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**Diversity and Inclusion**

**Annual Report  
to Board of Trustees**

**Report Cycle: Fiscal Year 2019-2020**

**Submission Date: March 22, 2021**

In accordance with the UNC Policy Manual Sections 300.8.5 and 300.8.5[R], “Regulation on Diversity and Inclusion,” the constituent institutions of the UNC System are required to present to their Board of Trustees (BOT) an annual report on the institution’s diversity and inclusion (D&I) operations and activities.

**Introduction**

UNC Policy 300.8.5 “Diversity and Inclusion within the University of North Carolina” and 300.8.5[R] “Regulation on Diversity and Inclusion” were adopted September 20, 2019.

Section III of the Policy outlines the University’s Statement of Commitment as follows:

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

UNC Policy 300.8.5[R], Section IX outlines annual reporting guidelines for the constituent institutions. While several metrics are still being developed, the Regulation requires the following items at a minimum to be included in an annual report to the Boards of Trustees:

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

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

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

D. A list of signature D&I programs that serve a critical role in helping the constituent institution accomplish its learning and D&I objectives, along with their purpose and any data on outcomes, including relevant participant feedback.

**PART 1: The impact of the institution’s diversity and inclusion (D&I) programs and activities with respect to System-wide D&I metrics and institutional D&I goals**

NC State does not have a stand-alone goal related to Diversity and Inclusion in its 2011-2020 Strategic Plan: Pathway to Success. The upcoming Strategic Plan will have a formal goal, and this will support and facilitate more uniform reporting on the priorities, objectives, and outcomes for our D&I programs. With the new Strategic Plan in place, NC State will more formally communicate its already stated values and commitment to diversity and will provide a road map for everyone on campus.

Metrics incorporated into the final 3-year implementation phase of the 2011-2020 Strategic Plan focused on improvements in diversity representation and student success metrics.

**Goal 1: Student Success**

In this goal, which included Enrollment Management metrics, one metric was to increase student diversity

* Female student representation increased from 45% in 2011 to in 48% 2019
* Underrepresented minority student representation increased from 17% in 2011 to 22% in 2019

NC State metrics for accreditation reflect similar progress toward more diverse representation and improving the 6-year graduation rate for women and for underrepresented minority students.

* Female student 6-year graduation rates increased from 78% in 2015 to 87% in 2018, beating the goal of 80%.
* Underrepresented minority student 6-year graduation rates increased from 69% in 2015 to 76% in 2018, not yet achieving the goal of 80%.

**Goal 4: Organizational Excellence**

The Diversity and Inclusion objective found in this goal focused on Increasing Cultural Competence; however, metrics reported centered on improvements in diversity representation in faculty.

* Female tenure track faculty representation increased from 45% in 2011 to in 48% 2019
* Female professional track faculty representation increased from 47% in 2011 to 50% in 2019
* Underrepresented Minority tenure track faculty representation increased from 16% in 2011 to 22% in 2019
* Underrepresented Minority professional track faculty representation increased from 10% in 2011 to 15% in 2019

Although not specifically connected to the goals outlined above, NC State demonstrated a significant amount of investment of capacity and resources focused on student recruitment and retention, faculty and staff recruitment and retention, building cultural competency and increasing support for inclusive practices to bolster our progress in recruiting and retaining a more diverse community, as evidenced in the following pages. NC State can and should be proud of its leadership and investment in D&I; it is a leader among UNC System institutions.

NC State does not lack in effort or outcomes, and the upcoming Strategic Plan will advance the institution through a set of common goals, metrics and coordination around our efforts, and therefore the ability to easily measure and report progress.

