NC STATE UNIVERSITY

Advancing Diversity, Inclusion and Well-Being at NC State
Strategic Planning Task Force Report, August 2020

Introduction

We started this task force in February 2020 with the simple wish of hoping our work on diversity, inclusion and well-being would result in its very own, stand-alone goal in the upcoming NC State strategic plan. We had vigorous dialogue about the importance of giving these concepts prominence and what it would take for us to advance them through sustainable institutional transformation for our university.

Then the events of spring and summer 2020 created a seismic shift for our task force, our university, and the entire nation. From the COVID-19 pandemic and its disparate impact on marginalized populations, to its exacerbation of the economic, health and digital divides of our country, to the killing of George Floyd as just one of many deaths of people of color at the hands of police that lead to nationwide demonstrations calling for racial justice, to the tremendous increased demand on mental health resources that were already overextended before these compounding circumstances, there became no doubt that now is the time to act.

As the impacts of a pandemic and our collective witness to systemic racial injustice has magnified these disparities, it is more apparent than ever that we need to work toward making sure that *everyone* feels a sense of belonging within our university as we humbly face and vigorously address inequities and strive to build an inclusive culture. A true sense of belonging is more than a values statement, required training sessions, or support services for marginalized groups that reinforce a deficit framework. It is making diversity, inclusion, equity and well-being a primary, fundamental part of the institution's compact with all who are part of our university, and prioritizing the allocation of resources necessary to implement .

We do not want to just "Think and Do" - we want to take the University's charge to "Think and Do the Extraordinary" and bring that same drive, fervor, collaboration, and unity of purpose to this critical realm of diversity, inclusion, equity and well-being. We want NC State to be known for its inclusive excellence and dedication to well being, and to stand apart from other institutions as a role model and a leader.

We reviewed every sentence and recommendation of our report with this lens, **and we call upon all Task Forces to do the same**. Let's do the extraordinary when it comes to addressing

these long-standing issues of truly advancing diversity, equity, inclusion and well-being. Let's do all we can to think, do, and *be* extraordinarily inclusive.

Current initiatives

Chancellor Woodson is dedicated to meeting the call of the times, and has committed the university to accomplishing several key initiatives. (See Chancellor's memo of July 31, 2020, entitled "Racial Equity: Responding to Student Feedback, New Commitments and Next Steps"). These initiatives will no doubt be part of the strategies and priorities present in the final strategic plan document. Therefore, we incorporate them here in our report.

The current initiatives include:
- Mandatory diversity and inclusion training for all faculty, staff and students to be available for all populations by September 2, 2020 (tentative) and completed by December 1, 2020.
- Additional training developed for student organization leaders and advisors, as well as for fraternity and sorority chapter leaders (in progress).
- Participation in the American Association for the Advancement of Science's (AAAS) Stem Equity Achievement Change ("SEA Change") program (in progress).
- Addition of a specific diversity and inclusion professional development section in the work plans and performance evaluations of EHRA non-faculty and SHRA employees for the 2020-21 performance cycle.
- Utilization of ncsu.edu/diversity as the communication hub for updates and progress related to diversity and inclusion initiatives.
- Holding Racial Equity awareness training for senior leaders and the Strategic Planning Steering Team.
- Hosting the Chancellor's Racial Equity Summit in fall 2020 to intentionally engage community members (faculty, staff, students, community members, alumni) for input into how NC State can address specific items and common themes to improve racial equity, diversity and inclusion at NC State, and through this Summit, help identify immediate and near-term changes and seek opportunities to incorporate this feedback into Strategic Plan goals, priorities and initiatives.

These commitments serve as a vigorous and ambitious start to our work, and actually address several of the areas we identified as a task force. We enthusiastically endorse these bold steps.

In addition, NC State has adopted and approved a Wellness Strategic Plan (2020-2024) and Sustainability Strategic Plan (2017-2022) that have goals, priorities and strategies that are underway and should be considered along with these recommendations.

