implementing the expectation. Since DiversityEdu was already in rotation in support of the faculty cultural competence certificate program, DiversityEdu was adopted for instructors of record. EverFi, a vendor that specializes in education designed by practitioners, was adopted for students, staff and non-instructors of record.

Undergraduate students were encouraged to complete *Diversity, Equity and Inclusion for Students*, which equips learners with the information and skills necessary to create a respectful and welcoming environment for everyone. Key topics include identity, selfhood, impostor syndrome, identity transitions, power, privilege, oppression, bias, respect, allyship and self-care.

Graduate students, staff and non-instructors of record were encouraged to complete two modules: *Diversity: Inclusion in the Modern Workplace*, an online training program from EverFi that promotes interpersonal awareness and an inclusive workplace culture and uses the unique experiences of real people to explore key concepts such as identity, power, privilege and communication; and *Managing Bias*, an online training program that defines and explores different types of biases, investigates their origins and provides tools to create a work environment that is healthy and equitable.

Strategic Goals: 1, 2, 3, 4, 5

Inclusive Excellence Certificate Program

In the fall of 2020, IESP launched the Inclusive Excellence Certificate (IEC), a training program in which participants examine several aspects of diversity and inclusion and gain skills to increase their effectiveness in creating workplaces and classrooms that exhibit inclusive excellence.

To achieve and earn the IEC, participants must attend four workshops within the academic year. Three of the workshops are required: *Unconscious Bias: Insight for Inclusivity*, *Fundamentals of Equal Opportunity*, and *The Macro of Microaggressions*. The fourth workshop is chosen by the participant from an approved list of diversity, equity and inclusion topics.

IESP launched the IEC despite COVID-19 restrictions, redesigning the workshops to be suitable and effective in the Zoom environment. The response to the launch was overwhelmingly positive, with 200 participants registering in less than 24 hours. While this brought the IEC program to its capacity, it was more than double the participants OIED was able to accommodate in the previous Equal Opportunity Institute.

IESP registered an additional 88 participants in spring 2021. This summer, we plan to open the IEC to any and all participants from NC State with no capacity restrictions. At the end of spring semester, there were 200 program graduates.

IESP determined that the Inclusive Excellence Certificate program would work towards the following learning objectives:

- develop awareness, knowledge and skills to understand and demonstrate cultural competence;
- explain historical systems of oppression and their impact;
- integrate inclusive practices into workplace and learning environments.

