




**Associate Provost for Equity and Diversity
Office for Equity and Diversity**

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MEMORANDUM

July 19, 2022

TO: Chris Chiron
Assistant Vice President for Human Resources Policy, Programs, & Planning
University Equal Opportunity Officer
UNC System Office

FROM: LaKesha Alston Forbes 
Associate Provost for Equity and Diversity

RE: Diversity and Inclusion Annual Report to the Board of Trustees
Fiscal Year 2020-21

In accordance with the UNC Policy Manual Sections 300.8.5 and 300.8.5[R], “Regulation on Diversity and Inclusion”, I am pleased to provide you with the 2022 Annual Report on East Carolina University’s diversity and inclusion (D&I) operations and activities. This information was reported to the ECU Board of Trustees at their July 14, 2022 meeting.

As outlined in the enclosed report, a commitment to equity, diversity and inclusion is a mission critical imperative for ECU as we endeavor to prepare “students with the knowledge, skills, and values to succeed in a global, multicultural society”. ECU is a diverse campus of faculty, staff, and students with a community of about one third minoritized* populations, about 60% women, as well as individuals with differing abilities, gender identities, orientations, religions, and national origins.

The Report outlines programs and activities designed to support university priorities in three areas:

- ECU will attract, recruit, and retain a diverse faculty, staff, and student body that reflects the service region and state;
- ECU will promote an equitable and inclusive campus climate where all members – particularly underrepresented, minoritized, and marginalized communities – feel a sense of belonging; and
- ECU will advance diversity, equity, and inclusion in student learning and employee professional development.

Should you have any questions or wish to further discuss, please reach out and let me know. I can be reached at (252) 328-6804 or alstonl@ecu.edu.

Enclosure

*Minoritized groups are defined as American Indian or Alaskan Native, Asian, Black or African American, Hispanic or Latino of any race, Native Hawaiian or Other Pacific Islander, Two or more races, and Non-Resident Alien.



**THE UNIVERSITY OF
NORTH CAROLINA SYSTEM**

Diversity and Inclusion Annual Report to Board of Trustees

Institution: EAST CAROLINA UNIVERSITY

Report Cycle: Fiscal Year 2020 – 2021
July 1, 2020 – June 30, 2021

Submission Date: JULY 2022

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.

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

Describe institutional D&I goals and provide relevant available data on outcomes. If institutional D&I goals have not yet been developed or implemented, then describe the institution's plan to collect this data and expected date of implementation. The System-wide D&I metrics are in development and not required to be reported for FY 2020-21.

EQUITY, DIVERSITY AND INCLUSION: A MISSION CRITICAL IMPERATIVE

Being “a national model for student success, public service, and regional transformation”¹ requires a commitment to equity, diversity, and inclusion. Our mission clearly states that we are to prepare “students with the knowledge, skills, and values to succeed in a global, multicultural society”. Doing so requires that we reflect a diverse faculty, staff, and student population that can be engaged to facilitate critical thinking and problem solving, introduce new teaching paradigms, create novel opportunities for research and scholarship, and advance economic growth for all in our region. ECU serves a diverse region with 39% of the population identifying as historically underrepresented racial/ethnic groups (Black/African American, Hispanic, and American Indian/Alaskan Native) and 51% women; an increasingly diverse student population of 25% historically underrepresented races/ethnicities and 59% women; and a workforce of 10% historically underrepresented racial/ethnic faculty, 49% women faculty, and 25% underrepresented racial/ethnic and 70% women staff (as of fall 2019).

To become a national model and realize the benefits of diversity, we must work intentionally toward building an equitable and inclusive learning, living and working community. Despite the increasing diversity of the ECU community, we still have much work to do to further diversify our faculty, staff, and students to reflect the region we serve (see Table 1). There are glaring gaps between Black or African American students and faculty and especially compared with the eastern North Carolina region and state we serve. Similar gaps, but to a lesser degree, exist among the Hispanic populations. This contrasts sharply with the White populations. Though much less glaring by sheer numbers, gaps also exist among the American Indian or Alaskan Native population – particularly notable given the indigenous populations in our state.