As NC State moves forward to advance diversity, equity, inclusion and well-being, it will be critical for the upcoming strategic plan to zealously root out areas where systemic inequities hide and correct them at the institutional level, as well as continue to embrace the critical underpinning of individual and interpersonal cultural competency as a key characteristic of our higher education mission.

Report Overview

During the course of our work, we had close to 200 individuals submit feedback to the task force website, and held 14 listening sessions with approximately 268 attendees. We reviewed numerous research articles and prior task force reports, combed through survey results, and consulted policies and strategic plans of other institutions. And, we incorporated the lived experiences of the members of our task force as meaningful qualitative input. Through our discussions and our research, three (3) guiding themes arose as overarching focus areas. Within these Guiding Themes we outline the issues and opportunities, as well as address the underlying rationale for the importance of the theme, and propose recommendations for each.

Guiding Themes

1. **We value diversity and inclusion.** The University must actively seek representational diversity while simultaneously encouraging meaningful participation and engagement of diverse perspectives that must be integrated into all aspects of the University's mission.

2. **We seek to build a culture and climate where everyone belongs.** The University must promote a welcoming, affirming and accessible climate for all to retain the diversity of faculty, staff and students we recruit.

3. **We strive to have a safe, healthy and resilient university community.** Well being takes many forms, including physical, mental, financial, and social health, among other aspects. In addition to the goals of the current Wellness Strategic Plan, we offer a focus on striving to have a *safe, healthy and resilient university community,* one that actively reaches members of all populations to ensure access to services that support wellness are readily found on campus and in the community and to resources needed to meet personal goals for wellness.

Foundational Principles

In addition to the Guiding Themes, the Task Force identified 4 Foundational Principles. We will accomplish our intended goals only with a firm foundation of human rights, anti-racism, and community care, grounded in knowledge, continuing education and cultural humility, regularly assessed, and through collective action in every facet of our mission.

1. Build a foundation of security through equitable access to basic community rights such as healthcare, food, housing, childcare, and digital resources for all students, faculty and staff.
2. Ground this work in accountability through continuous assessment and transparency of data.
3. Integrate diversity, inclusion and well-being into NC State's core functions of teaching, learning, research and engagement and in our innovation and entrepreneurship.
4. Collaborate to increase effectiveness and impact.

Theme 1: We value diversity and inclusion.

Our campus, our state and our nation are becoming increasingly diverse. As a land grant institution, NC State has a responsibility to ensure meaningful participation of the multitude of people and perspectives who work and learn here - in other words, to be inclusive.

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. (See UNC Policy 300.8.5 Diversity and Inclusion Within the University of North Carolina System)

Inclusion means the enablement of individuals, including those from underrepresented groups, to fully and equitably have access to, and participate in, the University's programs, services, facilities, and institutional life. (See UNC Policy 300.8.5)

Diversity and Inclusion, stated collectively, means the intentional efforts undertaken to create an institutional culture in our working and learning environments that offers acceptance, support, and respect for a diversity of individuals as they pursue their ambitions and interests. (See UNC Policy 300.8.5)

In an effort to show our commitment to creating a campus that values diversity and inclusion, we must develop policies, programs and practices that not only encourage and promote diversity and inclusion, but also actively counter individual levels of bias and dismantle systemic inequities such as racism, sexism, ableism, anti-GLBTQ+ discrimination, and any form of discriminatory language or actions.

Embracing diversity and inclusion is not just "the right thing" to do - it is a great asset that we should embrace. The intersectionality of our identities and variety of our voices offer multiple

perspectives which, in turn, generate better ideas, improved problem solving, and more innovation. This is the very essence of the land grant mission. Working, teaching, producing knowledge, and the pursuit of higher education itself benefits from this diversity of people and perspectives and flourishes when everyone is supported in contributing.