**PART 2: The number of positions and FTEs with D&I responsibilities, indicating the percentage of each associated with D&I responsibilities**

*Indicate the staffing provided to support the institution’s D&I program. This includes positions that have designated D&I-related work duties, whether centrally administered or located in various schools, colleges, or divisions. This report is not intended to capture portions of positions less than half-time (0.50 FTE) unless the part-time position is fully dedicated to D&I functions. It is recognized that many faculty and staff throughout the institution may spend some degree of effort on or contribute to institutional D&I activities, even though these activities do not represent the primary focus of their position; however, these should not be included in this report.*

**Total FTE: 16 (OIED) + 38 (all other) = 54 total FTE**

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| **Position Title** | **School/Division** | **Percent of Work Time Assigned to D&I Activities** | **Brief Description of  D&I Related Activities** |
| Vice Provost and Chief Diversity Officer (CDO) | Office for Institutional Equity & Diversity (OIED) | 100 | The CDO advises the Chancellor on matters of Diversity, Equity, and Inclusion. They facilitate campus-wide engagement with DEI and provide strategic planning for DEI across all campus divisions and units. |
| Associate Vice Provost, OIED | OIED | 100 | Leads University-wide D&I education and outreach, including individual and large-scale cultural competency programs designed to increase inclusion, equity and belonging. Delivers faculty pipeline development programs. Coordinates recognition of D&I work. |
| Director, Community Engagement & Training | OIED | 100 | Leads D&I Certificate programs such as Cultural Competency, Inclusive Excellence, and specialized/custom programs particularly for faculty and staff. |
| Program Coordinator, Community Engagement | OIED | 100 | Supports the Director of Community Engagement & Training. |
| Director, Community Care & Bias Impact Response | OIED | 100 | Front-line response to bias reports from faculty, staff and students. Utilizes a restorative rather than punitive approach. Curates team of cross-functional areas to provide university response to small- and large scale incidents. |
| Senior Director, Campus Community Centers | OIED | 100 | Management of Center Directors, budget oversight. Works cross-functionally to collaborate across many University-wide student-facing D&I programs. |
| Director, African American Cultural Center (AACC) | OIED - Campus Community Centers | 100 | Provides leadership in the area of multicultural affairs programming, student development, and retention. |
| Director, GLBT Center | OIED - Campus Community Centers | 100 | Provides leadership in the area of programming, student development, and retention. |
| Director, Multicultural Student Affairs (MSA) | OIED - Campus Community Centers | 100 | Provides leadership in the area of programming, student development, and retention. |
| Director, Women’s Center | OIED - Campus Community Centers | 100 | Provides leadership in the area of programming, student development, and retention. Also provides leadership for Interpersonal Violence Prevention (IPV) programs. |
| Community Center Assistant Directors  (6 total FTE)  African American Cultural Center (1)  MSA (2)  GLBT Center (1)  Women’s Center (2) | OIED - Campus Community Centers | 100 | Assist with development and delivery of student-focused programming, support, success and retention. Provides direct student support/contact for individuals and groups. |
| Community Center Program Coordinators  (3 total FTE)  African American Cultural Center (1)  MSA (1)  GLBT Center (1)  Women’s Center (0) | OIED - Campus Community Centers | 100 | Provide logistical support and program support to activities from the Center. Helps provide direct student support/contact in person for individuals and groups. |
| Asst Dean - Graduate School | The Graduate School | 60 | Oversees fellowship and traineeship programs, facilitates institutional fellowship and award competitions, develops and implements diversity-focused recruiting and retention programs, as well as international and other recruitment initiatives. |
| Administrative Support Assoc | College of Agriculture & Life Sciences | 60 | Support CALS Office of Diversity and Inclusion and support Director in accomplishing office goals as indicated below. |
| Director for CALS Office of Diversity and Inclusion | College of Agriculture & Life Sciences | 60 | Director of the CALS Office of Diversity and Inclusion. Goals and expectations include increased diversity and inclusion initiatives in the college, increase positive perceptions of organizational climate as being diverse and inclusive, collaborate with college and university partners to increase diversity among students, faculty, postdocs, and staff in the college. |
| Director of Minority Engineering Programs and Special Advisor to the Dean of the College of Engineering for Diversity, Equity and Inclusion Initiatives | College of Engineering | 100 | Provide local and national-level leadership and oversight for Women & Minority Engineering Programs (WMEP) in the Office of Academic Affairs in the College of Engineering at NC State University. Provide advice, guidance, assistance and recommendations to the Dean concerning diversity, equity and inclusion for faculty, staff and students in the College of Engineering. The position will provide leadership in assessing current initiatives in order to design, develop, recommend and implement a Diversity Strategic Plan for the College of Engineering to ensure a supportive and inclusive work, teaching and learning environment. |
