



**THE UNIVERSITY OF
NORTH CAROLINA SYSTEM**

Diversity and Inclusion Annual Report to Board of Trustees

Institution: Elizabeth City State University
Report Cycle: Fiscal Year 2021-22
Submission Date: August 31, 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.

Institutional D&I Goal:

ECSU 2020-2025 Strategic Plan Goal 2: *Create transformative experiences for our students that support academic outcomes and build Viking Spirit*

Objective 2.7: *Ensure our campus is diverse and inclusive for all students*

Program/Activity: : Improve student success/retention by strengthening institutional approach to inclusion and engagement (Title III)

Brief Narrative Description of Program/Activity: University administered the HEDS Diverse and Equity Campus Climate Survey to set a baseline for campus climate related to diversity, equity and inclusion.

- 537 respondents to HEDS Diverse and Equity Campus Climate Survey
 - 81% of respondents were generally satisfied to very satisfied with the campus environment
 - 78% indicate general satisfaction to being very satisfied with their sense of belonging at ECSU.
 - 88% agree that diversity on campus improves experiences and interactions on campus.

Program/Activity Name: *Leveraged Z. Smith Reynolds grant to create Viking Realized Awareness Changes Everything Initiative*

Brief Narrative Description of Program/Activity: University received grant funding from the Z. Smith Reynolds Foundation as a means of elevating understandings of diversity, equity and inclusion in the local community.

- Recruited, selected and trained fifteen (15) student DEI board members to facilitate trainings on campus and community
- Promotional Billboard purchased and posted using funds on Highway 64 and newspaper ads in Daily Advance

Institutional D&I Goal:

ECSU 2020-2025 Strategic Plan Goal 5: *Ensure sound and efficient university operations and enhance our customer service quality and delivery.*

Objective 5.5: *Attract and retain talented faculty, staff, and administrators.*

Program/Activity Name: ***Provide a self-paced online option for staff to be trained campus wide utilizing Safe Colleges Platform***

Brief Narrative Description of Program/Activity: Online courses assigned based on employees' scope of work.

- Drug Free Workplace (250 completions)
- Conflict Management: Staff –to-Staff (239 completions)
- Discrimination Awareness in the Workplace (236 completions)
- General Ethnics in the Workplace (243 participants)
- HIPPA Overview (246 participants)
- HIV/AIDS Awareness (261 participants)
- Title IX and Sexual Harassment: (229 participants)
- Sexual Harassment: Staff to Staff (237 participants)

Program/Activity Name: *Employee Training*

Brief Narrative Description of Program/Activity: Human Resources staff also offer training to individuals serving on search committees when recruiting and hiring candidates and all new managers are required to take the (EODF) Equal Employment Opportunity & Diversity Fundamentals course

Institutional D&I Goal:

ECSU 2020-2025 Strategic Plan Goal 5: Ensure sound and efficient university operations and enhance our customer service quality and delivery.

Objective 5.5: Attract and retain talented faculty, staff, and administrators.

Program/Activity: : Ensure compliance with policies and procedure to recruit, develop, and retain quality talent at the university

Brief Narrative Description of Program/Activity: Equal Employment Opportunity (EEO) laws prohibit specific types of job discrimination in certain workplaces.

- A committee worked collaboratively to update the EEO Plan
- Recruitment & Selection
- Job Structuring
- Onboarding
- Promotion
- Training and Development for Staff & Managers
- Compensation & Benefits
- Performance Management
- Transfers and/or Separations
- Disciplinary/Grievance Procedures
- Counseling
- Employee Advisory and EEO Committee
- Internal Monitoring, Evaluation, and Training

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
Director of Diversity, Equity and Inclusion	Student Affaris	100%	The department seeks to provide support for diverse populations of students through service provision and targeted programming focused on DEI issues.
Director of Military and Veteran Affairs	Student Affairs	100%	The Director provides support for veteran and veteran affiliated students.

			Additionally, they are a certifying officer related to veteran benefits.
Student Services Specialist, Office of Military and Veteran Affairs	Student Affairs	100%	The Student Services Specialist provides administrative processing support for students related to their veteran benefits. In addition to their role with veteran benefits processing, they also process paperwork for international students on campus.
Associate Vice Chancellor for Student Affairs	Student Affairs	35%	The role currently has a portfolio inclusive of departments focused on Health, Wellness and Inclusion. The AVC provides critical oversight of departments focused on providing excellent customer service to students of diverse backgrounds
Chief Human Resources Officer	Human Resources	20%	Serves as Institutional D&I Officer. Oversees the development of D&I strategy and the definition of D&I goals and performance measures.
Vice Chancellor for Student Affairs	Student Affairs	20%	Serves as Institutional Inclusion Executive. Provide oversight on behalf of the chancellor to ensure that the activities of both the institution's EO and D&I functions are coordinated and executed.

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	\$238,762.45	\$95,097.33	\$333,859.78
Non-Personnel Expenditures	\$10,000.00	\$113,181.00	\$123,181.00
Total Expenditures	\$248,762.45	208,278.33	\$457,040.78

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: Developed support group for True Colors facilitated each Tuesday and Thursday to combat issues faced by LGBTQ+ students

Brief Description/Purpose of Program: Engagement opportunity for with a counseling focus for students who identify as LGBTQ+

- Notable Data/Outcomes/Feedback: This student group has become more visible and more willing to share realtime feedback on the inclusivity of the campus community as a means of helping the institution continually enhance our approach to supporting all students.

Program: Safe Colleges modules for incoming students as part of Orientation program

Brief Description/Purpose of Program: Online modules used to provide training on broad DEI topics

- Notable Data/Outcomes/Feedback: These modules have provided opportunity to set expectations for students as they enter the university to ensure that they are clear on the diversity of thought, perspective and background as they become members of the ECSU community.

Program: Campus PRIDE Day

Brief Description/Purpose of Program: Campus PRIDE Day has been included in Homecoming celebration as an opportunity to engage with university community members who identify as LGBTQ+ and allies.

- Notable Data/Outcomes/Feedback: The feedback related to this programming has been one of appreciation from those within the community who welcome the intentionality of acknowledging their presence and value as members of the community.

Program: SAFE Zone Trainings, Green Zone Trainings and Student Accessibility Services Lunch & Learn Series

Brief Description/Purpose of Program: These training opportunities are provided to the campus as a means of ensuring that cultural competencies and best practices are developed and implemented as we engaged with the diversity around us.

- Notable Data/Outcomes/Feedback: The HEDS Survey indicates that respondents recognize the awareness being created and the intentionality in developing cultural competence amongst the University community.