Students, faculty and staff of our institution are accomplished individuals that have met or exceeded many challenges to be members of our community. In addition to the educational value of diversity, increasing the representational number of underrepresented minority students, faculty and staff is critical to breaking down feelings of isolation among them, particularly in certain STEM disciplines. However, greater emphasis needs to be placed on ways to create an environment where those from all racial, ethnic, religious, national and economic backgrounds feel welcome and a sense of belonging once they get here.

The urgency of the time is now. Systemic inequity steals our ability to create an inclusive community, limits those who see themselves as belonging, and creates mistrust among community members that is difficult to earn back. It keeps our university from attracting the best and brightest minds. Abolishing inequity creates an inclusive community that knows it is valued, can trust one another and can thrive. Systemic problems evidenced at NC State, in our history and those that persist today, require systemic solutions, and that is where the strategic plan can help address these by institutionalizing structures to promote sustainable transformation.

Theme 1 Recommendations
- Develop equity-focused policies, programs and accountability practices by participating in the AAAS SEA Change model to systematically review with an equity lens and align NC State's collective efforts.
- Institutionalize regular communication and meetings with diverse community stakeholders to hear about their lived experiences, determine what is working well and work to address unmet needs or eliminate what is not working well. Efforts such as the Chancellor's Equity Summit, Chancellor' African American Community Advisory Council; Collaborating Raleigh Colleges, and the Wake-Raleigh Partnership are good examples. and there are many other University and college/division-level community engagement strategies we can maximize.
- Ensure that the university community is aware of existing activities and resources that are designed to increase diversity and inclusion, and train all students, faculty and staff on how to navigate and address all forms of discriminatory, harassing and biased language and actions.

- Increase access to higher education at the undergraduate and graduate levels so that the demographics of the student body are more reflective of the population of North Carolina. Providing such access may include:
    - increasing need-based financial aid for such families through such programs as "Pack Promise" and Diversity Enhancement grants and scholarships;
    - expansion of the SREB Doctoral Scholars program and the creation of a bridging program for entering graduate students;
    - educating parents, prospective first-generation college students, and students who come from households with incomes below the poverty line, of the value of a higher education;
- Place equal priority on diversity-focused recruitment, retention and ensuring an inclusive environment for undergraduate and graduate students, faculty, and staff. Examples of ways to recruit and retain from underrepresented groups and therefore increase representational diversity include, but are not limited to:

Recruitment:
- participating in diversity-focused recruiting fairs and conferences locally and nationally;
- collaborating with "pathway" programs that are designed to encourage and prepare students to move on to the next level of their education and employees to move to their next level work or into leadership positions.

Retention and promoting a welcoming and inclusive environment:
- requiring students, faculty, staff to engage with continuing education designed to increase cultural awareness and competency;
- training for faculty in cross-cultural and inclusive mentoring, especially at the doctoral and junior faculty level, to improve the mentorship of those from different backgrounds;
- diversifying the professoriate, which in turn supports the sense of inclusion for underrepresented students, junior faculty and staff across the board;
- developing practices, including affinity groups and allyship development programs, designed to build community within NC State across organizational and disciplinary boundaries; and,
- ensuring that all voices are both represented and respected when making decisions at departmental, college and university levels.

Theme 2: We seek to build a culture and climate where everyone belongs.

In alignment with the first guiding theme, we must actively strive to create an environment where *everyone belongs*. This is an essential part of the character, success, and well-being of our university. It has to be integrated into every part of our culture, climate and mission.

Everyone belongs means that faculty, staff and students chose and were selected by NC State because we share a common purpose that is not contingent on one's background, experience, race, age, gender, gender identity, socio-economic status, ability, sexual orientation, creed or religious belief.