Lack of diversity in faculty (see Tables 1 and 2), which can have a significant impact on student success, negative perceptions with respect to a supportive environment in climate surveys (see Chart 1), and notable access gaps in admissions for Black or African American student applicants (about 20 percentage points lower than each of Whites, Asians, and Native Hawaiian/Pacific Islanders) are examples of clear indicators to guide strategic priorities in equity, diversity and inclusion goal-setting. Research has shown that students who are educated by a more diverse faculty have higher levels of complex thinking² and, in general, greater educational outcomes³. Additionally, a diversity of perspectives in problem-solving leads to more innovative solutions⁴. An inclusive climate increases employees' sense of belonging, which is associated with positive outcomes in the workplace including but not limited to increased job satisfaction⁵ and increased retention⁶. Therefore, we must seek to develop a fully engaged, diverse faculty and staff, enhance the university climate, and close access and graduation equity gaps among racial/ethnic and gender groups.

Table 1: US Census Bureau 2019 Population Estimates & ECU Fall 2019 Demographics							
	Am. Indian/ Alaskan Native	Asian	Black/ African American	Hispanic	Nat. Hawaiian/ Other Pacific Islander	Two+ Races	White
NC	1%	3%	21%	10%	0%	2%	63%
Students	1%	3%	17%	7%	0%	4%	69%
Faculty	0%	10%	6%	4%	0%	1%	78%
Staff	1%	4%	18%	6%	0%	1%	71%
Eastern NC	3%	1%	27%	9%	0%	2%	58%
Students	1%	3%	17%	7%	0%	4%	69%
Faculty	0%	10%	6%	4%	0%	1%	78%
Staff	1%	4%	18%	6%	0%	1%	71%

NOTE: Differences between the ECU population and the state of NC or eastern NC (comparison groups) are denoted with shades of green (representing values greater than the comparison group) and shades of red (representing values less than the comparison group). Darker shades represent values higher than the comparison group with differences at 5% intervals (e.g., difference of 20% or more darkest shade, differences between 15-19% lighter shade, etc.). Differences of less than 5% are not shaded.

Table 2: Student-Faculty Ratios by Race/Ethnicity						
	American Indian/Alaskan Native	Asian	Black/ African American	Hispanic	White	Overall
Fall 2020	31:1	4:1	38:1	25:1	14:1	15:1
Fall 2019	23:1	4:1	39:1	27:1	13:1	14:1

Table 3: Student-Faculty Ratios by Sex			
	Female	Male	Overall
Fall 2020	17:1	12:1	15:1
Fall 2019	16:1	11:1	14:1

NOTE: Goals below reflect institutional strategic priorities. Institutional equity, diversity and inclusion goals will be developed in alignment with the institutional strategic planning cycle.⁷

Goal 1 – ECU will attract, recruit, and retain a diverse faculty, staff, and student body that reflects the service region and state.

Program/Activity: Emerging Scholars Symposium for Faculty Diversity

The Emerging Scholars Symposium, sponsored by the Office for Equity and Diversity, is a 3-day program for recent graduates, candidates nearing the end of terminal degree studies and postdocs underrepresented in their field designed to diversify faculty pipelines.

Notable Data/Outcomes:

- Hosted our third Symposium in fall 2020, but pivoted to a virtual delivery and a 2-day event due to complexities associated with COVID-19
- 16 participants from across the country representing disciplines campus-wide
- At least 1 selected for teaching or research fellow position in the following year
- Participants had this to say:
 - *“I felt that the entire program was very well put together. The subject matter itself was very diverse in that many topics were covered and I really enjoyed that aspect of the program. Thank you again for making the overall experience an amazing experience.”*
 - *“I thought the Symposium was a great experience.”*, and
 - *“I truly enjoyed my experience with ECU. Even though it was a virtual format, I still felt as though I was welcomed as though it was an in person experience.”*

Program/Activity: The Southern Regional Educational Board’s Institute on Teaching and Mentoring

The Office for Equity and Diversity sponsored faculty recruiters at the Southern Regional Educational Board’s (SREB) Institute on Teaching and Mentoring. The Institute is known as the largest gathering of underrepresented minority PhD scholars in the country and includes workshops and recruitment and networking opportunities for doctoral scholars to support their development as future faculty members (or other professions).

Notable Data/Outcomes:

- Sponsored 2 faculty recruiters (April 2021)
- Faculty recruiters connected with over 65 PhD scholar conference attendees
- Faculty recruiters found the conference well worth the effort and quite successful

Program/Activity: Multicultural and Diversity Experience (MADE) Day at ECU

Multicultural and Diversity Experience (MADE) Day* at ECU, sponsored by the Office of Undergraduate Admissions, gives current high school students an opportunity to see how they can benefit from an exceptional education and wonderful social experience at East Carolina University. MADE Day at ECU offers the chance to meet with current students and faculty, learn how to apply and pay for their education, explore ECU's scholarship opportunities, and learn about the many different majors offered at ECU.