| Associate Director of Women and Minority Engineering Programs | College of Engineering | 100 | Assist the directors of the women and minority engineering programs in developing, implementing, administering and evaluating programs affecting the success of women and minority engineering students while ensuring an inclusive and supportive environment for all students in the College of Engineering at NC State University. |
| Engineering Research Center (ERC) Director for Student Diversity Recruitment | College of Engineering | 100 | Plan, organize, and carry out a year-round program of recruiting actions and other targeted activities that will help both Centers to recruit a more diverse student population. The specific objective is to help the Centers improve their domestic diversity in gender, race, ethnicity, and other demographics in the graduate engineering programs. The Diversity Director will work with faculty at NC State as well as the partner institutions of the two Centers. |
| Director, Women in Engineering and The Engineering Place | College of Engineering | 50 | As Director of Women in Engineering, provide local and national-level leadership and oversight for Women & Minority Engineering Programs in the Office of Academic Affairs in the College of Engineering at NC State University. |
| Program Coordinator, Women and Minority Engineering Programs | College of Engineering | 100 | Provide support and leadership for Women & Minority Engineering Programs initiatives. |
| Interim Assoc. Dean for Diversity and Inclusion | College of Natural Resources | 50 | Development of College Diversity Initiatives |
| Assoc. Director for Diversity and Inclusion | College of Natural Resources | 100 | Support of College Diversity Initiatives |
| Coordinator | College of Humanities and Social Sciences | 100 | Student diversity coordinator |
| Assistant Dean for Academic Programs, Student Diversity and Engagement | College of Sciences | 90 | The Assistant Dean for Academic Programs, Student Diversity & Engagement will build upon the college’s strong foundation to develop nationally recognized programs whose primary focus is on recruitment and retention of undergraduate students from groups traditionally underrepresented in the College of Sciences. The Assistant Dean will develop a strategic plan for offering diversity of engagement with graduate side and diversity programs to faculty and staff as well. The Assistant Dean will be the instructor of record for USC 101 D, will facilitate and conduct diversity and engagement sessions for the college’s freshman orientation course, will be the advisor for the Society for Multicultural Scientists, the College of Sciences Council, and the Sciences Ambassadors Program. The Assistant Dean will handle semester withdrawal and schedule revision requests & grade changes for all undergraduate students for the College, will serve as the college representative on university committees, and will be the supervisor of record for appropriate administrative staff. |
| Director, Women in Science & Engineering | College of Sciences | 80 | Develop, oversee, and coordinate programs and services for the recruitment and retention of female students to the science pipeline and to the College of Sciences. Develop, oversee, and coordinate programs and services that support and enhance the academic, social, emotional and overall success of female students in the College of Sciences. Responsibilities include: developing proposals for external funding for initiatives; oversight of recognition programs and professional development programs for female students, with a special emphasis on the development and coordination of leadership programs and opportunities; and partnering with the Women in Science and Engineering Program, The Science House and other units on campus on K-12 initiatives. |
| Assistant Director, Women in Science & Engineering | College of Sciences | 100 | The WISE program Assistant Director will assist the Director in providing leadership and direction for first and second-year students in STEM related majors. The Assistant Director will apply student development theory through student programming, advising, and counseling as well as assist in cultivating and maintaining partnerships across campus. This position will work in conjunction with the Director to design, create, and implement academic year programming for the WISE program. This position is also responsible for the daily programming in WISE including the creation of programs and managing the programming calendar for the program. |
| Director | College Of Veterinary Medicine | 80 | Provide dedicated focus for the College of Veterinary Medicine in its efforts to create and promote a more diverse college environment. This effort encourages successful performance for all CVM faculty, staff, and students.  Provide guidance and advice to the CVM on issues related to institutional diversity enhancement. This effort shall be accomplished under the guidance and support of the college’s administrative leadership.  The director:  Serves as a liaison for the college of veterinary medicine on minority and diversity affairs.  Serves as a member and role model for under-represented students.  Serves as advisor to VOICE and the Faculty Committee on Diversity.  Serves on DVM Admissions Committee.  Serves as a recruiter for the CVM and the veterinary profession.  Additional College Services:  Serves as advisor to DVM and Graduate URM students.  Serves as Chairperson and/or member of AAVMC Multicultural Affairs Committee.  Serves on various university and CVM committees.  Coordinator of CVM diversity awareness modules. |