However, we know that despite this common purpose, obstructions remain for many. Research shows that Black/African American students enrolled at Predominantly White Institutions (PWIs) like NC State have experiences vastly different from their African American counterparts attending Historically Black Colleges and Universities (HBCUs) (Guiffrida, 2005; Johnson, et al., 2007). African American students have reported harassment, hostile classroom interactions, feelings of disidentification, exclusion and low self-esteem (Green & Glasson, 2009; Hope, Chavous, Jagers, & Sellers, 2013). NC State has seen similar results from our student Campus Climate Survey, administered in 2019 (and 2015, 2010, 2005, and 2000). Likewise, women and faculty and staff of color also have experiences at work that negatively impact their sense of engagements (2018 Employee Engagement Survey). As expected, these negative encounters can have serious long-term effects on the experience of these groups, with understandable negative impacts on their well-being, their productivity and persistence, and, truly, a negative impact on the ability of our university to be innovative and competitive.

We also know from research that everyone's experience is improved with feelings of academic and social fit. *Belongingness* can be tied to retention and persistence, and are related to both "graduating the successful student" and positive employee engagement.

Recent events have had a seismic impact on so many different issues that people are no longer able to sit back without speaking up and acting when they see or experience injustice. This groundswell of activism has created opportunities for those who have been marginalized and oppressed and their allies to be truly heard, rather than just listened to. Conversations about oppression, injustices and personal lived experiences are necessary and needed, and must be sincerely welcomed to raise issues that need to be addressed.

We want to be a community where no one is afraid to say who they are or what they believe, or to speak up for what they need. Our differences are recognized as unique opportunities to

grow, learn and be better. We see all people as people with value and seek and allow their contributions to make ourselves and those around us better.

Rather than merely responding to events, we should hold our NC State community to the expectation of being an inclusive campus that does not tolerate prejudice or discrimination of any type. Ensuring that all members of the community have equal access, equal opportunities, and feel supported to achieve their potential provides optimal conditions for NC State to respond to the call to innovatively solve societal problems.

Theme 2 Recommendations
- Our curriculum must be inclusive and welcoming of the contributions from all voices and is representative. Faculty should seek review of their curriculum, particularly in STEM disciplines, to ensure this.
    - Review the General Education Diversity Task Force report (issued 2017) and work with campus stakeholders on assessing viability of implementing those recommendations.
- NC State must be diligent and innovative in its efforts to provide access, promote retention and enhance the success of all its students, faculty and staff.
- Continue to do regular climate assessments of both students and employees, and report this information out regularly, including action plans to implement changes based on data derived from the surveys.

Theme 3: We strive to have a safe, healthy and resilient university community.

A *safe* university is one where each person in the campus community is physically and emotionally safe while we live, learn, work and interact with others on campus, and we have ample resources to address issues when there is a breach of that safety. It also includes available resources and knowledge to secure our safety off campus as well.

A *healthy* university is one where each member of the community experiences food and housing security and has full and equitable access to high quality health care, prevention services, mental health care, and wellness education without regard to insurance. In addition, wellness is promoted at every level of the institution and population-level health promotion strategies successfully prevent illness by targeting root causes, including systemic racism.

A *resilient* university is one in which discussions of safety and all aspects of wellness are normalized and members of the community are comfortable and confident in seeking services and resources to ensure their safety and well-being. A resilient university is prepared to respond to challenges in ways that are timely, respectful of all members of the campus community, and promote even greater resilience to face the next challenge.

A *safe, healthy and resilient* university actively reaches members of all populations to ensure access to services found on campus and in the broader community and resources needed to meet personal goals for success.

The NC State Wellness Strategic Plan (2020-2024) represents a significant step toward creating a safe, healthy and resilient university. The plan was introduced as "a campus-wide blueprint for wellness at NC State." The vision calls for NC State "to be a leading institution for creating an inclusive, thriving and resilient community." The mission was defined as "to advance a culture that fosters the well-being of the campus community. This is achieved by promoting six elements of wellness: purpose, financial, physical, emotional, social, and community."

Four goals include delivery of innovative programs and services at the individual and community level; integrating wellness into curricular education, advising, experiences and research; fostering a safe, supportive and inclusive community; and building and maintaining collaborative opportunities with campus and community partners to increase awareness of wellness at NC State.