Notable Data/Outcomes:

- Fall 2020 MADE Day event was cancelled due to concerns of COVID-19
- March 2021 MADE Day event was held in a virtual environment due to COVID-19. This was the first ever virtual MADE Day event, and 40 school students and community college students attended.

* Note that, in March 2021, the MADE event's name was changed from Multicultural Appreciation Day Experience to Multicultural and Diversity Experience Day.

Program/Activity: Brody School of Medicine Diversity Outreach and Pipeline Programs

The Summer Program for Future Doctors (SPFD) and the Summer Biomedical Research Program (SBRP) provide academic enrichment and research opportunities for underrepresented and disadvantaged undergraduates. The Brody RISE pre-college pipeline program is our newest program; it provides academic enrichment and health care exposure to learners from diverse backgrounds in middle and high school through STEM-focused (science, technology, engineering and math) activities with a health care emphasis.

Notable Data/Outcomes:

- The SPFD and the SBRP programs were paused during the 2020/21 year due to COVID and are resuming in summer 2022.
- The Brody School of Medicine has had good success from their pipeline program matriculating into medical school. Eight (8) SPFD participants graduated this year in the class of 2022. In their last two classes, they have had 13 SPFD participants (15%) in the class of 2023, and 11(13%) in the class of 2024. As a result of the program pause for SPFD due to COVID, matriculation numbers decreased to just 2 in the class of 2025.
- Brody RISE started in 2018 and long-term outcome data are not yet available, as the average participant is currently in grades 8-10. However, 94% of Brody RISE participants are underrepresented in medicine.
- Participant feedback from Brody RISE participants suggest that 88% of participants were "extremely satisfied" with the Brody RISE Summer Program. Similarly, 82% of students noted that they would be likely to recommend this program to a classmate.
- All three programs have been consistently very positive over the years.

Program/Activity: Partnerships for Diverse Graduate School Pathways

Partnerships for Diverse Graduate School Pathways have been further developed with Fayetteville State University (FSU) and launched with the University of North Carolina at Pembroke (UNC-P). OED provided leadership in the development of memoranda of understanding (MOU) with FSU and UNC-P and a memorandum of agreement (MOA) with FSU to provide undergraduate students at partnering institutions with informal and formal pathways to ECU's graduate programs. Next steps involve, in part, exploration of early assurance agreements (EAA). EAAs have been signed and are now in effect and/or are under development for several ECU graduate programs.

Notable Data/Outcomes:

- Fayetteville State University MOU signed in fall 2020
- Collaborative discussions between FSU and ECU led to the signing of an MOA between the schools in fall 2021
- Exploratory conversations between FSU and ECU regarding building graduate pathways were initiated in fall 2021 resulting in 4 early assurance agreements in spring 2022 in programs: Fine Arts, Network Technology, Biology, and Kinesiology's Sport Management Concentration.
- University of North Carolina at Pembroke MOU signed in spring 2022

Goal 2 – ECU will promote an equitable and inclusive campus climate where all members – particularly underrepresented, minoritized, and marginalized communities – feel a sense of belonging.

Program/Activity: Institutional Climate Assessments

ECU has participated in various surveys to assess campus climate and engagement, including: the UNC System Employee Engagement Survey (EES) of faculty/staff in February 2020 and in 2022, the UNC System Racial Equity Task Force (RETF) Survey of students/faculty/staff in September 2020, and the Higher Education Data Sharing Consortium (HEDS) Diversity and Equity Campus Climate Survey of students/faculty/staff (sponsored by the ECU Office for Equity and Diversity and the Office of the Chancellor) in March 2021. These three surveys will provide us with information about, including but not limited to: ECU's climate and perceptions of ECU's commitment to diversity and inclusion, broadly, as well as with a focus on racial equity.

HEDS data are currently in the process of being analyzed and reports are being prepared.

