



**THE UNIVERSITY OF
NORTH CAROLINA SYSTEM**

Diversity and Inclusion Annual Report to Board of Trustees

Institution: North Carolina School of Science
& Mathematics

Report Cycle: Fiscal Year 2019-20 & 2020-21

Submission Date: May 13, 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.

Strategy 6 (from the NCSSM Strategic Plan): We will ensure that diversity, equity and inclusion characterize our campus culture and climate.

- **Institutional D&I Goal: Ensure leadership and consistent accountability for implementing programs, initiatives, and evidence-based decision making to support diversity, equity and inclusion efforts**
 - Hired NCSSM’s first Associate Vice Chancellor for Diversity, Equity, and Inclusion and Chief Diversity Officer in 2020.
 - CDO along with members of leadership will be rolling out NCSSM’s bias response reporting system in Fall 2022
 - DEI included as performance goals for senior administrators
 - Divisions submitted [plans for commitments](#) to work towards DEI goals

- **Institutional D&I Goal: Enhance and expand recruitment, selection, and retention processes to assure that they are equitable, inclusive and designed to support a diverse community**

Employees:

- DEI training for hiring managers
- New outlets for job postings targeted to expanding diversity of applicant pools
- Review of all applicant pools by HR
- Review of [employee](#) and hiring data by HR and department leaders including data on employee turnover rates, employee demographics, etc. to inform processes, dialogue, and goal-setting.

Students:

- Admissions implemented a specific [DEI plan](#) related to recruitment and selection for students along with other departments focused on retention.
- Targets for URM and rural and low-income student recruitment were achieved for the most current year of the [NCSSM performance agreement](#) for the UNC System strategic plan (see below).

Priority Metric (Year 4)	Baseline	Trend from Baseline Year	Year 4 Performance	Year 4 Goal	% of Year 4 Goal Achieved
Rural and low-income students	751	10.65%	831	836	99.4%
Underrepresented Minority Students	260	39.23%	362	309	117.2%

- **Institutional D&I Goal: Our internal and external communication will be clear and consistent regarding institutional values of diversity, equity, and inclusion**
 - CDO has worked with the community to develop common definitions and will be partnering with community members to communicate those definitions
 - Equity refers to *fairness* and *justice* that recognizes historical, structural and systematic oppressions and *is a process* to eliminate barriers so that everyone has access, opportunities, & needed resources to *thrive* at NCSSM
 - Diversity means the ways in which individuals vary, including, but not limited to backgrounds, personal characteristics, ideas, beliefs, cultures, and traditions that distinguish one individual or group from another.
 - Inclusion means the ability for all community members to fully and equitably have access to and participate in all aspects of the school's programs, facilities and campus life while recognizing their identities (race, sex, gender identity, SES, disability)

- **Institutional D&I Goal: Develop an inclusive and respectful work environment for every employee and support their growth at all levels**
 - CDO facilitated six listening sessions with faculty and staff members including three affinity based sessions including employees of color, LGBTQIA employees and Black identified women employees
 - HR employees participated in a diversity symposium on building belonging in the workplace
 - Continually reviewed, analyzed, and monitored [Employee Engagement Survey Data](#) to guide initiatives. Analyzed demographic breakdown of diversity and inclusion questions prioritized by the UNC System (see slides 24-27).

- **Institutional D&I Goal: Improve methods of teaching, learning and advising to advance inclusiveness and to prepare students, faculty and staff for both local and global multicultural realities.**
 - All academic departments have created DEI departmental goals and/or action plans to address curricular needs and methods of teaching and learning
 - All new hired faculty and staff members will participate in implicit bias training to be facilitated by the CDO summer 2022

The above goals are NCSSM's result statements from our 2019-2024 strategic plan. In the fall of 2022 the strategic plan along with strategy six will be updated. NCSSM's Institutional Effectiveness Office has developed a Data Landscape Report. This report will be used in the following avenues to create a progress report and update strategy six.

- *Fall strategic planning update process and EDI action planning*
- *Reference point for leadership and NCSSM community for facts about topic areas*
- *Information for program/department leaders to support decision-making and continuous improvement*
- *Cataloging and organizing multiple years of data for ramping up dashboard design for priority areas such as student success and course enrollment*
- *Identification of areas for deeper analytic study/research reports*

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 Vice Chancellor for Diversity, Equity, and Inclusion and Chief Diversity Officer	Chancellor	100%	This position is NCSSM’s first CDO position. The position provides leadership for NCSSM’s EDI efforts which includes: staff, faculty and student DEI focused training, working with HR and hiring managers on recruitment and retention strategies, working with the Office of Institutional Effectiveness in developing and monitoring DEI related data, meeting with faculty, staff, and students for DEI planning, and to discuss and problem solve issues, bias reporting...

