



# Office of Diversity

## 2021-2022 Report

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Appalachian  
STATE UNIVERSITY®

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Dear App State Community,

The inaugural Diversity, Equity and Inclusion report has been published on the Office of Diversity website. The 2021-2022 report arrives at a critical juncture for diversity, equity and inclusion work on App State’s campus. We are working to implement recommendations from the UNC System Racial Equity Task Force, Black at App State and various working groups. App State continues to prioritize diversity, equity and inclusion efforts. And we cannot negate the fierce impact that the dual pandemics of the last few years have had on our campus community.

My office has worked this year on multiple programs, initiatives and events in support of the following priorities:

- Ensure the campus is a welcome, safe, diverse and inclusive place.
- Strengthen our recruitment, enrollment and outcome efforts for students.
- Strengthen our recruitment, retention and promotion opportunities for faculty and staff.

This report provides a summary of these efforts, recognizing that this work is continually evolving and full of complexities. This report also provides status updates on the recommendations to campus from the groups mentioned above. This document is not intended to be a finite list of statistics and achievements, but rather a broad reflection of the foundations we continue to build to create lasting change. It is a living document, and our goals will evolve over time. I'd like to give a special thanks to all of those who contributed to this report.

Building a vibrant campus culture through the lens of diversity, equity and inclusion is hard work. I'm grateful to each and every person on our campus who has taken a step toward supporting these efforts, whether it's through leading a program or by attending a workshop with a smile. Appalachian State University is committed to fostering an inclusive, safe and supportive environment for all students, faculty and staff, and every person on our campus is a valued contributor to this mission.

Best Regards,



Jamie Parsons  
Chief Diversity Officer

### About the Office of Diversity

As a member of the Chancellor’s Cabinet, the Chief Diversity Officer:

- advises the chancellor on strategic diversity matters;
- leads the university’s Diversity and Inclusion Accountability Team, the Chief Diversity Officer’s Advisory Board and the Chancellor’s Student Advisory Board;
- liaises with students, faculty and staff regarding diversity, equity and inclusion matters;
- leads training efforts; and
- serves as the lead implementer for the university’s diversity and inclusion initiatives.

At App State, we have made significant progress in our work to foster a diverse and inclusive campus environment. In 2014, Chancellor Sheri Everts charged the Chancellor’s Commission on Diversity, now known as the Chief Diversity Officer’s Advisory Board, with providing recommendations focused on the recruitment and retention of students, staff and faculty from underrepresented groups.

Since that time, our most recent enrollment in fall 2021 of 18.3% racially and ethnically diverse students indicates a 66% growth since 2014 and a 108% growth in first-year underrepresented student enrollment, also since 2014. We are proud of these advancements. We also recognize they must continue.

To do so, we continually study our campus climate to assess how we value, respect and support members of our underrepresented groups, as well as the general campus community.

The [Chief Diversity Officer’s Advisory Board](#) created a Strategic Diversity Plan that was intended to encourage and support each university unit to accomplish the university’s strategic goal of “embracing diversity of thought, belief and community.” The plan was informed by the university’s previous strategic plan, the [2017 Inclusion Infusion Study](#), the annual Inclusion Infusion Summer Diversity Institute, research and discussions by the Chief Diversity Officer’s Advisory Board, and a series of listening charrettes hosted for faculty, staff and students in spring 2021.

Feedback obtained in the listening charrettes illuminated the need to elevate to a higher level the university’s strategic initiatives related to diversity, equity and inclusion. In response, Chancellor Everts requested the goals be merged with the university’s next [strategic plan](#), rather than isolated in a stand-alone plan.

### Student Access & Success Data

As our student population grows and becomes more diverse, we need to implement procedures and processes to identify barriers, offer interventive measures and assess impact.

#### Student Recruitment

Our fall 2021 enrollment hit a landmark of 20,641 students and the data show that racially underrepresented student enrollment reached a historic high with just over 19% of the total first-year population identifying as racially underrepresented, an increase of nearly 6% since last year. Under Chancellor Everts’ leadership, we have more than doubled our first-year underrepresented enrollment, and we have also increased our total underrepresented student population by 66%.