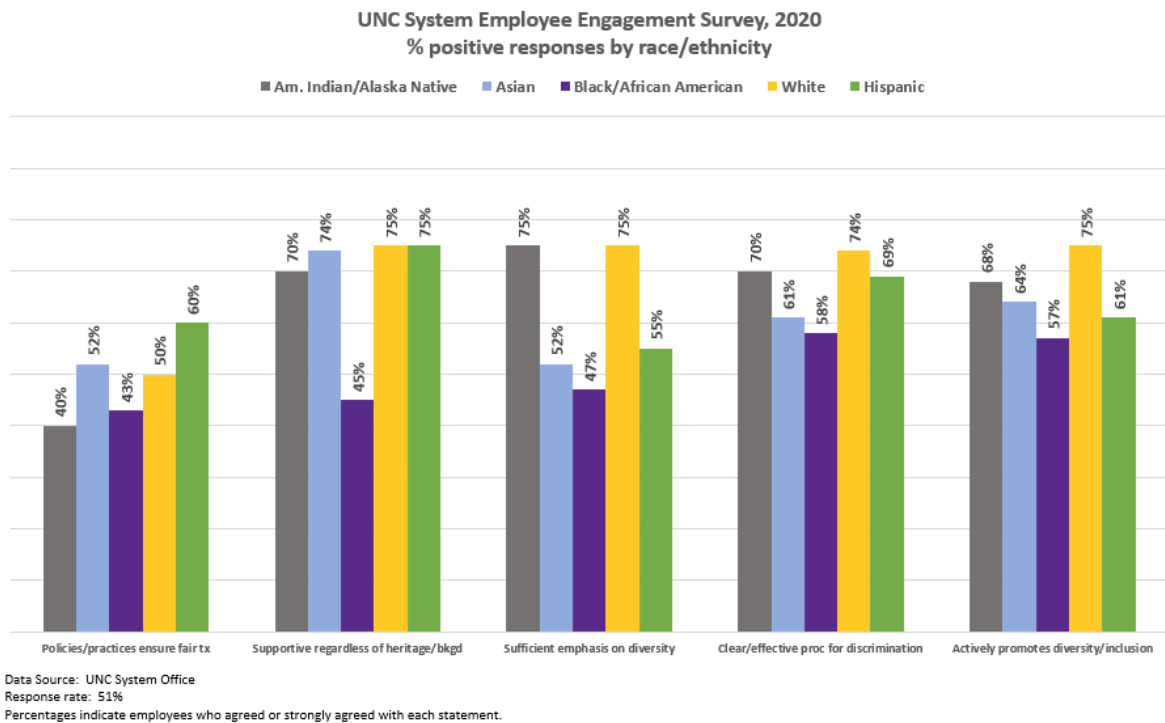
Notable preliminary findings include:

- While the majority of all respondents are generally satisfied with the campus climate, satisfaction significantly decreases amongst historically marginalized communities on campus.
 - 73% of all respondents reported that they were generally or very satisfied with the campus climate. (HEDS)

- This satisfaction drops to 66% of non-binary respondents, compared to 73% of male and 74% of female respondents; and 68% of Black respondents and 63% of Asian respondents compared to 76% of white respondents. (HEDS)
- Despite increased compositional diversity at ECU, historically marginalized communities are less likely to feel like they belong on campus.
 - One in three Black respondents (students, faculty, and staff) and one in four first-generation students reported that they do not feel like they belong at ECU. (HEDS)
 - Nearly 25% of student respondents have considered leaving ECU before graduation, with "not feeling welcome on campus" being the third most commonly reported reason (26% of those who considered leaving). (HEDS)
- There is a vested commitment to community amongst respondents, but they note that there is increased tension, discrimination, and a negative perception of ECU's prioritization on campus regarding DEI.
 - Nearly all respondents reported that diversity improves campus experiences (89%) and that being part of a diverse and inclusive ECU is important to them (90%). (HEDS)
 - 37% of all respondents reported that the campus is not free from tensions related to individual or group differences. (HEDS)
 - 23% of all respondents (18% of students, 30% of faculty, and 23% of staff) have experienced discrimination or harassment at ECU. Multiracial, non-binary, LGBTQ, and students with disabilities are 2 times more likely to experience harassment or discrimination compared to their peers. (HEDS)
 - One third of students do not know how to report an incident of discrimination or harassment and, of those who experienced these incidents, 72% did not report them to campus officials. (HEDS)
- ECU community members of color are significantly more likely to experience discrimination and violence at ECU than White community members.
 - 58% of Black faculty and staff and 45% of Black students reported experiencing an act of racial discrimination or harassment by another member of ECU. (RETF)
 - a third of both Asian and Hispanic faculty/staff and nearly a quarter of Asian and Hispanic students reported experiencing racial discrimination or harassment. (RETF)
- ECU Employees were asked questions regarding institutional leadership in both the 2020 Employee Engagement Survey and the 2020 Racial Equity Task Force Survey. In both surveys, employees expressed dissatisfaction, particularly with senior leadership.
 - Only 43% of employees agree that senior leadership provides a clear direction for the institution's future. (EES)
 - 42% agreed that senior leadership communicates openly about important matters. (EES)
 - Black (62%), Hispanic (70%) and Asian (62%) employees never or rarely feel that their racial or ethnic background is represented in leadership roles. (RETF)
- With respect to perceptions of employee experience, as shown in Chart 1 below, Black or African American respondents had a significantly lower percentage of positive responses to whether their environment was supportive regardless of their heritage or background compared to all other racial or ethnic categories reported. (EES)