NC State's Sustainability Strategic Plan (2017-2022) also represents movement toward a safe, healthy and resilient university. Goal four of the plan seeks to "accelerate a culture of sustainability, inclusivity, and well-being on campus and in the community." Among the three

strategies under this goal, strategy two states "collaborate with and support the efforts of the University Wellness Task Force to create and maintain a culture that supports and promotes the overall wellness of NC State students, faculty, and staff."

NC State must advance a culture that fosters the well-being of faculty, staff, and students. The institution will be a leader in creating a safe, healthy, and resilient community. Health and well-being are crucial to students' academic and personal success, yet nurturing well-being is a constantly evolving challenge. NC State must continue to respond innovatively—developing effective, impactful ways to strengthen the health and well-being of students during college to teach skills that will help them remain resilient in their future careers.

We recognize that faculty and staff play a vital role in NC State's success. The work of our employees is vital to maintaining a well-run university, which in turn translates to countless benefits for our students, North Carolina, and for the world. NC State aims to ensure that our faculty and staff have the resources available to have happy and healthy lives both on and off-campus.

Trends across the nation include implementing a proactive approach to well-being and using education along with outreach to inspire members of the community to make positive lifestyle changes. We hope to create a culture of wellness that positively impacts our students and employees - the way they learn, live, and work. We want the members of the NC State community to live healthy, balanced lifestyles.

To further our work in creating a healthy campus, health education and intervention efforts should focus on topics that impact and influence the health and well-being of the campus community. These include but are not limited to the six elements of wellness: purpose, financial, physical, emotional, social, and community. We must ensure members of the Wolfpack community have access to appropriate and timely resources that aid in the support of healthy minds and bodies, and provide sustainable programs and services for health at NC State and beyond.

In an effort to create a more resilient campus community, we must encourage mentally strong students, faculty, and staff who meet adversity with creativity, adaptability, and ingenuity – and encourage them to lean on the resilience of the Wolfpack (our community well-being.) To that end, we must invest in resources that aid our resilience as a campus community, including academic advising, counseling, wellness coaching, clubs, organizations, group fitness, living and learning communities, and more.

Theme 3 Recommendations
- Expand NC State's mental health network – both on-campus and virtually – and create synergy across campus programs and services.
- Improve workplace strategies to maximize the health and well-being, productivity, and success of campus' students, faculty, and staff.
- Expand programs and services for underserved populations, especially those that are at risk for food insecurity and homelessness.
- Consider developing a Basic Needs Navigator program to link those in need with community resources.
- Acknowledge anti-Black racism as a public health concern and prioritize resources and plans to mitigate its impact.
- Implement population-level health promotion and education on all priority wellness topics through evidenced-based communication strategies.
- Create a supportive campus environment where all indoor and outdoor spaces are designed, built, and renovated with health and social connection in mind.
- Regularly measure the health (purpose, physical, social, community, financial, and emotional wellbeing) of students, faculty, and staff. Use this data to prioritize wellness needs and to allocate resources appropriately.
- Provide training for faculty on incorporating well-being into the classroom.
- Include wellness and safety education in employee on-boarding.
- Standardize wellness education for all incoming students through pre-arrival online programs, Wolfpack Welcome Week, First-Year Experience, and graduate student orientation.
- Address bias-based behaviors and harm through a restorative community/restorative justice model.

Foundational Principles

We must commit to foundational principles to ensure individuals have a strong sense of belonging, are actively engaged at different levels of university governance, are not inhibited to participate due to potential insecurities, and have the resources and data to make informed decisions about the direction the university should take to be successful in achieving its mission and vision. We will accomplish our intended goals only with a firm foundation of human rights, anti-racism, and community care, grounded in both knowledge and continuing education and cultural humility.

Foundational Principle 1: Build a foundation of security through equitable access to basic community rights such as healthcare, food, housing, childcare, and digital resources for all students, faculty and staff.