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	\$136,686 - Salary and benefits for CDO position		\$136,686
Non-Personnel Expenditures		\$15,000	\$15,000
Total Expenditures			

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: Color of Education Summit

Color of Education is a partnership between the Public School Forum of North Carolina, the Samuel DuBois Cook Center on Social Equity at Duke University, and the Center for Child and Family Policy at Duke University's Sanford School of Public Policy. Sandra Wilcox Conway of Conway and Associates also provided key partnership design for Color of Education. The partnership seeks to build bridges across the fields of research, policy, and practice and bring together the knowledge and perspectives of communities, educators, policymakers, experts and other key stakeholders focused on achieving racial equity and dismantling systemic racism in education across the state of North Carolina.

- Participation in the summit resulted in academics departments creating diversity and inclusion plans
- Initiated further faculty training in culturally responsive pedagogy and curriculum design

Program: Hometown Walkabout

Hometown Walkabout raises awareness of racial and cultural diversity through arts-based walking tours in Morganton, NC that present, promote, and celebrate local communities and advance inclusivity.

- Build capacity in regards to cultural competence in students, faculty and staff on the NCSSM Morganton campus
- Build partnerships with community organizations and businesses to enhance the student's academic experience at NCSSM Morganton

Program: MLK Day

We hosted various events and activities for all community members to recognize the holiday. All of the sessions had to relate to Dr. King's legacy in some way: economic justice, racial justice, or faith and politics.

- This program will be included in the purview of the responsibilities for the newly hired Chief Diversity Officer with the intention of implementing a formal assessment of program to include programmatic outcomes

Program: Affinity Alumni Panels (BIPOC & AAPI Alumni Panels)

The Cultural Competence in Computing (3C) Fellows Program is a cohort-based professional development program that helps computing faculty, staff, postdoctoral researchers, graduate students, and professionals: 1) learn more about social science topics (such as identity, intersectionality, racism, bias, and discrimination) and how these topics impact computing environments (as well as the developed technologies); and 2) develop computing deliverables at their home institutions that leverage these topics to foster more inclusive and equitable cultures.

- Feedback from the BIPOC and AAPI Alumni panels included a desire to engage NCSSM alumni by providing opportunities to mentor, network and be involved in future DEI programs on campus that will be sponsored by the office of the CDO

Program: Teaching for Change: Indigenous Peoples' Day Virtual Teach-In: Food and Water Justice (sponsored by the Smithsonian's National Museum of the American Indian)

More than 250 teachers from across the U.S. and other countries attended the 2020 Indigenous Peoples' Day Virtual Teach-In: Food and Water Justice, hosted by the Smithsonian's National Museum of the American Indian

(NMAI) and Teaching for Change on September 12, 2020. The focus of the teach-in was Indigenous peoples' histories and experiences around food and water justice today. The conference took place virtually, with closed captioning for select sessions.

- Each department within academic programs have created DEI goals and/or action plan that include revisiting and innovating curriculum to be more inclusive, culturally responsive and relevant

Program: Diversity Symposium: Building Belonging in the Workplace

Creating a sense of belonging in the workplace culture can help a business grow its finances, retention rate, innovation, and productivity. Join our speakers on March 8 as they provide unique perspectives on what belonging means to them as well as practical steps you can take to build belonging into your workplace.

- This program was sponsored by HR and since the hiring on the Chief Diversity Officer, there has been intentional partnership to access hiring practices, discrimination mediation and policy recommendation

Program: NCSSM Employee Dialogue Sessions

In June 2020, the Staff and Faculty Senates started the NCSSM Employee Small Group Dialogues as a process to create a safe environment for employees to communicate their thoughts on the events surrounding the death of George Floyd. Over 10 months, the topics of the dialogues focused on George Floyd, race, racism, culture, and the workplace. Administration, faculty, and staff joined in the dialogues and the participation rate increased. The dialogue sessions were so effective that they were mentioned and recommended to other UNC System schools during the UNC System Racial Equity Task Force town hall meetings in 2020.

- There was an average of 30 faculty, staff, and administrators in each dialogue. The highest attendance was in February 2021, to discuss the January 6th U.S. Capitol riots. 122 employees have participated in one or more small group dialogue sessions and 18 employees have volunteered to be small group moderators.

Topics in the small group discussions included:

- George Floyd
 - Defining terms: What is race, racism, culture, and racial equity?
 - Use of force on people of color
 - Impact of privilege, deconstructing systems of oppression, the bias of professionalism
 - Personal bias vs. structural racism
 - UNC System Racial Equity Task Force (RETF) priorities and recommendations
 - January 6th U.S. Capitol Riots
 - Asian American Hate
 - Allyship
- A notable outcome from this program also included a list of recommendations for further discussion with faculty and staff on campus.

Program: NC Conference for Educational Equity

The 2nd Annual North Carolina Conference for Educational Equity will focus on the district-wide practices, community-based programs, school policies, and classroom procedures that have created more equitable learning and life outcomes for students. We will deepen our capacity to dismantle oppressive systems to ensure each and every student experiences academic excellence. This two-day virtual conference welcomes all educators. We look forward to coming together to transform our approaches to teaching and learning guided by a vision of hope, opportunity, and liberation for all learners.

- Each academic department has developed and specific DEI action plan and/or goals for their unit
- All faculty have received further training in restorative practices

Program: Step Up To Stem

Step Up to STEM is an innovative interdisciplinary academic program that uses exciting real-world subjects to challenge rising 9th and 10th graders across North Carolina and build their skills in science, math, technology, and communications.

