NC STATE

Diversity and Inclusion
Annual Report
to Board of Trustees

Report Cycle: **Fiscal Year 2020-2021**
Submission Date: **March 25, 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.

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;
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> B. The number of positions and FTEs with D&I responsibilities, indicating the percentage of each associated with D&I responsibilities;
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> 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
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> 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's D&I programs, many of which are captured in the [Office for Institutional Equity and Diversity's Annual Report](#) (2021), reach students, faculty, staff, and administrators all across the university. Although data showing direct causation is unavailable, climate survey data, anecdotal data and the experiences shared by members of NC State's community demonstrate the positive impact on individuals' sense of inclusion and belonging. NC State will continue to benchmark recruitment and retention data for trends correlating with programs and initiatives.

In addition, NC State's commitment to diversity and inclusion efforts is further demonstrated in *Wolfpack 2030: Powering the Extraordinary*, the university's Strategic Plan (2021-2030), specifically in **Goal 4: Champion a culture of equity, diversity, inclusion, belonging and well-being in all we do.** NC State is in the process of finalizing strategies to fulfill this goal and metrics to assess progress toward Goal 4 in short- and long-term increments.

Initiatives being finalized over the next few months, including the STEMM Equity Achievement (SEA) Change project and OIED strategic planning process, will produce specific, measurable goals in these areas that will provide a basis for future impact capture.

In addition, the UNC System's [Racial Equity Task Force](#) recommended, and the System adopted, specific D&I metrics, established in 2021, and many of these are being measured on the System's Office [interactive dashboards](#):

1. Representation of Student Enrollment: Student enrollment compared to state population

2. Faculty: Retention and persistence rates among different faculty groups

3. Staff: Retention and persistence rates among different staff groups

4. Undergraduate Students: 1st and 2nd year retention and persistence rates

5. Evaluate Student Success: 4-, 5-, and 6-year graduation rates by race/ethnicity, gender, and income compared to overall system graduation rates

NC State is proud of the array and breadth of impacts in diversity and inclusion programming and efforts, and our position as a leader among UNC System institutions.

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 Positions: 22 (OIED) + 32 (all other) = 54 positions
Total FTE: 20 (OIED) + 27.45 (all other) = 47.45 FTE

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 and Cabinet 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, Inclusive Excellence and Strategic Practice	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. Coordinates recognition of D&I work.
Assistant Vice Provost for Faculty Engagement	OIED	100	Delivers faculty pipeline development programs and addresses issues specific to D&I as it relates to faculty .
Director of Education & Campus Engagement	OIED	100	Leads D&I Certificate programs such as Cultural Competency, Inclusive Excellence, and specialized/custom programs for faculty and staff.
Program Coordinator, Education & Campus Engagement	OIED	50	Supports the programs within the Inclusive Excellence and Strategic Practice unit

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	50	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	75	Provides leadership in the area of multicultural affairs programming, student development, and retention.
Director, GLBT Center	OIED - Campus Community Centers	75	Provides leadership in the area of programming, student development, and retention.
Director, Multicultural Student Affairs (MSA)	OIED - Campus Community Centers	75	Provides leadership in the area of programming, student development, and retention.
Director, Women's Center	OIED - Campus Community Centers	75	Provides leadership in the area of programming, student development, and retention. Also provides leadership for Interpersonal Violence Prevention (IPV) programs.
Community Center Assistant Directors (9 total FTE) African American Cultural Center (1) MSA (3) GLBT Center (2) Women's Center (3)	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 (2 total FTE)	OIED - Campus Community Centers	100	Provide logistical support and program support to activities from the Center. Helps provide direct