| Director of Diversity, Equity and Inclusion | Poole College of Management | 100 | Advisory to dean on diversity, equity and inclusion strategies and activities for the college. Works with units in the college to assist with achieving college diversity, equity and inclusion goals. |
| Director of Diversity, Equity and Inclusion | Division of Academic and Student Affairs | 100 | Guide and lead efforts to cultivate an environment that values and demonstrates DASA’s commitment to equity, diversity, and inclusion (DEI). Responsible for developing, supporting, and implementing diversity and inclusion strategies and programs for the division, serving students impacted by division units and programs. This work is done in partnership with the Office of Institutional Equity and Diversity and DASA leadership. |
| Director and Extension Specialist, JUNTOS | Division of Academic and Student Affairs | 100 | Oversees expansion of the Juntos program in new states and new sites. Ensures that the NC Juntos Program remains the model program for other states. Manages and oversees the out of state and in-state contract agreements before and during their implementation of the Juntos program. Co-Principal Investigator of Juntos program related grants. Supports NC leadership team with program training, events and workshops. |
| Director, Military and Veteran Services | Division of Academic and Student Affairs | 100 | Serves as a champion and ambassador for military-affiliated and veteran students, with the goal of optimizing the academic success of these students and increasing their persistence and graduation rates. Creates programs, activities and services designed to promote and enhance student success. Provides campus-wide leadership in the areas of recruitment, retention, and outreach of military-affiliated students. |
| Juntos Assistant Director | Division of Academic and Student Affairs | 100 | Promotes the Juntos program at the state and local level to build sustainability for local Juntos sites. Manages NC county Juntos staff in their day-to-day program implementation. Supervises work study students and program interns. Manages annual state-level Juntos events and summer academy. |
| Senior Director, Collegiate Programs | Division of Academic and Student Affairs | 100 | The Senior Director will lead the strategic development, quality and standards of student focused services and will process the heart of the student experience through data, assessments and reports. This position will function as the SSS/SSS-STEM, and McNair (Collegiate TRIO Programs) representative within the University community and will serve as an advocate for all SSS and McNair participants. The Senior Director serves as the Principle Investigator and provides administrative management and oversight to the two SSS academic support programs. |
| Asst Director, Talent Search | Division of Academic and Student Affairs | 100 | The position will maintain a caseload of 250+ students providing program counseling and advising services; recruiting students by targeted deadline; certifying eligibility based on federal criteria; entering student contact data in database; assisting senior students with the college application process to ensure entrance to a higher education institution. |
| Senior Director, Pre-College Programs | Division of Academic and Student Affairs | 100 | Provides leadership to three federally funded programs, Talent Search (TS), Upward Bound (UB), and East Wake Upward Bound and will be held accountable for their success, continued funding, and compliance with federal guidelines. Serves as the Principal Investigator and provides administrative management and oversight to assigned programs. |
| Program Coordinator, Talent Search | Division of Academic and Student Affairs | 100 | Facilitates educational, cultural, and social development enrichment activities for middle and high school program participants, focusing on students in Middle School/Rising Scholars. The position also entails providing participants with an educational environment conducive to obtaining a high school diploma and counsels and coaches participants so that they are prepared to gain entry into a post-secondary institution. |
| Asst Director, Student Support Services | Division of Academic and Student Affairs | 100 | The focus of the TRIO SSS Assistant Director is to facilitate educational development and academic enrichment for college level participants. Primary responsibilities of the position are to provide participants with a supportive educational environment conducive to meeting course requirements to obtain a college degree and to assist with preparation to gain entry into a postsecondary institution for graduate studies. This position will advise students in overcoming social, cultural, financial, personal, academic, and other challenges to fully participate in the life of the college and ultimately achieve the goal of graduation. |
