Administrative Leadership Meeting

Randy Woodson
Chancellor
Tuesday, May 11, 2021
Upcoming ALMs

July 13, 2021    Zoom
Return to Campus

• All offices, locations and services will be open during normal business hours and staffed to ensure the availability of in-person services.
Student and Alumni Success

- Churchill Scholar
- Knight-Hennessy Scholar
- NSF Graduate Research Fellow
Racial Equity & Diversity, Equity & Inclusion Efforts at NC State

Administrative Leadership Meeting
May 11, 2021
2019 NC State Student Climate Survey

• Generally among students “overall” (aggregated data), results in most areas studied are trending in a positive direction.

• Support has grown in all groups for prioritizing Diversity and Inclusion as critical for NC State specifically and in the role of higher education overall.

• In some areas, such as the success and impact of NC State’s efforts related to diversity, ratings from historically marginalized student groups have grown less favorable over time.

• Persistent, notable and critical differences exist in the campus experiences and opinions of historically marginalized students.

Data analysis provided by Dr. Nancy Whelchel, Institutional Strategy & Analysis
Acknowledgments to Dr Christy Byrd, Dr. Stephanie Helms Pickett
Students who identify as female, transgender/non-binary, students of color (most notably Black students), GLBTQIA, poor/working class, and those with a disability are consistently:

1. Less satisfied with their overall campus experiences and slightly more likely to have negative experiences in the classroom and outside the classroom;

2. More supportive of diversity-related policies/practices and think D&I is an important activity for NC State and we should make it more of a priority;

3. Less likely to see the campus as very supportive of other marginalized groups.

Data analysis provided by Dr. Nancy Whelchel, Institutional Strategy & Analysis
Acknowledgments to Dr Christy Byrd, Dr. Stephanie Helms Pickett
# 2020 & 2018 Employee Engagement Survey

## EES Diversity Trends

<table>
<thead>
<tr>
<th>Statement</th>
<th>2020 Overall</th>
<th>2018 Overall</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total number of survey respondents</td>
<td>5,096</td>
<td>4,633</td>
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<tr>
<td>At this institution, people are supportive of their colleagues regardless of their heritage or background.</td>
<td>74</td>
<td>77</td>
</tr>
<tr>
<td>This institution places sufficient emphasis on having diverse faculty, administration and staff.</td>
<td>69</td>
<td>73</td>
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<tr>
<td>This institution has clear and effective procedures for dealing with discrimination.</td>
<td>71</td>
<td>74</td>
</tr>
<tr>
<td>All things considered, this is a great place to work.</td>
<td>75</td>
<td>76</td>
</tr>
<tr>
<td>I can speak up or challenge a traditional way of doing something without fear of harming my career.</td>
<td>62</td>
<td>63</td>
</tr>
<tr>
<td>Promotions in my department are based on a person's ability.</td>
<td>47</td>
<td>50</td>
</tr>
<tr>
<td>This institution's policies and practices ensure fair treatment for faculty, administration and staff.</td>
<td>61</td>
<td>60</td>
</tr>
<tr>
<td>This institution's culture is special - something you don't find just anywhere.</td>
<td>57</td>
<td>56</td>
</tr>
<tr>
<td>My institution is committed to building a culture that actively promotes diversity and inclusion for students, faculty, and staff. (Diversity and inclusion means the intentional efforts undertaken to create an institutional culture and a working and learning environment that offers acceptance, support, and respect for a diversity of individuals.) †</td>
<td>73</td>
<td>-</td>
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*Data analysis by Dr. Nancy Whelchel, Institutional Strategy and Analysis*
System-wide examination of the legacy of race and racism in the state’s public higher education system and how that history shapes and impacts the lived experiences of our students, faculty and staff.

Charge: Meet with student, faculty and staff groups to discuss issues of race and equity in the UNC System and all tangible steps that can be taken across the UNC System in pursuit of equity and understanding.

Data analysis by APCO Worldwide, Inc. to UNC Racial Equity Task Force, 10 Nov 2020
Many BIPOC participants say they have experienced microaggressions, discrimination and/or harassment

**Personally Experienced Racial Harassment or Discrimination**

- **BIPOC Students** (n=2,159): 30%
- **BIPOC Faculty** (n=792): 44%
- **BIPOC Staff** (n=1,812): 38%

Q9. Have you ever personally experienced an act you considered to be racial discrimination or harassment by another member of your institution?