#### Student Retention & Persistence

Institutions report retention as a measure of student success and as a way to gauge persistence to the degree. Retention is specifically the percentage of new first-year, full-time undergraduates in the fall term who enroll for the next fall term. Persistence measures the percentage of students who continue to stay enrolled to graduation. While we track student retention and persistence across all semesters, the reporting standard is fall to fall retention and persistence.

#### App State and Selected UNC Institution Retention Rates

	All in First-Year Cohort			Underrepresented Students		
	Fall 2018	Fall 2019	Fall 2020	Fall 2018	Fall 2019	Fall 2020
App State	87.8%	86.5%	86.2%	87.2%	83.5%	82.7%
UNCCH	96.4%	95.1%	96.5%	94.2%	95.2%	95.6%
NCSU	94.4%	93.5%	94.3%	94.4%	93.3%	93.8%
UNCC	82.6%	84.7%	84.6%	84.5%	85.3%	84.9%
UNCG	75.5%	80.9%	77.9%	77.0%	84.3%	79.1%
UNCW	86.2%	84.1%	83.3%	83.8%	84.0%	81.8%

#### New First-Year Cohort Graduation Rates

App State 6-Year Graduation Rates	Fall 2013 Graduated by 2018-19	Fall 2014 Graduated by 2019-20	Fall 2015 Graduated by 2020-21
Cohort Total	72.8%	72.6%	72.7%
Underrepresented	66.1%	64.7%	63.6%

*Note: The 6-year graduation rate is the standard rate reported for institutions of higher education offering 4-year degrees.*

## Faculty and Staff Data

Anecdotally, COVID-19 has impacted new employee programming, support and engagement, and an emerging segment of higher education nationwide has been impacted by “The Great Resignation” and the exodus from higher education, thus driving increased competition for talent.

We acknowledge these challenges and the impact they have on existing faculty and staff. While we are unsure of the long-term consequences, we continue work to cultivate inclusive hiring practices and consistent promotion opportunities and to build internal networks for supporting employees in professional development and community building. We will focus our attention on developing inclusive evaluation practices and tools to address equity gaps in retention and other success measures. During spring 2022, Academic Affairs held the Collaborative on Academic Careers in Higher Education (COACHE) survey, and Human Resources supported the UNC System Employee Engagement Survey. Results from these surveys will be available later this year and will be important data and guiding points for future faculty and staff support.

