

Advancing Diversity, Inclusion and Well-Being
Strategic Planning Task Force
Agenda for 3.10.2020
3221 Talley Student Center
10:30 a.m. to 3:00 p.m.

Present: Roy Baroff, Marian Fragola, Mary Haskett, David Shafer, Allen Cannedy, Jamila Simpson, Joel Ducoste, Eric Hawkes, Betsy Lanzen, Mark Newmiller, Aaron Hipp, Monica Osburn, Sheri Schwab, and Danielle Carr

Absent: Mary Ann Danowitz, Reva Dunn, Myron Floyd, Mike Giacola, Justine Hollingshead, Ethan Laney, and Nashia Whittenburg

1. Welcome [Sheri]
 - a. [Open meetings statement](#), sign-in sheet, Zoom reminders
 - b. Introductions
2. Review agenda [Sheri]
 - a. Reminder of Task Force [guidelines](#) and [charge](#).
 - b. *NC State is purposely and mindfully building a culture of community surrounding inclusion and well-being for students, faculty and staff. This includes: creating a safe environment for discussing challenging issues including cultural and political differences; addressing the increasing amount of mental health issues; meeting the challenges associated with being the best employer to work for by offering innovative benefits and opportunities for growth as well as promoting and encouraging work-life balance.*
3. "Guiding Agreements" [Monica]
 - a. Want to hear/include all voices....
 - b. ...acknowledge and planning for various communication styles /preferences
 - c. ...while staying on time, on agenda, and on topic!
 - d. Will use "parking lots" to facilitate progression
 - e. Know the value of elevating this work
 - f. Additions by the tasks force members (can be added any any point)
 - i. Assume good intentions [Marian]
 - ii. Do not worry about intentions, rather impact over intent [Roy]
4. Communication Styles - brief exercise [Sheri]
 - a. Management Essentials covers communication styles since quite a bit can be accomplished if you understand your style
 - i. Remember your style from the [assessment](#) we did
 - ii. Review of "Styles" [quick guide](#); Sheri gave out colored dots to identify themselves
 1. Expressive - yellow
 2. Driver- red
 3. Amiable - blue
 4. Analytical - green

- iii. Use these indicators as a reminder to make space to listen to others contributions based on their communication style
- 5. Review of general themes from sheets that folks turned in [Sheri]
 - a. Hopes/Dreams
 - i. Dream BIG and transformative; not constrained by prior false starts
 - ii. Be future oriented; not spend too much talking about what we do not like about the status quo
 - b. Concerns/Worries
 - i. Are we getting input for the people/groups our work should reflect?
 - ii. Our work will go on a shelf; “window dressing”
 - iii. The topic of well-being is too large to effectively address
 - iv. No accountability (at all levels)
 - v. Difficult to show how well our efforts are making an impact (data/measures are hard to show)
 - vi. Do not let reality constrain our ideas
 - c. What would success look like
 - i. Robust conversations that takes different perspectives into account
 - ii. Plan that actually gets implemented
 - iii. Have an actual written plan, not parsed into sub-goals
 - iv. Suggest measures other than academic progress or retention to show our success (accountability)
 - v. Items that are not directly part of our charge can be put into a “parking lot” and turned into recommendations
- 6. “Turn and Learn” [Monica] - (20 minutes)
 - a. What one thing/priority do you want to make sure makes it into the SP? Write on index card
 - i. Future Oriented
 - ii. Strengths Based (not deficit based)
 - iii. Dream Big!
 - iv. Not allowing challenges to be barriers
 - v. Group #1 responses:
 - 1. Equity in mental, health access
 - 2. Comprehensive overview of processes and how we can change things (no more, “that’s how it’s always been”)
 - 3. Plan to support members of community no matter what they have to say
 - 4. Change perception of getting through the NC State gauntlet prioritize students
 - vi. Group #2 responses:
 - 1. Shared understanding/culture; Increase belonging
 - 2. Mandatory diversity training
 - 3. Create complete education pathway (un-silo ourselves) to create more synergy/one university
 - 4. View basic needs as part of well-being; make sure all have access