African American Cultural Center (1) MSA (0) GLBT Center (0) Women's Center (1)			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.
Director for CALS Office of Diversity and Inclusion	College of Agriculture & Life Sciences	100	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.
Administrative Support Associate	College of Agriculture & Life Sciences	75	Support CALS Office of Diversity and Inclusion and support Director in accomplishing programmatic goals.
	College of Design	None reported	
	College of Education	None reported	
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.
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.
Director, Women in Engineering and The Engineering Place	College of Engineering	50	Provide local and national-level leadership and oversight for Women & Minority Engineering Programs in the College.
Program Coordinator, Women and Minority Engineering Programs	College of Engineering	100	Provide support and leadership for Women & Minority Engineering Programs initiatives.
STEPS Senior Diversity Officer	College of Engineering	100	STEPS is a new initiative. Position will implement the STEPS Center Broadening Participation plans by leading and managing the day-to-day outreach and recruitment efforts and helping to train and mentor students, enabling their retention and graduation.
Assistant Dean for Student, Faculty and Staff Equity and Inclusion	College of Engineering	100	Responsible for leading and executing strategic efforts to foster and uphold a welcoming and inclusive culture within the College and the institution. Increases the College's ability to expand engineering diversity programming and training, increase recruitment, retention, and graduation of scholars,

			and will further advance the College's reputation of being an innovative leader in the field.
Program Coordinator, Women and Minority Engineering Programs	College of Engineering	100	Coordinating student engagement activities and leadership for Women & Minority Engineering Programs initiatives
Graduate Research Traineeship Program Coordinator	College of Engineering	60	Minority recruiting and advising for an NSF training program; recruiting graduate students from underrepresented groups; vacant since 9/2021
(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	100	Develop nationally recognized programs whose primary focus is on recruitment and retention of undergraduate students from groups traditionally underrepresented in the College of Sciences. Develop a diversity strategic plan and programs for faculty and staff. Instructor of record for USC 101 D, facilitates and conducts diversity and engagement sessions for the college's freshman orientation course, advisor for the Society for Multicultural Scientists, the College of Sciences Council, and the Sciences Ambassadors Program.
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.
Associate Director, Women in Science & Engineering	College of Sciences	100	Assist the Director in providing leadership and direction for first and second-year students in STEM related majors. Create and implement student programming, advising, and counseling as well as assist in achieving the goals of WISE with regards to student success and retention.
Director, Diversity and Multicultural Affairs	College Of Veterinary Medicine	100	Create and promote a more diverse college environment to encourage successful performance for all CVM faculty, staff, and students. Provide guidance to CVM on issues related to institutional diversity enhancement. Serves as a liaison for CVM on minority and diversity affairs. 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. Serves as Chairperson and/or member of AAVMC Multicultural Affairs Committee. Coordinator of CVM diversity awareness modules.

Director of Diversity, Equity and Inclusion	Poole College of Management	100	Responsible for developing, supporting, and implementing diversity and inclusion strategies and programs for the college faculty, staff, and students.
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 DEI. Responsible for developing, supporting, and implementing diversity and inclusion strategies and programs for the division, serving students impacted by division units and programs.
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.
Senior Director, Collegiate TRIO 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. Principle Investigator and provides administrative management and oversight to the

			two SSS academic support programs.
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 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.
Assoc Director, Ronald E. McNair Scholars	Division of Academic and Student Affairs	100	Responsible for overseeing programming (including preparations, execution, and evaluation of academic year and summer sessions); 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.
Programs Specialist,	Office of Global Engagement	50	Division Diversity, Equity, Inclusion Advisory Council
Senior Faculty Development Specialist	Office of Faculty Excellence	50	Coordinating Inclusive Teaching Certification
Associate Dean	Wilson College of Textiles	50	Not provided
Senior Associate AD - Leadership, Inclusion & Engagement	Athletics	60	Guide and lead efforts to cultivate an environment that captures the University's values and commitment to diversity, equity and inclusion.

			Responsible for developing, supporting and facilitating educational and awareness opportunities for the staff and student population within athletics. A portion of the work involves collaboration with a number of campus partners, most notably OIED.
Assistant Athletic Director - SA Engagement & Leadership	Athletics	60	Oversees all programming and support to student-athlete development relating to diversity, equity and inclusion. Works closely as an advisor to the student-athlete and campus organization, Pack United. Ensures that the pillars of education, awareness and action are delivered in practical ways to continue shaping the environment to reflect the values of the University.