| Coordinator, Collegiate Programs | Division of Academic and Student Affairs | 100 | Facilitate educational development and academic enrichment for college level participants. Primary responsibilities of the position are to provide participants with a supportive educational environment conducive to meeting course requirements to obtain a college degree and to assist with preparation to gain entry into a post secondary institution for graduate studies. |
| Asst Director, Student Support Services STEM | Division of Academic and Student Affairs | 100 | Leads the facilitation of educational development and academic enrichment for college level participants. Primary responsibilities of the position are to provide participants with a supportive educational environment conducive to meeting course requirements to obtain a college degree and to assist with preparation to gain entry into a postsecondary institution for graduate studies. This position will advise students in overcoming social, cultural, financial, personal, academic, and other challenges to fully participate in the life of the college and ultimately achieve the goal of graduation. |
| Academic Coordinator, Collegiate Programs | Division of Academic and Student Affairs | 100 | The McNair Academic and Research Coordinator for the TRIO Collegiate Programs will be responsible for program coordination and implementation. This position also includes maintaining a student caseload and quality faculty relationships serving as an advocate and liaison for scholars with various university departments and outside organizations. |
| Asst Director, Upward Bound | Division of Academic and Student Affairs | 100 | The focus of the Assistant Director is to facilitate academic, cultural and social development enrichment activities for high school participants as well as providing supervision of the academic support program staff for the Upward Bound Programs. The position also entails providing participants with an educational environment conducive to obtaining an high school diploma and assisting with preparation to gain entry into a post-secondary institution. |
| Academic Coordinator, Upward Bound | Division of Academic and Student Affairs | 100 | The Upward Bound Program is an early intervention pre-college preparatory program funded by the U.S. Department of Education. Provides program services ensuring the personal, vocation and education guidance for each Upward Bound Program participant. Provides academic assistance to specified students designated as part of the rigorous curriculum. |
| Assoc Director, Ronald E. McNair Scholars | Division of Academic and Student Affairs | 100 | Responsible for overseeing programming (including preparations, execution, and evaluation of the academic year and summer sessions), as well as assisting eligible students in all components of the program from advising students in undergraduate research to preparation for graduate school. Includes program evaluation, data collection and analysis, and grant writing. |
| Program Coordinator, Talent Search | Division of Academic and Student Affairs | 100 | Facilitates educational, cultural, and social development enrichment activities for middle and high school program participants. The position also entails providing participants with an educational environment conducive to obtaining a high school diploma and assisting with preparation to gain entry into a post-secondary institution. |
| Program Coordinator, Upward Bound | Division of Academic and Student Affairs | 100 | The Upward Bound Program is an early intervention pre-college preparatory program funded by the U.S. Department of Education. Provides program services ensuring the personal, vocation and education guidance for each Upward Bound Program participant. Provides academic assistance to specified students designated as part of the rigorous curriculum. |
| Director, College Advising Corps | Division of Academic and Student Affairs | 100 | Provide effective day-to-day management and administration for the NC State College Advising Corps; supervise 20 advisors; proactively identify and implement methods for publicizing and promoting the activities of the NC State College Advising Corps; establish, nurture, and sustain relationships, communication, and collaboration between and among the host institution, College Advising Corps, partner high schools and districts, and other stakeholders; and establish and nurture relationships with other college access and community programs in the area and beyond – community agencies, the business community, alumni, and community members. |
| Program Coordinator, College Advising Corps | Division of Academic and Student Affairs | 100 | The Assistant Program Director will work with the Program Director to provide effective day-to-day management and administration of the NC State College Advising Corps. The Assistant Program Director will work with the Program Director to assess needs for program efficiency using data analysis and programmatic leadership. Shares supervisory responsibility for advisors, including biannual evaluation and regular communication with advisors. |
| Assistant Director for College Programs | Provost/Shelton Leadership Center | 50 | Not provided |
| Program Specialist for College Programs | Provost/Shelton Leadership Center | 75 | Not Provided |
| Assistant Director for Pre-College Programs | Provost/Shelton Leadership Center | 50 | Not Provided |