5. Faculty are facilitators of a culturally inclusive environment; have diversity/inclusion part of the batter, not just the frosting. That way if budget cuts happen, they cannot be thrown to the wayside
- vii. Group #3 responses:
 1. Land grant mission; make racial makeup of NC State mirror that of the state of North Carolina at all levels
 2. Create extraordinary environment, 360 evaluations, identify what leaders are doing well and not well
 3. Holistic well-being in all aspects (i.e. active applause)
 4. Belonging, not just inclusion (not the same)
 5. SP for collective impact, anti-bias framework, cultural competency for EVERYONE, leverage concept as an advantage
 6. Childcare
7. Prep Afternoon Work/Gallery Walk. (people will number off)
 - a. All groups working on the same question per sheet, then moving to the next sheet/question and adding to it from what was contributed from the prior groups. Will work on these in 2 rounds - first idea generation, then "+/-"
8. Lunch - 11:52 a.m. (recording paused)
9. Reconvene - 12:34 p.m. (recording re-started)
10. Gallery Walk Round 1: Thoughts Capture
 - a. Members broke up into 4 groups of 3 individuals and rotated answering the following questions:
 - i. What progress from the current Strategic Plan has been made/achieved? (References: some Goal 4 [Metrics](#) from OIRP and implementation Plan [Metrics](#))
 - ii. What is the current state of diversity, inclusion and well-being at NC State?
 - iii. What do we want the FUTURE STATE to be?
 - iv. What strategies can we use to get there?
 - v. What do we NOT know? How do we find out?
11. Gallery Walk Round 2: +/-
 - a. The group went around and individually assigned a +/- for the items listed under each of the questions
12. Report outs (actual photos are attached at the end of these minutes)
 - a. Top responses to question #1
 - i. Silos (amoebas) still here
 - ii. DASA is better preparing students, but what are we preparing them for?
 - iii. 16% increase diverse faculty, but what does that mean? Who does that include?
 - iv. Wellness Strategic Plan (2020) and new Wellness Director position were created
 - v. Bias Impact Response Team
 - vi. Clear evidence from Administration for importance of mental health/well-being
 - b. Top responses to question #2

- i. Reactive not proactive/ band-aid approach
 - ii. Recruitment efforts doing well (we can do more), but retention not so much
 - iii. Wellness strategic plan is rolling out
 - iv. Need a culture of mentoring, NOT a “mentoring program”
 - v. We have no Strategic Plan for DEI at the university level
 - vi. Few/no incentives for this work
 - vii. Unwillingness to have tough/direct conversations (culture of silence)
 - viii. Lack of diversity in upper administration
- c. Top responses to question #3
- i. Inclusive processes (paperwork); dismantle biased systems
 - ii. Everyone feel a sense of belonging/welcome
 - iii. Financial security/affordable
 - iv. All members to be healthy (mental and physical health); access to resources
 - v. Everyone have a role/responsibility in diversity/inclusion (beyond allyship)
 - vi. Effective, inclusive mentoring at all levels
 - vii. Leading in innovative research, teaching, implementation related to DEI and well-being (evidence-based)
 - viii. Inclusion/well-being is part of the batter, not “the icing on the cake”
- d. Top responses to question #4
- i. Allies
 - ii. Collective Impact model/restorative community practices
 - iii. Communication plan - letting people know what is being done (not just going to sit on a shelf)
 - iv. Providing resources (*money*)
 - v. Mandate participation in diversity, inclusion, and wellness goals; include in all performance evaluations and in faculty tenure packages
 - vi. Mentoring/training
 - vii. Representation in leadership
- e. Top responses to question #5
- i. How do we resolve problems (bias incidents, etc.)
 - ii. We talk about culture we want or think we have rather than what we actually have
 - iii. All DIW efforts happening on campus
 - iv. Soliciting ideas from underrepresented groups
 - v. What creates and maintains belonging
 - vi. What is in the jump from inclusion to belonging
13. Next Steps for Task Force
- a. “Homework” or items to include on next agenda
 - i. Sheri will set up a Google document to draft an email/groups to include and share with task force members to think of the best method to reach out to underrepresented groups. Options discussed include:

1. Create another format to include ideas from underrepresented groups that reflected in the composition of the the task force membership (i.e. SHRA employees, housekeeping)
 2. Generate goals/strategies then ask for specific recommendations from other constituents/stakeholders to fill in gaps (start with a framework that builds off of today's work). Answer questions provided in the [task force's charge](#)
 3. Create a Google form or use Strategic Plan feedback submission form (make this anonymous first) to ask for this feedback. Send from task force members to their respective groups/circles?
- b. Capture language changes/unpacking (i.e. belonging)
 - c. Source documents:
 - i. Campus Climate Survey data
 - ii. Links to [Suggested Readings](#) from First Agenda
 - iii. Well-being and Healthy Minds survey data
 - iv. Strategic Plan feedback submission form responses

Adjourned at 2:45 p.m.

Gallery Walk Photos

1. What progress from the current Strategic Plan has been made/achieved?

EXPANSION OF UNDERGRAD RESEARCH +++

DASA IS BETTER PREPARING STUDENTS (IS THERE EQUALITY HERE?)
i.e. more counseling services, university college planning, advising. ++ x

+ SILOS (SILOS) STILL HERE +++ x

INCREASED RESEARCH \$\$; CLUSTER HIRES; INTERDISCIPLINARY EFFORTS ++

16% ↑ DIVERSITY FACULTY (What does this mean? Who's included?) ++
25 to 29% inc. in FEMALE TT FACULTY ++

ENHANCE LOCAL + GLOBAL ENGAGEMENT ++

OPTIONING RESEARCH TO INDUSTRY / PATENTS

* Wellness Strategic Plan created (2020) ++ + + - - - x

Bias Impact Response Team + + +

Q1:

UNC System Support (i.e. Policy / Reg) on
+++ ~~DEI~~ DEI

- Momentum at local/dept/grassroots
level for DEI
depends on department!!