During the program's residential summer institute, students have the opportunity to take advantage of many unique enrichment activities. The program is open by application to eighth grade African American, Hispanic American, and Native American students who live in North Carolina. Students who are accepted into and complete the program as rising ninth graders are then offered a spot to return for a second summer of programming.

In preparation for summer 2022, efforts to increase awareness of and participation of Step Up to STEM in eastern North Carolina, with a particular focus on rural and underserved communities have included:

- Securing a partnership with Elizabeth City State University (ECSU) in order to expand program delivery, which will result in doubling the impact of the existing program and will provide students with early exposure to a university setting.

- o This expanded effort will be specifically for students from eastern North Carolina and will take place July 10-15, 2022 on ECSU's campus.

- Partnering with the Northeast Academy of Aerospace and Advanced Technologies (NEAAAT) Academy to facilitate a project-based curriculum unit for eighth grade students in a co-teaching model (NCSSM instructor and NEAAAT instructor) in Spring 2022.

- o Underrepresented students from NEAAAT Academy who successfully complete this curriculum unit will automatically be eligible to participate in Step Up to STEM at ECSU in Summer 2022.

- About NEAAAT Academy: Located in Elizabeth City, North Carolina, NEAAAT is a highly innovative regional public school that inspires and prepares all students with the STEM-related skills, knowledge, and attitudes needed to meet future challenges in the global workforce and their communities.

Personnel Updates

- August 2021- hiring of Associate Director of STEM Outreach, Equity, and Engagement (Dr. Gerri Cole)

- o Roles include: overseeing the expansion efforts of Step Up to STEM at ECSU

- October 2021- hiring of part-time, temporary Spanish Translator (Ms. Sierra Luz)

- o Roles include: providing customer service to Spanish-speaking families and being present at certain recruiting events to help communicate with families

- January 2022- hiring of a part-time, temporary Communications/Marketing Specialist (Ms. Lura Jones)

- o Roles include: developing and implementing a marketing strategy to recruit underrepresented students from eastern North Carolina to participate in summer and other extended programs

Program: Summer Accelerator

The goal of the North Carolina School of Science and Mathematics Summer Accelerator program, consistent with the school's mission, is to provide rigorous, high-quality programs for academically talented participants from a wide range of backgrounds.

- In Summer 2021, seven (7) scholarships in the amount of \$7,445.00 were awarded for underrepresented students from eastern North Carolina to participate in the Summer Accelerator and Early Accelerator programs. Scholarship recipients represented the following counties:
 - Bladen (1 student)
 - Cumberland (2 students)
 - Lenoir (1 student)
 - Pender (1 student)
 - Pitt (2 students)

Program: Summer Leadership & Research

Summer Leadership and Research Program (SLRP) is a one-week summer program designed to provide incoming underrepresented minority students (juniors) at NCSSM with a head-start as they prepare for the most challenging and fulfilling years of their high school career. The program serves approximately 60 students roughly split between genders and between NCSSM residential (Morganton and Durham) and NCSSM online students. Participation is open to all NCSSM juniors who identify as underrepresented minority students. The goals of the program are:

- Introduce underrepresented students to research in STEM-related fields.
- Encourage underrepresented students to pursue one of the research pathways at NCSSM.
- Acclimate underrepresented students to the academic and social environment at NCSSM.
- Assist underrepresented students in cultivating their leadership skills and competencies.

Program: INSPIRE

INSPIRE (INtroducing STEM Pathways through INquiry and Research Experiences) is an expansion of the Summer Leadership and Research Program (SLRP). It is made possible by the generous financial support from Epic Games and the Barber Fund for Underrepresented Minorities for STEM Leadership.

Mission

The mission of INSPIRE is to provide rising 11th grade African American, Hispanic American and Native American students from across the state of North Carolina with experiences in STEM research and in solving complex, real-world problems.

Overarching Goal

The overarching goal, in alignment with NCSSM's Division of Extended Learning, is to increase the overall participation, engagement, and diversity of North Carolina students participating in STEM research and other high-impact, real-world learning opportunities.

INSPIRE's Program Specific Goals:

- To introduce African American, Hispanic American and Native American students to research in STEM-related fields and/or team-based problem-solving experiences.
- To encourage African American, Hispanic American and Native American students to pursue STEM pathways.
- To establish and strengthen African American, Hispanic American and Native American students' network of STEM relationships.
- To assist African American, Hispanic American and Native American students in cultivating their leadership skills and competencies.

Program Description

During the one-week residential program, students participate in an inquiry or research experience. Each student is matched with a mentor who facilitates this experience. Outside of working with a mentor, students will also participate in enrichment activities, such as sessions and workshops on leadership competencies, team-building, self-advocacy, communication skills, networking, study skills and growth mindset. On the last day of the program, students will present the results of their inquiry and/or research experiences to their families, the NCSSM-Morganton community and program partners in the greater Morganton community.

INSPIRE is a new initiative for NCSSM starting in summer 2022. Feedback and notable outcomes for this program will be included in the next DEI report.