High school outreach efforts to increase access to higher education
This group of professionals help NC State contribute to institutional and UNC System strategic goals of increasing access to higher education for first generation, limited resource/Tier 1 and Tier 2 counties, and populations historically underrepresented in higher education. Not all students who participate or are served by these programs come to NC State, but our effort does contribute to the collective goal.

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.
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, 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.
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.
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.
Assistant 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 a high school diploma and assisting with preparation to gain entry into a post-secondary institution.

Assistant 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.
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.
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.

| 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 2020-21 budget of $1.746 billion (all sources of funding), D&I personnel, operations and activities amount to less one percent (0.60%) of the total University budget.

Total University

Type of Expense	State Funds	Non-State Funds	Total Expenditures
Personnel Expenditures	$4,266,708	$2,269,856	$6,536,564
Non-Personnel Expenditures	$1,489,481	$2,493,395	$3,982,876
Total Expenditures	**$5,756,189**	**$4,673,251**	**$10,519,440**

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 NC State is in the process of finalizing strategies to assess progress toward its Strategic Goal to "Champion a culture of equity, diversity, inclusion, belonging and well-being in all we do," under the university's Strategic Plan, "*Wolfpack 2030: Powering the Extraordinary (2021-2030).*" NC State anticipates greater ability to align D&I programs to unified and university-wide strategies in future years. 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 Office of Institutional Equity and Diversity (OIED) 2020-2021 Annual Report (hard copy provided) outlines many D&I programs, including the following:

Racial Equity Summit

In Fall 2020, NC State convened a Racial Equity Summit, with the aim of providing 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 Summit was conducted through an Appreciative Inquiry format, approaching the topic of racial equity through an affirmative versus deficit-based lens. Common themes arose within the Summit that are beneficial to creating authentic racial equity at NC State, including: 1) Sense of belonging, 2) Resilience and empowerment, 3) Expressing one's true self, 4) Desire to influence positive change, and 5) Recognition of negative emotional attractors. The Summit was structured in such a way that organizational leaders may pick up where the event left off in developing near- and long-term action steps, ultimately creating space for continuous engagement, improvements and communicating accomplishments.

SEA Change Charter Membership/Award Application

SEA (STEMM Equity Achievement) Change "is a comprehensive initiative from the American Association for the Advancement of Science (AAAS) that implements a proven self-assessment process to effect sustainable change with regard to diversity, equity and inclusion in science, technology, engineering, mathematics and medicine (STEMM) at U.S. institutions of higher education." NC State joined the SEA Change initiative in 2020 as one of the first three charter members. NC State participates in collaborative idea-sharing sessions with this cohort of institutions of higher learning, and in 2021 assembled a Self Assessment Team to thoroughly and holistically evaluate NC State's areas of strength and challenge with regard to equity in STEM. NC State's Self Assessment Team will submit an application for external review by other SEA Change members, with a goal of achieving a first-level award in 2022.

Recognizing D&I Excellence and Incentivizing Community Culture at NC State
The Chancellor's Creating Community Awards, presented at the annual 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. Awards are 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. In 2021, approximately 145 people tuned in live to watch the virtual awards. The live comments provided excitement and real time reactions, enhancing NC State's sense of connectedness as a community. Since the premiere, over 450 individuals have viewed the event, maximizing efforts to amplify exceptional diversity, equity and inclusion efforts at NC State.

Building Future Faculty
The Building Future Faculty (BFF) program is a 2.5- day professional development workshop for dissertation students, doctoral 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. In 2021, the program took place virtually and included 93 registrants.

Raising Awareness: The Movement Peer Educators (Women's Center, OIED)
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. In 2020-2021, the Movement facilitated 37 workshops and reached close to 700 participants through workshops such as Consent, Healthy Relationships, Bystander Behavior. The Movement also worked closely with the Office of Fraternity and Sorority Life to promote effective bystander intervention on- and off-campus. In these workshops, explaining the bystander effect, how to intervene using the "3 D's" (directly intervening, distracting and delegating), and worked through specific scenarios to practice intervening.

Inclusive Excellence and Strategic Practice (OIED)
The Inclusive Excellence and Strategic Practice(IESP) unit housed in OIED is NC State's largest outreach and education unit for all campus constituencies. 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.