- Nearly 90% of all faculty/staff respondents agreed that creating a racially and ethnically diverse campus was important to them. (RETF)
- Over 90% of faculty/staff respondents agreed that working with people from different races/ethnicities than themselves is valuable. (RETF)
- 70% of the ESS respondents (faculty/staff) reported being committed to building a culture that actively promotes diversity and inclusion. (ESS)

Chart 1: UNC System Employee Engagement Survey 2020, % positive responses by race/ethnicity



Program/Activity: Fostering a Diverse and Inclusive Campus Climate Educational Programming Provided by the Office for Equity and Diversity

The Office for Equity and Diversity provides a variety of educational offerings designed to foster a diverse and inclusive climate for the ECU community, including ad hoc and open-session educational offerings and programming. Open sessions are announced through email and on our website, and departments may request a training for their department, as well.

Notable Data/Outcomes:

- All educational sessions related to fostering a diverse and inclusive campus climate were conducted based on a request from an individual, committee, or department.

- Most evaluations reflected feedback from participants was either excellent or good. Evaluations consistently asked participants to rate their agreement with these statements:
 - The presentation enhanced my ability to work in a diverse and equitable university environment.
 - I plan on using the information I learned from this presentation on my team/department.
 - The presentation has increased my understanding of the value of diversity.
- Examples of topics covered and feedback received include:
 - Creating a welcoming environment: 96% of participants said they strongly agreed or agreed with the evaluation statements above.
 - Microaggressions (6 sessions): 72% or more of participants said they strongly agreed or agreed with the evaluation statements above.

Goal 3 – ECU will advance diversity, equity, and inclusion in student learning and employee professional development.

Program/Activity: Diversity and Inclusion Research and Scholarship (DIRS) Program

The Diversity and Inclusion Research and Scholarship (DIRS) Program is a faculty development and seed grant program that provides funding to departments who engage in research projects related to diversity, equity, inclusion and/or cultural competence.

Notable Data/Outcomes:

- The Office for Equity and Diversity supported 2 DIRS awards for 2020/21.
- Research projects supported by the DIRS program have had positive outcomes. For example:
 - An interdisciplinary faculty team was able to recruit a diverse group of interprofessional faculty, staff, and healthcare providers across the University to adapt a structural competency training to address specific structural barriers to health in eastern North Carolina. They have plans to continue this work at the University level and beyond.
 - The team offered a 2-day racial equity workshop conducted by the Racial Equity Institute (REI) to all participants in the Health Equity Advanced Through Structural Competency (HEAT-SC) Project and other ECU community members in early spring 2021. The REI training equips participants with foundational knowledge on how institutional and structural racism functions in the United States through presenting a historical, cultural, and structural analysis of racism.

Program/Activity: National Center for Faculty Development and Diversity (NCFDD) institutional sponsorship

Supported by the Office of the Provost, all faculty have access to the programs, resources, and coaches through ECU's NCFDD institutional membership. The NCFDD is an independent faculty development center dedicated to supporting academics in making successful transitions throughout their careers. Institutional members have access to various member resources such as webinars, dissertation support, discussion forums, writing challenges and more.

Notable Data/Outcomes:

- ECU has an institutional sponsorship so that all faculty, postdocs, and graduate students at ECU can participate in the above member resources.
- Interaction with the NCFDD site continues to increase, and responses from participants have been overwhelmingly positive.
 - One recent comment of note: "Well worth the investment of my time and ECU resources. Thank you, ECU, for this much needed professional development."
- Over 930 ECU users have created NCFDD subaccounts through our membership.