### Faculty and Staff Retention Rates

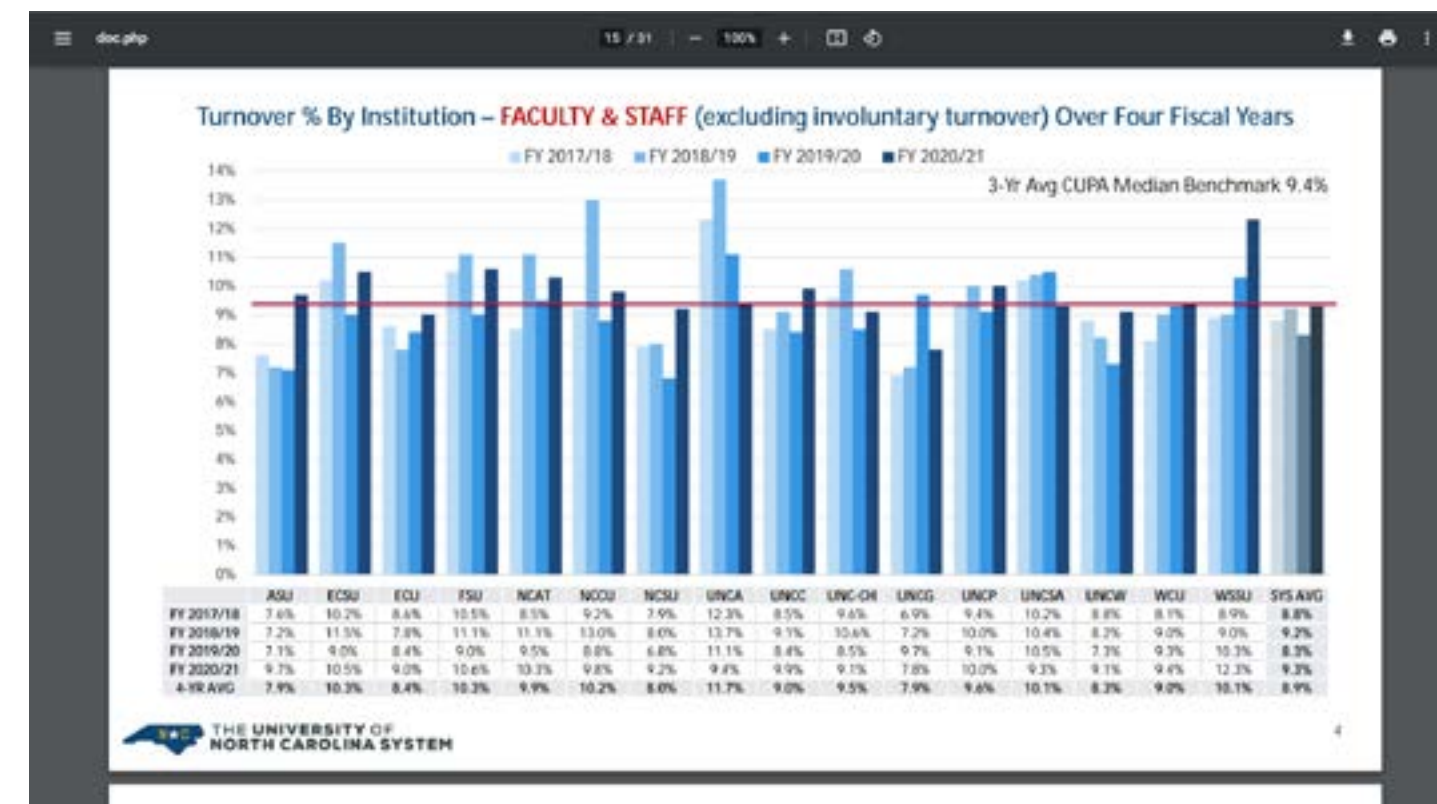
Current data show that three-year and five-year retention rates for non-white faculty<sup>1</sup> and non-white SHRA staff at App State are greater than those for white faculty and white SHRA staff, while retention rates for non-white EHRA staff are a lower rate than those of white EHRA staff.



<sup>1</sup> Non-white faculty include the following IPEDS identities: Hispanic/Latin, American Indian or Alaska Native; Asian; Black or African American; Native Hawaiian or Other Pacific Islander, Two or More Race and Foreign National.

## Faculty and Staff Turnover

Retaining our workforce is critical to the successful development of a campus community. App State has one of the lowest average voluntary turnover rates in the UNC System.





## University Programming, Policies and Initiatives

Multiple programming and policy initiatives were supported by the Office of Diversity in 2021-2022 to ensure our campus is a welcoming, safe, diverse and inclusive place for all members of our campus community. While we have made notable strides in this area, we need to continue to develop more professional development opportunities for faculty, staff and students to address the complexities of creating an inclusive atmosphere balanced with free speech. We also need to foster more partnerships across campus and in the community to build stronger participation at diversity, equity and inclusion events on campus.

### Chosen Name Initiative

App State students, faculty and staff can elect to use a chosen first name that is different from their legal first name for certain purposes, regardless of whether or not they have legally changed their name. In summer 2021, a working group devised an action plan to introduce a more widespread use of chosen names across web platforms, diplomas and AppCards. These changes were implemented in fall 2021.