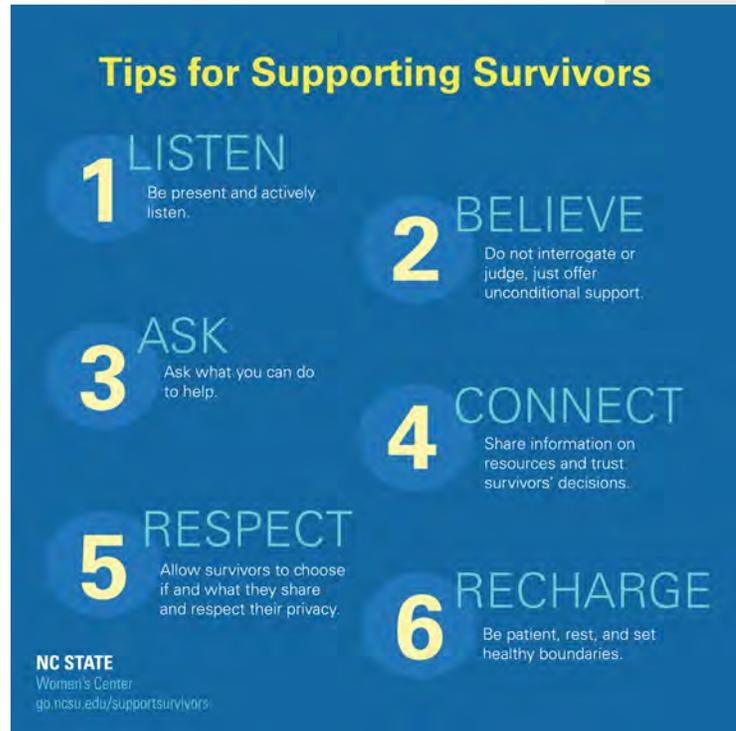
Strategic Goals: 1, 2, 4

IPV Prevention Education

During the spring of 2021, the Women's Center engaged an intern from the Women's and Gender Studies program, Poppy Boze, in an independent research project focused on identifying best practices in IPV prevention education. Over the course of the semester, Boze completed an extensive literature review and analyzed the 2019 campus climate survey responses to identify trends related to prevalence of IPV at NC State, the likelihood of reporting and/or intervening as a bystander and participants' experiences with seeking supportive services on-campus. Based on the literature and campus climate data, Boze identified gaps in our programming and outreach and offered recommendations for how to address those gaps and mitigate barriers to support-seeking. As a culminating experience of the semester-long project, Boze presented her research and findings to the Women's Center staff, Sexual Assault Helpline advocates and to the senior director of campus community centers. The research she completed will help in creating a strategy for IPV prevention and response across the university.

Additionally, the Women's Center provided IPV prevention trainings by request for the Multicultural Greek Council, Theta Tau fraternity, Love your Body Day, Department of Social Work and the Gender and Equity Research Symposium.

Strategic Goals: 1, 3, 4



GLBT Center Workshops

The GLBT Center offered Project SAFE Ally training online for the first time as a response to COVID-19, with a self-paced Moodle course. In total, 498 members of the Wolfpack community registered for Project SAFE during the 2020-2021 academic year, with 236 individuals (47.4%) completing the course as of May 26, 2021.

In addition to Project SAFE Ally training, the GLBT Center offered 12 live virtual workshops for faculty and staff: "Serving Queer and Trans Students of Color," "Interpersonal Violence in the GLBT Community," "Supporting Student Survivors for Faculty and Staff," "Cultural Values about Violence Against the Trans Community" for faculty and staff, "Indistinct Distinctions: Sexism, Heterosexism and Trans Oppression," "Not Driven by Desire: Asexual and Aromatic Identities," "Food and Housing (In)security in the GLBT Community," "The Spectrum of Sex: Intersex Identities and Relationship to Gender," "Destabilizing Misogyny; Polyamory and Other Relationship Models," "Building a Trauma-Informed Practice" and "Teaching About Your Students: Unintentional Violence in the Curriculum."

The GLBT Center offered five live virtual workshops for student advocates: "A Thousand Papercuts: GLBT Macroaggressions," "Consent in Daily Life," "Navigating the Coming Out Process," "Unlearning Diversity," "Types of Attraction" and four self-paced Moodle courses comprised of the four modules of Project SAFE.

Strategic Goals: 1, 3, 4

New Employee Orientation

OIED delivers two modules in NC State's New Employee Orientation, one pertaining to equal opportunity and one about diversity and inclusion.

IESP provides the introduction to diversity at NC State, which covers the mission of OIED and its units, a brief description of visible and invisible characteristics of diversity and programs, initiatives and resources available to the university community. Between July 1, 2020 and April 30, 2021, IESP conducted presentations for 700 new employees.

Strategic Goals: 4

New Student Orientation

During summer 2020, the Women's Center collaborated with New Student Programs and EOE to develop and record a virtual training module that could be used remotely to train incoming students on IPV prevention and response, as in-person training was not possible due to COVID-19 restrictions. We re-recorded our segment in November 2020 for the spring semester due to changes in Title IX regulations and university response. We also incorporated speakers of multiple identities in the update. Ninety-three hundred incoming first-year and transfer students viewed our online module in summer 2020 (for fall admission) and 933 did so in spring 2021 (for spring admission).

Strategic Goals: 1, 4

NCBI Retrospective Summary

NC State has enjoyed a long history as a model NCBI campus affiliate due to the devotion of structural and personnel support from OIED. Incredibly, during this time of transition to virtual environment due to COVID and the loss of the lead NCBI facilitator and staff member, the NC State NCBI chapter has shown resilience and the ability to continue providing workshops that meet the needs of members of the campus community. NCBI conducted 13 workshops in 2020, and in this first part of 2021, they conducted nine, reaching approximately 400 participants. NCBI evaluation responses are overwhelmingly positive and show that participants are satisfied with the quality of the workshops, even in the transition to virtual training.

However, since NCBI doesn't provide a standardized evaluation form, there is some uncertainty if the questions are framed in the most effective way to provide sufficient information on the participants' learning and skill building. There is also a lack of longitudinal data that shows direct outcomes that can be attributed to participation in the workshops (either at the campus level or the regional/national level). However, in spite of a reduction in direct support from OIED, the NCBI leadership team has continued to provide training and retained a supportive network of committed volunteer facilitators.