**PART 3: An accounting of institutional budget expended on D&I operations and activities, broken out by personnel and non-personnel costs and by funding source**

*This section must include all staff included in Part 2 above. Personnel costs should reflect only the portion of the position’s time associated with D&I activities over the fiscal year. Distinguish expenses by funding source.*

Following is the accounting of NC State’s institutional budget expended on D&I operations and activities, broken out by personnel and non-personnel costs and by funding source. Of NC State’s budget of $1.6B (all sources of funding), D&I operations and activities amount to less than one-half of one percent (0.45%) of the total University budget.

**Total University**

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| **Type of Expense** | **State Funds** | **Non-State Funds** | **Total Expenditures** |
| Personnel Expenditures | $2,665,600 | $1,369,767 | $4,035,367 |
| Non-Personnel Expenditures | $1,698,341 | $1,389,988 | $3,088,329 |
| **Total Expenditures** | **$4,363,941** | **$2,759,755** | **$7,123,696** |

**PART 4: A list of signature D&I programs that serve a critical role in helping the constituent institution accomplish its learning and D&I objectives, along with their purpose and any data on outcomes, including relevant participant feedback**

*This list is not intended to be exhaustive but should reflect the most significant D&I programming. If feedback or related data on outcomes is not available, indicate how this data may be captured in the future.*

As previously mentioned, NC State did not have a D&I-specific Strategic Goal for 2019-2020. Consequently, metrics of impact for D&I activities are not easily collected nor uniform to respond directly to a common set of objectives. The information provided below represents a sample of the breadth of D&I activities taking place at NC State.

**OIED Signature D&I Programs and Activities**

The OIED [2019-2020 annual report](https://diversity.ncsu.edu/wp-content/uploads/2020/10/OIED_Annual_Report_2020.pdf) (hard copy provided) outlines many D&I programs, including the following:

**Recognizing D&I Excellence and Incentivizing Community Culture at NC State**

The 14th annual Chancellor’s Creating Community Awards, presented at the Recognizing Excellence in Diversity (RED) Event, honors outstanding faculty, staff, colleges, students and student organizations that have made exceptional contributions in the areas of equity, diversity and inclusion. On April 22, 2020, this event took place virtually for the first time via YouTube Premiere, attracting triple the audience of previous years. Awards were given in six categories: Outstanding Faculty Award; Outstanding Staff Award; Outstanding Student Award; Outstanding College Award; Outstanding Student Organization Award; and the Alumni Legacy Award, given for the first time this year.

**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 about 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.

**Raising Awareness: The Movement Peer Educators**

The Movement is a group of trained interpersonal violence prevention peer/student 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 During the 2019- 2020 academic year, the center piloted its first facilitator training open to any current member of The Movement. In March 2020, 14 returning members received advanced training to become trained workshop facilitators. In 2019-2020 The Movement's workshop facilitators led 21 workshops, reaching approximately 244 people with information and practical skills related to consent, healthy relationships, sexual violence, stalking, bystander intervention and supporting survivors. The Movement also hosted numerous awareness raising events throughout the year.

**Inclusive Excellence and Strategic Practice (OIED)**

The Inclusive Excellence and Strategic Practice (IESP) unit, housed in OIED, is our largest outreach and education unit for all campus constituencies, including faculty and staff.

In 2019-20, OIED launched the **Foundations of Cultural Competence and Inclusivity Certificate Program for Faculty,** consisting of the following components: DiversityEdu (online) for Faculty; Cultural Intelligence (CQ) Assessment Workshop; Building Cultural Competence Knowledge and Skills Workshop.