**Lack of comfort, confidence in current reporting structures**

- **BIPOC Not Comfortable Reporting**
  - Students: 27%
  - Faculty: 37%
  - Staff: 31%

- **BIPOC Not Confident in Protection From Retaliation**
  - Students: 38%
  - Faculty: 52%
  - Staff: 47%

- **BIPOC Not Confident Offenders Will be Held Accountable**
  - Students: 45%
  - Faculty: 53%
  - Staff: 53%

Q10. Regardless of whether you have experienced or witnessed an event, how comfortable would you feel in reporting an act of racial discrimination or harassment to your institutional employer?

Q12. If you reported an instance of racial discrimination or harassment, how confident are you that the institutional employer would [protect you from retaliation/hold those in the wrong appropriately accountable]? [Base on respondents not selecting “Not applicable/Don't know”]
Recurring Themes = Call to action

1. **Climate/culture**– Building a sense of belonging and inclusion
2. **Recruitment and retention of students, faculty and staff of color and other underrepresented identities.**
3. Creating visible, transparent mechanisms for communicating **progress and accountability** for equity based initiatives.
4. **DEI education and professional development** for all.
5. **Visibility and accountability for bias, discrimination, harassment and retaliation incidents.**
6. **University values** of inclusion, community and collaboration to bolster NC State’s vision and goals.

“We seem to be **caught in this data-gathering phase.** There are **decades of research** on what it’s like to be a Black faculty, staff, student. There’s **retraumatizing** of them to educate the people that are traumatizing them on this trauma” - Faculty
Wolfpack 2030: Powering the Extraordinary
Our Vision

As a preeminent public research university, NC State will be increasingly recognized nationally and internationally for its education and research. It will be known as a diverse, equitable, and inclusive community that has a transformative impact on society and advances the greater good.

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Our Values

- Excellence
- Integrity
- Freedom
- Stewardship
- Respect
- Responsibility
- Collaboration
Goal 4: Champion a culture of equity, diversity, inclusion, belonging and well-being in all we do.

- Our strength comes from all of our amazing people and their diversity of thought and experience. Institutionalized inequality, including racism, is unacceptable.
Fall 2020 NC State
Racial Equity
Summit

Appreciative Inquiry Process:
How do we ignite
Authentic
Racial Equity?
Summit - Key Actions Named

1. Improve Sense of Belonging, Well-Being
2. Ensure strong & consistent leadership, investment/capacity building and risk-taking

1. Provide ongoing, regular opportunities for personal connections to support a welcoming and inclusive environment.
   
   Suggestions: Dialogue events, mentoring and networking events, employee affinity groups, conversation about climate and culture

1. Enhance intentional recruitment and retention of BIPOC employees and students
2. Deliver impactful DEI coursework for students and professional development for employees
3. Communicate clearly, regularly and transparently about progress towards tangible action items
NC State is proud to be 1 of 3 Charter Members
- Voluntary self-assessment using criteria based on SEA Change Principles
- Identification of barriers preventing inclusion and equity in STEM across institutions and departments
- Focus: Development of an action plan to address barriers
- Action plans and progress independently assessed by a panel of experts to receive appropriate recognition

Next Steps: Naming a team for review and application in Fall 2021.
Intercultural Development Inventory

2021 Pilot Units
WCOT
Graduate School
Office of Global Engagement
COS
CVM
Facilities Division

Soon: 30 Certified Facilitators
Community Care & Response

restorative practices – community-focused processes designed to equip individuals and groups to process, and hopefully resolve, interpersonal conflict & reduce social inequity.

BIRT, EOE, Cares, BAT, SART, UPD, Prevention Services, Counseling Center, UHR, Ombuds offices
Next Steps: OIED & Partner Initiatives

- Inclusive Excellence Certificate Program (OIED)
- Incentivizing Inclusive Teaching Certificate (OFA)
- Reviewing Faculty/Staff recruitment, retention (UHR)
- Employee Affinity Resource/Networking Groups (UHR)
- Bolstering Alumni and friends connections (Alumni)
- Celebrating, incentivizing - Chancellor’s Creating Community Awards
- Global Cultural Competence Programs (OGE)
- Student co-curricular DEI learning opportunities (DASA)
- Fundraising for DEI, scholarships (Advancement)
- Recruitment/yield of undergrads, grads (EMAS, Grad School)
Next Steps

Collaborative Community Building
• 2021-22 Racial Equity and DEI University-Wide collaborative event
• Focus on Belonging, Well-Being, and Equity

Organizing and Aligning DEI Work
• Revamping UDAC
• Aligning w/ college/division DEI Professionals, Committees

Bolstering Community Care & Response, building capacity