++ Clear evidence - from Administration for ^{Mental Health} WB
_{from Community: eg Food Pantry / Pack Assist}

- new Director of wellness + + + +

Q2

- + Need a culture of mentoring, NOT a +++ "mentoring program"
- we ^{have} no Strategic Plan for DEI +++ at University level
- few/no incentives for this work - +++
- Unwillingness to have tough/direct conversations (culture of silence) +++
- Lack of diversity in upper administration: +++
- "tyranny of gratitude" (you should feel lucky to be here, others have it worse, people would be lining up for your spots etc) +

2. What is the current state of diversity, inclusion, and well-being at NC State?

- + - We have a long way to go!
- + - Reactive not proactive / band aid approach +++
- Good conversations/Language about importance but not implemented well +
- Bias still exists/Still in denial
- x - Need much more support
- RECRUITMENT EFFORTS DOING WELL (CAN DO MORE); BUT RETENTION NOT SO MUCH [Belts] STUDENTS, FACULTY, STAFF +++
- WE ARE TRIAGING; BUT LACK CAPACITY ON CAMPUS (ESP MENTAL HEALTH) +++
- WELLNESS STRATEGIC PLAN IS ROLLING OUT +++
- INCLUSION IS "HAPPENING"; BUT NOT BELONGING +

3
 ++ inclusion/WB is part of the batter⁺⁺
 ++ not "the icing on the cake" ++
 X measurable / accountable ++
 X Reward / incentive system for this work^X
 X fully funded ☹ ++

3. What do we want the FUTURE STATE to be?

- ++ Inclusive Processes (paperwork, etc) Dismantle biased systems.
- ++ Everyone to feel a sense of belonging
welcome + SUPPORTED
- ++ Financial Security / Affordable
- ++ All members to be healthy (mental + physical health)^X
- Access to resources to help
- ++ Everyone have a role/responsibility in diversity/inclusion^X
++ (beyond allyship)
- ++ Have all of students engaged in improving the world
(Education, inclusion (global/local), Making decent humans)
- ++ One University ++ ++
- ++ Cultural Humility
- ++ Treating individuals the way they want to be treated.
- Focused on innovation not tradition.
- ++ EFFECTIVE, INCLUSIVE MENTORING @ ALL LEVELS ++
- LEADING IN INNOVATIVE RESEARCH, TEACHING, IMPLEMENTATION ++
RELATED TO D.E.I. & WB (EVIDENCE-BASE)
- ++ Be able to tell the story of our culture of DEI/WB
life and

4. What strategies can we use to get there?

Accountability — ~~Fin~~

— ~~Stu~~

— ~~Surv~~

— ~~Abuse~~

Collect input model / restorative community practices +++
 Developing measurable goals x

Communication plan → Letting people know what is being done! Not set on a shelf
 + + +

Providing educational Resources —
 - faculty competency strategy
 - Reward/incentive (to maximize the coalition of the willing)

Mandate participation x
 - diversity, inclusion and wellness goals in all performance reviews
 - in faculty tenure package

Faculty orientation including ESI expectations

++ Celebrate Successes / Communicate Best Practices

MONEY + RESOURCES ++ ≠ +++

REPRESENTATION IN LEADERSHIP +++ ≠ ++

MENTORING TRAINING, RESOURCES + ++

BUILD / CREATE THE EVIDENCE BASE + +x

CHILD CARE ++

5. What do we NOT know? How do we find out?

- many voices are not represented here
- + ~~survey data~~ { - Campus Climate Survey Results +
- why people feel the way they do. (3)
- culture of ^{well-being} WB/DEI _{diversity, equity, inclusion}
- + (2) perceptions of our constituencies (eg. applicants for FIs
how others view NC State (eg. applicants for Student
- + We talk about culture we want or think we have rather than what we actually have.
- + (3) Focus groups

Others include:

- + (2) - prospective students particularly from underrepresented groups

+ (1) We don't know the perception of the political climate on student choice (i.e. NC State

+ (1) How do we resolve problems (bias incidents, etc.) ^{vs UNK}

~~+~~ 2
x + A
- 50
6
- URS
18
+ (4)
X WHAT
+ WHAT
yep!!!

② All D, I+W effort happening on Campus ++

- SOLICITING IDEAS FROM UNREPRESENTED GROUP ++
UNDER

- URBAN/RURAL DIVIDE + EFFECTIVENESS OF TRAINING/MSB
18 yr old / 58 yr old " " " " "

④ WHAT CREATES + MAINTAINS BELONGING ++

+ WHAT IS IN JUMP FROM INCLUSION TO BELONGING ++
Yes!! ④