**Collegial Conversations**

In an effort to provide NC State employees with relevant topics and timely and valuable information following campus’ closure, coupled with racial protests, Inclusive Excellence and Strategic Practice elected to host a virtual professional development series. The topics were: Facilitating Inclusive Meetings; Safety, Productivity and Stress: Managing Self, Work and Family Amidst a Pandemic; and Identities Beyond Athlete. The sessions averaged over 70 attendees.

**Campus Community Centers (OIED)**

The OIED Campus Community Centers (CCC), housed in OIED, include the African American Cultural Center, GLBT Center, Multicultural Student Affairs, and the Women’s Center. Together, the CCC are key providers in developing, implementing, and assessing our student community programs. Through their initiatives, we can engage thousands of students during one academic year. The following is a summary of the types of programs offered and some of the participants' notable outcomes and reactions.

* CCC creates opportunities for educational experiences that engage students towards cultural competence, cultural humility, identity development, student success and retention - including elements of inclusion, belonging and well-being. This rich array of programming has proven to be an essential component of student engagement and success, as evidenced by student responses and continued engagement.
* CCC does not do this work alone, but works in close collaborations with the following units: College Diversity Coordinators, Counseling Center, Prevention Services, Residence Life, Fraternity and Sorority Life, Military and Veterans Affairs, Disability Resource Office, Resident Student Organizations, Equal Opportunity and Equity, and numerous other college and division diversity programs, academic units and community organizations.

**Division and College Signature D&I Programs**

When asked to provide information about signature D&I programs, defined as programs that “serve a critical role in helping the constituent institution accomplish its learning and D&I objectives” NC State divisions and colleges responded with a robust and diverse array of activities. Of the 147 programs submitted, divisions and colleges reported the top identified outcomes as follows:

* Improve culture/climate: 31 programs/activities
* Student recruitment: 26 programs/activities
* Student retention: 26 programs/activities
* Building cultural competence: 20 programs/activities
* Leadership development in D&I realm: 11 programs/activities
  + 7 of these programs related to faculty/staff development; 4 related to students
* 6: Faculty/staff recruitment: 6 programs/activities
* 5: Diversifying the global workforce: 5 programs/activities
* Improve inclusive teaching: 5 programs/activities
* Policy change: 3 programs/activities
* Faculty/staff retention: 3 programs/activities

A sample of the many efforts described by divisions and colleges is provided below.

**Student Retention and Success**

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| DASA:  Student Support Services/TRIO  (federally funded) | Through the SSS and SSS-STEM programs, students are introduced to university resources, faculty and administrators, dedicated peer tutors and committed program professionals. SSS and SSS-STEM offers supplemental tutoring, academic skills development, and specialized services to assist students in developing necessary skills and strategies to succeed in college. All services are free and available to any student who completes the application, qualifies under federal guidelines, and is invited into the program. https://trio.dasa.ncsu.edu/student-support-services/ | Persistence Rate (All Program Participants) SSS-96% STEM-95%  First-Year Retention Rate SSS-100% (23 out of 23) STEM-100% (28 out of 28)  Good Academic Standing SSS-97% STEM-99%  6-Year Graduation Rate SSS-88.46% STEM-93.33% |

**Improve Inclusive Teaching and Faculty Development**

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| Office of Faculty Development:  Inclusive Teaching Certification (ITC) | To reflect on multiple facets of inclusive teaching, encompassing the creation of a welcoming, equitable course climate, the design and implementation of accessible and inclusive classroom practices and assessments, and the selection and implementation of inclusive, diverse course content. Participants will engage with key concepts in inclusive teaching and learn from various stakeholders on our campus and other institutions of higher education who share their important research on student development, Universal Design for Learning, intercultural competence, and intrapersonal awareness. | Number ITC participants FY2019-20 =77  Participants shared that discussion modules allow for participants to engage in dialogue with other professionals and also welcome diverse perspectives and opinions that allow individuals to self-reflect and challenge themes to be open minded and consider implementing many of the strategies and concepts presented in the modules. Participants indicated that the Certification expanded the design and thought processes they experience in their approach to teaching. |