Students' chosen first name(s) are used for:

- Advisor self service (Advisee Photos, Advisee listing)
- AppCard (Student ID)
- AsULearn — course management system
- Clockworks
- Counseling center check-in
- DegreeWorks
- Diploma (optional)
- Email (Google)
- Engage — clubs and organizations system
- Events and performances
- Faculty self service (class photos, rosters, final grade worksheets, etc.)
- Financial aid check-in
- MedicaT — Student Health Service system
- Online campus directory
- StarRez — housing management system
- Student self service — display confirmation page
- Student self service — name display

A subset of this same group also identified a viable action plan for faculty and staff chosen name usage, which was implemented in spring 2022.

Faculty/staff chosen first name(s) are used for:

- AppCard
- AsULearn
- Course Schedule
- Email (Google)
- Employee Dashboards (non-tax related)
- Online Campus Directory
- People Admin
- TimeClock

### Appalachian Advocates

The Appalachian Advocates initiative is a program created to equip, expand and make visible the network of support available to members of underrepresented communities within our App State Community and the greater Boone community. Membership is open to all faculty and staff to advocate for and support underrepresented students. Appalachian Advocates began as an initiative of the Walker College of Business in 2020 and expanded to a campuswide initiative in 2022. Appalachian Advocates will have the opportunity to participate in a tailored set of professional development opportunities in the future.

### Land Acknowledgement Statement and Action Goals

In 2021, Chancellor Everts charged the Land Acknowledgement Working Group, led by then-Interim Chief Diversity Officer Jamie Parson, with developing a statement that acknowledges the Indigenous peoples who are the original inhabitants of the lands on which our campus is located. The group was also charged with recommending ways in which the university can commit to the success of Indigenous students, faculty and staff.

App State's adopted land acknowledgement statement reads as follows:

*Appalachian State University acknowledges the Indigenous peoples who are the original inhabitants of the lands on which our campus is located. The Cherokee, Catawba and other Indigenous peoples left their mark as hunters, healers, traders, travelers, farmers and villagers long before the university was established. Today, descendants of these communities, which include citizens of the eight tribal nations in North Carolina as well as others, live and work in this region — an area with settler-colonial policies, including those that attempt to disenfranchise, remove and eradicate Indigenous people and their way of life.*

*This acknowledgment is aligned with our university's core value of creating a diverse, equitable and inclusive community. We embrace our institutional responsibility to recognize the people, culture and history that compose our App State Community. We acknowledge and honor the diverse Indigenous peoples connected to this land and share in their stewardship of these mountains and waters. We fully recognize, support and advocate for the sovereign rights of all of North Carolina's eight tribal nations, which include the Coharie, the Eastern Band of Cherokee Indians, the Haliwa-Saponi, the Lumbee Tribe of North Carolina, the Meherrin, the Sappony, the Occaneechi Band of the Saponi Nation and the Waccamaw Siouan. We understand the historical connection our university has with these Indigenous communities and commit to creating spaces for collaboration and strengthening support structures to build a more equitable future together.*

The working group has also proposed a new learning community, called Indigenous Appalachian. An AsULearn site has been established to organize resources and information that were gathered by the work group and to connect community members with Indigenous scholarship and contributions on campus and beyond.

The Acknowledgement to Action Goals developed by the working group include the following:

- Charge a land acknowledgement working and history group to consider the Indigenous peoples connected to the university's Hickory and Morganton locations.
- Recruit, retain and promote Indigenous faculty and staff.
- Offer focused professional development opportunities for faculty and staff.
- Increase recruitment and retention rates of Indigenous students at App State.
- Elevate existing and develop new Indigenous-serving programs such as the Native American Student Association (NASA) and Cherokee Partnership (Gadugi).
- Support NASA students to attend the Native American Youth Organization Conference.
- Create a centralized space such as a student lounge tailored to Indigenous communities.
- Build partnerships with local Indigenous organizations.
- Present programming in the performing and visual arts to educate campus on Indigenous cultural contributions.

### Hate Crime/Hate Incident Reporting

In fall 2021, the Office of Diversity partnered with App State Police and the Free Speech Responsible Officer, Jeff Cathey, to educate on a protocol to support campus leaders in responding to alleged incidents of hate crimes (including the posting of hate speech through graffiti, flyers, stickers, banners, etc.). This protocol was shared with the Provost Council, Council of Chairs and several other organizations across campus. The purpose of this protocol is to help empower campus leaders to map out the correct channel of communication and resources in the event a hate crime is suspected.