This foundation identifies several basic human needs as rights of all NC State students, faculty, and staff. All members of our community have the right to be healthy, well, and safe, and to have the resources necessary to assist them in achieving and maintaining this right. There must also be effective and open ways to disseminate the host of resources available to our community to ensure knowledge and attainment of these rights.

These rights exist at not only the individual level, but importantly, they are *community* rights. Specifically, the rights are interconnected and include, but are not limited to, universal access to healthcare, food, housing, childcare and digital resources. These rights extend through the university's impact on surrounding communities and policies including local housing policies, public transportation access, early childhood education, access to care and services, and healthy built and natural environments.

Community rights must be foundational, provide access and information without stigma, and be anti-racist in their delivery. They connect our NC State community and ensure a standard of equity and inclusion across our campus communities. Community rights of healthcare, food, housing, and childcare are based on economic security.

National research studies reveal a growing population of students that are homeless, lack childcare and transportation, and go hungry (Broton and Goldrick-Rab 2018). As these issues pertain to NC State, a recent report (Haskett et al., 2018) revealed that 14% of our own students reported significant food insecurity, which was experienced at similar rates between undergraduate and graduate students. The report also found that food insecurity was higher for students of color. In addition to food insecurity, the report also found that 10% of students

experienced homelessness in 2017 with a quarter of students experiencing some period of homelessness along with food insecurity.

In addition to these insecurities, universities have reported a rise in student mental health counseling. The number of students who visit counseling centers has increased by an average of 30 to 40 percent from 2009 to 2015, which indicates growth at a rate that is five times larger than institutional enrollment. While it has been thought that students are coming to universities with mental health challenges, students who receive mental health treatment prior to college have been flat over the past 7 years (CCMH, 2018). Graduate students and International students have unique mental health challenges that have also seen counseling requests and utilization rates rise dramatically.

Recognizing the challenges with homelessness and food insecurity, a steering committee was created at NC State to gather data obtained from national experts and from other campus reports on strategies to increase student food and housing security. Several programs were developed to address food insecurity at NC State. Since then, the Division of Academic and Student Affairs (DASA) has developed additional programs, such as Pack Essentials, to support students with food, housing, financial, childcare, physical and mental health insecurities.

Foundational Principle 1 Recommendations
- Ensure access to programs, policies, environments, and information with a focus on the rights of healthcare, food, housing, and childcare.
- Access will best be served via a Basic Needs Navigator program and services, which would need to be developed and funded.
- In developing solutions that are designed to tackle insecurities on NC State campus, we should seek tailored solutions that will specifically help address these issues . More attention will be paid to marginalized communities within NC State to identify and eliminate systemic racism that leads to food, healthcare, housing, and financial insecurities in these communities.
- While NC State has taken the necessary steps to build a foundation of security for our students, the financial resources needed to support these programs are not sufficient and do not provide resources for employees at this time. NC State actively should seek to provide such resources for employees as well..

Foundational Principle 2: **Ground this work in accountability through continuous assessment and transparency of data.**

Ongoing assessment is essential for accountability of a diverse, inclusive, anti-racist, and healthy campus community. Assessment, feedback, and data is most useful when there is full transparency in the purpose, collection, management, analysis, dissemination, and actions associated with the data. This includes evaluating and assessing the process and decisions made with data and being transparent with the data. In the end, our values and culture will be apparent in what is being measured and how that information is disseminated.

The tracking of diversity, inclusion and well-being assessment data has many benefits for the community. It allows the campus community to be proactive - not reactive - through the identification of gaps, limitations, and inequities, and can point to where progress is being made, sustained, and what the next set of milestones are. After actions have been made based on assessment and data, the process must continue to ensure we continue to move forward towards our goals.