**Building Cultural Competence and Preparing the Global Workforce**

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| College of Education:  Leadership Institute for Future Teachers (LIFT) | Residential summer program to increase the number of bilingual and students of color interested in teaching and enhance their leadership skills | 89% of the respondents felt LIFT was helpful in their consideration to pursue teaching as a profession |

**Student and Faculty Recruitment and Retention, Preparing the Global Workforce**

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| College of Sciences:  Diversity in STEM Symposium & Dinner | Every two years, the college’s Diversity in STEM Symposium brings together NC State students, faculty, staff and alumni and the general public to explore issues related to increasing and supporting diversity in STEM fields. | The day includes a keynote speech, research poster presentations, networking opportunities and breakout sessions. Past symposia have included sessions on respecting culture in STEM research, inclusion in advising, breaking artificial barriers and creating spaces that support marginalized identities. |

**Faculty and Staff Retention, Building Cultural Competence**

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| Libraries:  Diversity Talks Program | The Libraries' EDI Committee leads the Diversity Talks Program, which takes place monthly and involves an engaging, open discussion about current diversity topics in the library, on campus, and in our larger communities. Each month, the committee sponsors a workshop, invites a guest speaker, or leads a discussion group on a diversity topic. These are often done in partnership with the university's Office of Institutional Equity & Diversity (OIED). These events are intended primarily for library staff but may occasionally be open to students or the larger campus community. This program began in 2016. | On average, when in person/onsite, each Diversity Talks program was attended by 40 staff. Through consistent offerings of OIED workshops for library staff, such as Project Safe, we have more than doubled the number of Project Safe and Green Zone allies for our campus community. Since the pandemic, participation has only grown. For instance, a recent virtual Diversity Talk attracted 112 staff. |

**Student Success and Retention, Preparing the Global Workforce**

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| Shelton Leadership:  Chancellor's Leadership Development Program (CLDP) | The Chancellor’s Leadership Development Program (CLDP) seeks to support incoming first-year students who are first-generation college students and/or are from rural counties within North Carolina. Students from all colleges within NC State University are accepted into the program. CLDP is structured as a two-year program, with an optional third year, to help students maximize their leadership skills through experiential learning and self-discovery. Throughout the program, students participate weekly in various programs and activities to develop strong cohort communities, a sense of belonging within NC State, and a clear personal vision for who they are and what they hope to achieve in the future. The third-year option for CLDP challenges students to apply the competencies from the first two years of the program. Students will assume responsibilities for program management through the Leadership Council, assisting with developing the program structure for the first-year and sophomore cohorts, taking lead on team development, supporting the retreats, etc. Students will also have the opportunity to participate in an international experience in which they will take the lead in planning the experience and leading their peers in real time. | Overall Program Outcomes: Demonstrate respect for others’ viewpoints; Differentiate between individual and cultural differences; Empathize and connect with individuals different from themselves; Use knowledge of similarities and differences between people to make sensitive and appropriate decisions; Contribute to a positive organizational environment through active participation and cooperation with others; Outcomes Related to International Trip: Examine the similarities and differences between home and host cultures; Identify interconnections between local and global issues; Reflect on personal growth and confidence based on cultural experience. |

**Staff Retention, Building Cultural Competency**

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| Campus Enterprises:  Employee Orientation and Training Programs | In 2019-2020, Campus Enterprises developed a new employee orientation program for temporary employees, including content on discrimination and harassment. We also partnered with OIED to offer DHPR training to all full time employees in fall of 2019. We continued to offer our orientation for student employees and other workshops on D&I topics throughout the year. | In 2019-2020, 209 temporary employees completed the new orientation, and 516 permanent and temporary employees completed DHPR. Altogether, staff participated in 2,925 hours of training that included a D&I component. |

**END OF REPORT**