**Step 1:** The Dean or department chair/division head should alert App State Police (ext. 8000).

Note that any faculty member, staff member or student may also alert App State Police, but to ensure quick response in enacting the established response protocol, they should also report the incident to their department chair or division head.

**Step 2:** App State Police will notify the Chief Diversity Officer.

**Step 3:** The Chief Diversity Officer will reach out to additional campus partners as needed in order to offer prompt and lasting support to those members of the university community who are likely to be negatively impacted.

Hate crimes are documented as part of the Clery Act. To learn more about this process and review the latest data, please reference the [Annual Campus Security & Fire Safety Report](#).

### Scholarship Programs

The Fleming Scholars and the Diversity Scholars are two university-supported scholarship programs geared toward high-achieving students from underrepresented backgrounds who demonstrate academic excellence, leadership potential and a desire to have a positive impact on the App State Community. These scholarships provide coverage of full in-state tuition and fees for up to 8 semesters as well as supplemental and complementary support programming. The students in both of these programs have consistently maintained an average GPA over a 3.0.

Since 2014, Chancellor's Scholarship cohorts have been some of the most diverse in the 37-year history of the scholarship. The incoming cohorts from 2009 through 2016 included 6.6% students from underrepresented racial identities, while the incoming cohorts from 2017 through 2021 included 38% students from underrepresented racial identities. The Honors College at App State was recognized as a national leader in the growing movement to provide an inclusive Honors education. Specifically, our Honors College's holistic admissions strategies were hailed as exemplary.<sup>2</sup>

### Inclusive Hiring Practices

Adding diversity to the faculty and staff populations is key to App State's strategic priority of fostering a diverse, equitable and inclusive university community. Faculty and staff with diverse and unrepresented identities help foster diversity of thought that is instrumental to creating a vibrant education experience for our students. Employee search committees have access to training on increasing and monitoring applicant pools, best practices for conducting searches, training on implicit bias, and resources like the Diversity Hiring Toolkit, which has information about how to consider diversity and inclusion in each stage of the search process. While the presentation centers around race, we acknowledge that diversifying faculty and staff in departments may incorporate conversations around other identities.

This training is a collaboration between Academic Affairs, Human Resources and the Office of Diversity. In the 2021-2022 academic year more than 250 faculty members participated in 15 training sessions offered throughout the year. This initiative has led to more than 30% of our faculty hires for Fall 2020 and 24% of faculty hires for Fall 2021 coming from traditionally underrepresented racial identities. While we define diversity more broadly than race, these data points help guide the work in diversifying our workforce. Since the search training is a newer experience for staff searches, we are still in the early stages of collecting hiring data.

<sup>2</sup> (See the National Collegiate Honors Council's position paper titled "Honors Enrollment Management: Toward a Theory and Practice of Inclusion," Fall 2020)

### Affinity Groups

Affinity groups provide networking opportunities for faculty and staff, and their benefits include attracting, recruiting and retaining employees; promoting diversity, cultural awareness and an inclusive work environment; and increasing employee job satisfaction, morale and productivity.<sup>3</sup> At App State, affinity groups are key to our community. Faculty and staff from underrepresented populations utilize these groups to network and foster relationships with other colleagues with shared identities. They also create an environment in which members can share experiences, voice concerns and network with confidence. The Black Faculty and Staff Association has served our campus community for decades, and in recent years we have welcomed more groups, including:

- App Unidos, established in fall 2017;
- Queer and Trans Staff and Faculty, established in summer 2021;
- The Asian and Pacific Islander Caucus, established in summer 2021 via the UNC System; and
- EmpowHER: A Faculty Women of Color Learning Community, established in spring 2022.

In fall 2021, we created an Affinity Group Council to create additional space and support for those leading these groups. Members of Affinity Groups have the opportunity to interact with the chancellor, various members of the Chancellor's Cabinet and other campus leaders in various networking events throughout the academic year. The Office of Diversity will continue the efforts to elevate and expand this critical campus community network in the upcoming years. Below are reports from a few of these groups.