These efforts will have the triple benefit of communicating our core values and culture, instilling and training the future of NC with the values and culture of inclusion, anti-racism, and well-being, and ensuring that NC State is a leader in creating the evidence base for an inclusive, anti-racist, and healthy community. By leading in the emphasis and assessment of inclusion and well-being, NC State will highlight its values and be benchmarking against others who are similarly dedicated to these principles. Data and continual assessment of objectives and process will allow for acknowledgement of success and opportunities to celebrate.

The implementation of these task force recommendations should lay out a plan for sustainable institutional transformation and accountability. Staff, faculty, students and the community are ready and, in fact, demand to know how the university holds its people and practices accountable to our values through the lens of diversity, equity and inclusion.

Some potential accountability measures are as follows:
- The demographic profile for students at all levels should reflect the demographic make-up of North Carolina.
- The demographic profile of staff, faculty and administrators should reflect that of the population available with requisite skills, experience and credentials needed for the job, and should meet or exceed that of our peers.
- Easy to locate and easy to understand data about university metrics and progress towards goals.

- Transparent institutional-level resource allocations and expenditures, moving from funding isolated projects to collaborative structural transformation.
- Measurable increase in student, faculty and staff satisfaction and engagement, with an emphasis on Black students, faculty and staff, and others who identify as part of historical minority groups.

Foundational Principle 2 Recommendations
- Diversity, inclusion and well-being assessment and data should be in a virtual location accessible by all in the community.
- Develop specific metrics and methods for assessment and data management and sharing.
- Data on race, ethnicity, veteran status, ability, gender, sexual orientation, and age must be maintained to evaluate equity. University reports should be presented with disaggregated data. Without this data, we will not know if a segment of our community is facing greater challenges than others and thus cannot work to dismantle inequity.
- Innovation should be incentivized with seed money, cluster hires, and interdisciplinary efforts including the translation and dissemination of inclusive and well-being evidence.

Foundational Principle 3: Integrate DIW into NC State's core functions of innovation, entrepreneurship, teaching, learning, research and engagement.

In order for our campus to integrate diversity, inclusion and wellness (DIW) into our core functions of innovation, entrepreneurship, teaching, learning, research and engagement, we must be intentional in our efforts.

We can start by requiring all departments/units to create a diversity, inclusion and wellness plan that specifically addresses diversity, inclusion and wellness through an equity lens. Everyone should be held accountable to the agreements in their plan by having progress reviewed on an annual basis. Accomplishing this will require investment and change in the culture at our university, but will greatly benefit all our community members.

Foundational Principle 3 Recommendations
- Every department must have a DIW plan that supports the University's strategic plan goals. This should include having a diverse team to create and contribute to the development of the plan and a yearly review/update of the departmental plans by the college/division senior leader, and a review of the college/division plans by the Vice Provost for Institutional Equity and Diversity.

- Reward units for demonstrating their current standing and their progress in creating and supporting practices and climates that support diversity, inclusion and well-being.

<u>Foundational Principle 4:</u> Collaborate to Increase Effectiveness and Impact.

NC State can only increase diversity, foster a more welcoming and inclusive environment, and counter discrimination through working collectively. Currently, each unit views itself as autonomous and not part of a university effort as a whole. Such silos lead to a weakening of institutional effectiveness and disjointed programs and messaging, especially in diversity, inclusion and well-being. Efforts designed to increase diversity, inclusion and well-being should be an integral part of NC State. Developing and implementing stand-alone programs and collaboration among them is certainly critical to achievement of a more diverse and inclusive environment. However, by weaving policies and practices designed to increase diversity and inclusiveness into our core activities - teaching, research, hiring, promotions, admissions, service, and others - we will go a long way in achieving our desired outcomes.

<u>Closing</u>
Institutionalizing organizational change around diversity, inclusion and well-being will take strong and committed leadership, shared responsibility, comprehensive goals and effective strategies, assessment and accountability, a foundation of equity, and our collective collaboration. NC State is poised to take these courageous and necessary steps to become extraordinarily inclusive.