Intercultural Development Inventory
The Intercultural Development Inventory (IDI) Pilot launched in August 2020. 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.

Campus Community Centers (OIED)

The OIED Campus Community Centers (CCC) 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 175 programs submitted, divisions and colleges reported the top identified outcomes as follows:

- Improve culture/climate: 70 programs/activities
- Student recruitment: 41 programs/activities
- Student retention: 30 programs/activities
- Building cultural competence: 46 programs/activities
- Leadership development in D&I realm: 14 programs/activities
- Faculty/staff recruitment: 10 programs/activities
- Diversifying the global workforce: 5 programs/activities
- Improve inclusive teaching: 9 programs/activities
- Policy change: 4 programs/activities
- Faculty/staff retention: 3 programs/activities

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

Student Retention / Improve Culture & Climate

College of Design: Black Alumni Weekend	The purpose of this event was to bring black alumni back to the College of Design community: To be Seen. To be Valued. To be Heard. To be Safe.	This inaugural event brought together black alumni and students to reflect on their experiences during their design education, explore opportunities for mentorship, and support a sense of belonging in the College of Design community. As a result, we have: A) Committed donations to the Diversity Initiative Fund and Mary E. Boddie Architecture Supply Fund; B) Interest in establishing a planned gift; C) Committed first-time donors; D) A new Design Camp volunteer; and E) New mentors.

Faculty Retention / Improve Culture & Climate

College of Engineering: "Picture A Scientist" film and panel discussion (BME)	The documentary discusses the plight of women scientists in the workplace. After watching the film separately, we got together with a panel discussion including alumni to discuss the film and how we can create a safe culture for women in our department.	Created a forum where the department could discuss D&I issues.

Leadership Development in D&I

Association of Research Libraries Leadership & Career Development Program	The Association of Research Libraries offers the Leadership & Career Development Program, which is a yearlong program that helps prepare mid-career librarians from historically underrepresented racial and ethnic groups to take on leadership roles in their careers and in the profession at large. Fellows are selected through a competitive application process.	Librarians of color have earned success following participation in this program. The program has also introduced the Libraries to learning modules, some we have offered to the full staff (the Essentials of Cultural Competence module) or to managers/supervisors (Inclusive Manager's Toolkit). Feedback from program participants and their managers indicates that these are valuable learning experiences that enhance their confidence, performance, commitment to our organization, and the organization's culture.

Student Recruitment / Preparing the Global Workforce

The Graduate School: Visit NC State Program	This program targets prospective graduate students from underrepresented groups. It is designed to familiarize students with NC State program offerings, providing interaction with faculty, graduate students, and administrators, and exposure to a research and graduate education environment.	Over 900 students from over 50 institutions from across the country have participated in Visit NC State Day since 2000, over 80% of whom are from underrepresented groups. Over 90 percent of participants apply to NC State.

Staff Retention / Improve Climate & Culture

Office of Information Technology: Lunch Buddies	Small groups of 3-4 staff from within OIT spend an hour three times over the course of six weeks to get to know each other. Each group has a leader who provides some icebreaker questions; the group's conversation will evolve based upon its membership. The purpose of the program is to strengthen relationships across units, encourage further collaboration, and deepen understanding and connections with each other.	Employees enjoyed getting to know other employees across the division. There is increased collaboration with the new connections through this program. Positive feedback from employees who participated.

Student Recruitment / Improving Inclusive Teaching

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 Retention / Improve Climate & Culture

College of Engineering: Student Summer Bridge Program (WISE)	At the beginning of the school year, the WISE Village participants are permitted to move in early to allow time for Summer Bridge. During the program, the students are connected to their college and major and each other. The residents have an opportunity to not only meet each other and their upper-class mentor for the first time. In addition, the students discuss academics, college life, and explore ways to balance it all. There are also hands-on activities to stimulate the use of problem-solving skills and creativity. Summer Bridge ultimately provides WISE students with the essential knowledge and resources to navigate the first several weeks of their freshmen year.	Students connect to WISE, their academic unit and the University which aids in student retention to Housing, their major, and the institution.

END OF REPORT