**App Unidos Hispanic Faculty and Staff Association:** One of our points of pride is resilience during the COVID-19 pandemic. App Unidos has been a very active affinity group facilitating networking and communication among Latinx faculty and staff. The group was still active during the pandemic through a book club and Netflix watch parties. The following books were part of the book club: "Children of the Land" by Marcelo Hernandez Castillo; "Mi Mundo Adorado" by Sonia Sotomayor; and "With the Fire on High" by Elizabeth Acevedo. App Unidos welcomed Dr. Edelmira Segovia, Director of the "Centro Hispano" at UNC Wilmington in September. Members of App Unidos remained active in supporting the Hispanic community through scholarship and service such as the Immigrant Mountaineers Movement, mentoring a group of Queer Latinx students, and various awards and publications.

**Asian Pacific Islander Caucus** is a UNC System-wide group representing Asian and Pacific Islander faculty and staff. Our work centered on four purposes: 1) Education, 2) Awareness, 3) Advocacy, and 4) Support. The App State APIC chapter was created in 2021 with 18 initial members. In 2022, App State APIC has co-sponsored two events: A on-campus public talk by the author and scholar T Kira Māhealani Madden and the Holi Festival celebration at our university. We also plan to support diversity-themed projects/activities by App State API faculty, staff and students. As a new group, our main challenge is to get more people to know and get involved in our organization.

**Queer and Trans Staff and Faculty (QTSF)**'s greatest point of pride is the community that we are building to meet the needs of our community who are at risk for experiencing marginalization based on gender identity and sexual orientation. Our affinity group members have been looking for a community like this, and we are proud that in our first year, we have been able to provide a safe and inclusive community.

QTSF contributes to the Diversity, Equity and Inclusion portion of the Bridge Strategic Plan. QTSF's goals are to create a welcoming and inclusive organization for queer and trans staff and faculty. We have created a listserv, which now includes 58 participants. QTSF has hosted regular leadership and general body meetings throughout the year, hosted a welcome picnic and three networking community events, and attended campus affinity events. We are currently working to collaborate with the Henderson Springs Center. Our staff liaison is currently working alongside HR to provide resources about QTSF at staff orientation to make sure that new, incoming staff feel supported as they begin work at App State. We also hope to have our faculty liaison welcome new faculty.

<sup>3</sup> Welbourne, T.M.; Rolf, S.; and Schlachter, S. (2017), "The case for employee resource groups: A review and social identity theory-based research agenda," *Personnel Review*, Vol. 46 No. 8, pp. 1816-1834. <https://doi.org/10.1108/PR-01-2016-0004>

Safety concerns continue to be an issue we discuss, both with regard to the ongoing COVID-19 pandemic and for those who do not feel safe to be public about their sexual orientation and/or gender identity. We are continuing to build our membership base and are looking forward to increasing opportunities for members to connect and find support.

#### Chancellor's Inclusive Excellence Awards

Established by Chancellor Everts in 2020, the Chancellor's Inclusive Excellence Award Banquet takes place annually during the spring semester. Currently, the banquet includes a luncheon celebrating diversity, equity and inclusion on campus and recognizing six award recipients from the campus and local community. The 2022 luncheon featured the [inspirational words of Monique Johnson](#), co-founder of Made to Soar LLC. This year's awardees included: Dr. Jamie Levine, Inclusive Excellence for Faculty; Yolanda Adams, Inclusive Excellence in the Community; Chandler Smith, Inclusive Excellence for Undergraduate Students; Eris Jenkins, Inclusive Excellence for Graduate Students; Lamont Sellers, Inclusive Excellence for Staff; and University Housing, Inclusive Excellence for a Department.

#### 37th Annual Martin Luther King Jr. Celebration

For more than 30 years, App State has honored the life and legacy of Dr. Martin Luther King Jr. by hosting a lecture in partnership with the Office of Diversity and Intercultural Student Affairs. This year's keynote [featured Bakari Sellers](#), who in 2006 became the youngest member of the South Carolina state legislature and the youngest African American elected official in the nation.