Program/Activity: Faculty Success Program

The Faculty Success Program is a 12-week online program provided by NCFDD designed to teach tenure-track and tenured faculty the skills to increase research and writing productivity while maintaining a healthy work-life balance.

Notable Data/Outcomes:

- ECU Sponsored 16 faculty to participate in 2020/21
- Over half of evaluation respondents indicated they would consider recommending the program to another faculty member

Program/Activity: Diversity and Inclusion Professional Development Provided by the Office for Equity and Diversity

The Office for Equity and Diversity (OED) provides a variety of professional development offerings on diversity and inclusion for the ECU community, including ad hoc and open-session educational offerings and programming. Open sessions are announced through email and on our website and departments may request a training for their department, as well.

Notable Data/Outcomes:

- All but three of the 2020/21 OED professional development sessions were conducted based on a request from an individual, committee, or department; three were open enrollment.
- Most evaluations reflected feedback from participants was either excellent or good. Evaluations consistently asked participants to rate their agreement with these statements:

- The presentation enhanced my ability to work or live and learn in a diverse and equitable university environment.
 - I plan on using the information I learned from this presentation on my team/department.
 - The presentation has increased my understanding of the value of diversity.
- Examples of topics covered and feedback received include:
 - Unit-requested Anti-Racism Series (5 sessions): 89% or more of participants said they strongly agreed or agreed with the evaluation statements above.
 - Implicit Bias Training tailored for faculty serving on personnel and promotion/tenure committees (1 session): 99% of participants said they strongly agreed or agreed with the evaluation statements above.
 - Diversity Seminar: Sanction our Scars workshop 1 (1 session): 88% of participants said they strongly agreed or agreed with the evaluation statements above.
 - Diversity Seminar: Sanction our Scars workshop 2 (1 session): 92% of participants said they strongly agreed or agreed with the evaluation statements above.

Program/Activity: Global Diversity and Domestic Diversity courses

All undergraduate students are required to complete two three-hour diversity courses: one course with a domestic diversity (USA) focus and one with a global diversity focus. Courses that address diversity provide opportunities for students to learn about the beliefs, values and achievements of people other than those of their own age, ethnicity, culture, national origin, ability, religion, sexual orientation, and gender identity. These courses also provide opportunities to examine problems that may arise from differences and opportunities to learn how to deal constructively with these issues.

- ECU offers 120 domestic diversity courses.
- ECU offers over 200 global diversity courses.
- Enrollment data for the last 4 academic semesters is noted below and reflects increases in domestic diversity course enrollment but decreases in enrollment in global diversity courses when comparing same academic period (e.g., fall to fall).

Table 4: Enrollment in Global Diversity and Domestic Diversity Courses by semester, fall 2020 – spring 2022		
	Global Diversity Course Enrollment	Domestic Diversity Course Enrollment
Spring 2022	5,289	8,565
Fall 2021	5,613	9,529
Spring 2021	5,930	7,664
Fall 2020	6,323	9,124

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. Service- or compliance-related activities should not be included (eg, ADA accommodations compliance would not be included, but programming and outreach about or for disabilities communities would be included).*

Position Title	School/Division	Percent of Work Time Assigned to D&I Activities	Brief Description of D&I Related Activities
Associate Dean of Diversity and Inclusion	BSOM Office of Diversity Affairs	100%	School-wide
Diversity Coordinator (University Program Associate)	BSOM Office of Diversity Affairs	100%	School-wide
Administrative Support Associate-Journey	Intercultural Affairs	100%	Institution-wide
Affirmative Action Compliance Program Manager	Office for Equity and Diversity	50%	Institution-wide
Assistant Director of Ledonia Wright Cultural Center	Ledonia Wright Cultural Center	100%	Institution-wide
Sr. Associate Director for the LGBTQ Center	LGBTQ Center	100%	Institution-wide
Associate Director of Intercultural Affairs	Intercultural Affairs	100%	Institution-wide
Associate Provost for Equity and Diversity, Chief Diversity Officer	Office for Equity and Diversity	50%	Institution-wide
Assistant Director for the LGBTQ Center	LGBTQ Center	100%	Institution-wide

Diversity and Inclusion Program Manager	Office for Equity and Diversity	80%	Institution-wide
Equal Opportunity and Diversity Data Analyst	Office for Equity and Diversity	50%	Institution-wide
Instructional Training and Technology Consultant	Office for Equity and Diversity	50%	Institution-wide
Program Specialist for Diversity and Inclusion Education and Training	Office for Equity and Diversity	80%	Institution-wide
Copeland Director of Diversity & Inclusion	College of Business	50%	College-wide
Director of Pipeline Programs	BSOM Office of Diversity Affairs	100%	School-wide
Administrative Support Associate	BSOM Office of Diversity Affairs	100%	School-wide
Director of Intercultural Affairs	Intercultural Affairs	100%	Institution-wide
Coordinator in Intercultural Affairs	Intercultural Affairs	100%	Institution-wide

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.