Strategic Goals: 4

Partnerships

This year, IESP worked to build several key partnerships across the NC State campus and at other UNC system campuses. In the fall of 2020, IESP conducted law enforcement-specific *Unconscious Bias* workshops for NC State Police and NC A&T Police. It is the intention to continue this workshop for all new officers at NC State.

IESP also conducted several customized workshops with NC State Athletics this year. In the fall, Athletics participated in an *Unconscious Bias* workshop. In the spring, they participated in a *Microaggressions* workshop. Both of these workshops received positive feedback, and the intention is to continue to provide Athletics with customized DEI training.

IESP also worked with several other departments and colleges to provide both the *Microaggressions* and *Unconscious Bias* workshops. These include NC State Libraries, the Chemistry department, the College Advising Corps, the Counseling Center, the Department of Forestry and Environmental Resources, Poole College of Management, Enrollment Management and Services and Kappa Alpha Theta sorority.

IESP provided consultation to the Park Scholars program, the Caldwell Scholars program and the College of Science DEI committee.

Strategic Goals: 1, 2, 3, 4, 5

"Picture a Scientist"

IESP hosted a virtual screening of the documentary film, *Picture a Scientist*, which discusses the challenges and barriers faced by women in STEM-related disciplines. The screening took place between Oct. 17-20, during which participants could watch the documentary film individually. In addition to the virtual screening, IESP partnered with the College of Sciences, Wilson College of Textiles, College of Engineering and the NC State Women's Network to host a STEMInist Experience on Oct. 20. This event included a plenary session with keynote speaker Pamela McCauley in addition to sessions for first-year/exploratory students, graduate students, women of color, faculty/staff, alumnae, and mental wellness and self-care. A total of 140 participants signed up for the film screening and plenary session.

Strategic Goals: 1, 2, 3, 4, 5

Training Requests

In addition to providing over thirty trainings throughout the 2020-21 academic year, IESP created a request form in response to the rising number of requests for DEI workshops, training and consultations.

The Training Consultation Request form, created in Qualtrics, allows those interested in learning more about DEI issues to request a custom course or workshop tailored to meet their needs. The form asks requesters to provide their specific needs and goals so that IESP can determine program content and design, as well as which OIED unit is best suited to conduct the workshop.

Strategic Goals: 4

Website Enhancements

This year, EOE updated selected web pages to improve usability and provide more transparency. Updates included:

Accommodations and Adjustments

We reorganized the layout of the page to assist with ease of access to reporting forms and added religious accommodation and pregnancy adjustment forms.

File a Report

We provided flowcharts so that users can see how a case progresses prior to filing a report. The charts navigate the process for students and employees under both the Equal Opportunity, Non-Discrimination and Affirmative Action policy and the Title IX Sexual Harassment policy.

EEO and Hiring Practices

We reorganized the layout of the page to help group similar topics and resources together; updated Guidelines for Recruiting a Diverse Workforce in conjunction with the Recruiting Diverse Faculty group; and, in partnership with departments, created a Diversity Recruitment Resources page categorized by college/department and by identity. Colleges provided updates for this page throughout the year.

Pregnancy and Parenting

We reorganized this page to provide more role-specific support and resources geared toward students and employees.

Title IX

We updated this page to ensure ease of access to information related to Title IX regulations and transparency and access to the Title IX coordinator, deputy coordinators, Title IX designated officials and Responsible Employees.

Strategic Goals: 1

Women's Center Faculty and Staff Training Program

Developing content for the new Faculty and Staff Training Program was a major focus for the 2020-2021 year. We created learning outcomes, researched content, built an online curriculum facilitators' guide, slides and evaluation/assessment forms for three major workshops. Each workshop was piloted at least once during the year, with various tweaks and edits made. Workshops included "IPV on a College Campus for Faculty and Staff," "Supporting Survivors for Faculty and Staff" and "Building a Trauma-Informed Practice for Faculty and Staff." A fourth workshop, "IPV Prevention Education Overview," is in development.

Sixty-two unique individuals participated in the trainings overall, with 54 faculty/staff attending one training, seven attending two trainings and one person who attended all three trainings.

In addition to piloting these workshops, we also began program planning for a cohort training model, with feedback from campus partners and constituents. The Pack Survivor Support Alliance (PSSA) will launch in the fall of 2021 to provide ongoing training, support and community for faculty and staff.

Strategic Goals: 3, 4



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