Type of Expense	State Funds	Non-State Funds	Total Expenditures
Personnel Expenditures	\$724,951.77	\$404,249.98	1,129,201.75
Non-Personnel Expenditures	\$88,936.17	\$98,709.71	\$187,645.88
Total Expenditures	\$813,887.94	\$502,959.69	\$1,316,847.63

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.

Program: Emerging Scholars Symposium

Brief Description/Purpose of Program/Notable Data/Outcomes/Feedback for 2020-21

In keeping with ECU's strategic plan⁷ and commitment to "[m]aximize [s]tudent [s]uccess" by "... reflect[ing] a global workplace and society by diversifying our faculty, staff, and students", and our responsibility to "...[recruit and retain] faculty and staff with diverse backgrounds", the Emerging Scholars Symposium signature program provides institutional support, outreach, and engagement for building a diverse future faculty. See information provided in Section 1 above for a detailed description of the program, with notable data and outcomes.

Program: Multicultural and Diversity Experience Day (MADE) at ECU

Brief Description/Purpose of Program and Notable Data/Outcomes/Feedback for 2020-21

In keeping with ECU's strategic plan⁷ and commitment to "[m]aximize [s]tudent [s]uccess" by "... reflect[ing] a global workplace and society by diversifying our faculty, staff, and students", the MADE at ECU signature program provides institutional support, outreach, and engagement for building a diverse future undergraduate student body. See information provided in Section 1 above for a detailed description of the program, with notable data and outcomes.

Program: Brody School of Medicine Diversity Outreach and Pipeline Programs

Brief Description/Purpose of Program and Notable Data/Outcomes/Feedback for 2020-21

In keeping with ECU's strategic plan⁷ and commitment to "[m]aximize [s]tudent [s]uccess" by "... reflect[ing] a global workplace and society by diversifying our faculty, staff, and students", and Brody School of Medicine's mission⁸ to "...enhance access of minority and disadvantaged students to a medical education..." the Summer Program for Future Doctors, the Summer Biomedical Research Program, and the BRODY RISE program are critical to building a diverse future medical student body. See information provided in Section 1 above for a detailed description of the program, with notable data and outcomes.

Program/Activity: Global Diversity and Domestic Diversity courses

Brief Description/Purpose of Program and Notable Data/Outcomes/Feedback for 2020-21

This program is critical to preparing students to be successful in a global, multicultural society, in keeping with ECU's mission¹. See information provided in Section 1 above.

¹ ECU Mission: <https://chancellor.ecu.edu/university-mission/>

² Antonio, A. L., Chang, M. J., Hakuta, K., Kenny, D. A., Levin, S., & Miley, J. F. (2004). Effects of racial diversity on complex thinking in college students. *Psychological Science*, 15(8), 507–510. Retrieved from <https://doi.org/10.1111/j.0956-7976.2004.00710.x>

³ Collins, C., & Kritsonis, W. (2006). National viewpoint: The importance of hiring a diverse faculty. *National Journal for Publishing and Mentoring Doctoral Student Research*, 3(1), 1–7. Retrieved from <https://files.eric.ed.gov/fulltext/ED499556.pdf>

⁴ Medlin, Douglas L. and Carol D. Lee. (May/June 2012). Diversity Makes Better Science. *Association for Psychological Science*. Retrieved from <https://www.psychologicalscience.org/observer/diversity-makes-better-science>

⁵ Winter-Collins, A., & McDaniel, A. M. (2000). Sense of belonging and new graduate job satisfaction. *Journal for Nurses in Professional Development*, 16(3), 103-111.

⁶ Samuel, Michael O., and Crispin Chipunza. "Employee retention and turnover: Using motivational variables as a panacea." *African journal of business management* 3.9 (2009): 410-415.

⁷ ECU Strategic Plan: <https://strategicplan.ecu.edu>

⁸ Brody School of Medicine: <https://medicine.ecu.edu/mission/>