#### Holding Spaces Forums

In the 2021-2022 academic year the Office of Diversity supported three sets of holding spaces forums for conversation around national or international issues that impact underrepresented populations. The goal of these forums is to create a safe space for challenging, supportive discussions and to provide resources to those in the community who need them.

The first forum series was in response to the U.S. withdrawal from Afghanistan in August 2021. This international issue touched various populations across App State, including our veteran, Muslim, international and refugee communities with ties to Afghanistan. We held several forums, created a resource guide and offered individual 1:1 support when needed.

The second forum series was in response to the Kyle Rittenhouse trials and other social justice-related trials in the death of Ahmaud Arbery. These forums are particularly complex as we navigate the polarity of these types of criminal accusations, free inquiry and the desire to uplift diverse viewpoints.

The third forum series we held or supported this year was in response to the international crisis in Eastern Europe involving the invasion of Ukraine. The first forum, sponsored by the History Department, was an educational panel discussion around the history leading up to this invasion, and the second forum was a support forum for our military-affiliated faculty, staff and students, sponsored by our Military Affairs Committee and Student Veteran Resource Center.

#### Film Screening: 'The American Diplomat'

In spring 2022, the Office of Diversity, with support from the Office of the Chancellor, hosted a film screening of "The American Diplomat." The film featured one of App State's faculty members in the Department of History, Dr. Michael Krenn. This documentary focused on the lives and legacies of three African American Ambassadors — Edward Dudley, Terence Todman and Carl Rowan, who led during the Cold War Era. The film screening included a 30-minute Q&A with Dr. Krenn and the film's director, Leola Calzolari-Stewart.

## Updates from Campus Partners

This section of the report is dedicated to updates from campus partners across the university. In 2008, Damon Williams wrote, "Institutions need a decentralized approach to diversity planning that complements central diversity plans and requires each school, college, and/or division to own the diversity planning and implementation process within a locally implemented and centrally orchestrated framework."<sup>4</sup> We strive to achieve a sustainable, decentralized approach to diversity and inclusion work across campus. For this year's report, we asked each college and major DEI-related program to highlight their successes for the year and articulate their challenges for the future.

#### Student Affairs

The Division of Student Affairs provides a safe, supportive environment that values the identities, beliefs and abilities of all people. In support of building a community that infuses diversity and inclusion in all aspects of our division, we nurture student and staff growth and promote critical thinking through educational opportunities, engaging experiences and in dynamic dialogue that reflects our societal climate. Here in our division, we celebrate the following programs, events and discussions that advance diversity, equity and inclusion at App State:

- Our Diversity and Inclusive Excellence Committee sent out a call for any staff in the division to submit grant proposals (program/project/resource, etc.) that supported the diversity and/or inclusion efforts in the campus community and/or in student experience. We awarded four grants each semester totaling \$16,550 and \$2,000, respectively. Grants awarded:
  - University Recreation purchased adaptive fitness equipment to make exercise more accessible to all.
  - Counseling and Psychological Services hosted a Ride the Wave workshop series consisting of interactive psychoeducational and experiential workshops to help empower students of marginalized identities at App State and provide with them with therapeutic tools and resources to cope with their stress — helping them "ride the wave" during these turbulent times.
  - Wellness and Prevention Services held a one-day summit titled "Exploring Disordered Eating and Body Image Acceptance among Students with Marginalized Identities and Males" that featured renowned behavioral health specialists Dr. Charlynn Small and Mazella Fuller to raise awareness about disordered eating and stigmas around seeking help and limited access to care.
  - University Recreation's Goalball Sport's League implementation: one of the most popular paralympic sports designed for athletes who are blind.
  - Collaboration of the Office of Community-Engaged Leadership, Intercultural Student Affairs and Department of Human Development and Psychological Counseling to offer the Intercultural Development Inventory (IDI) for Leadership Studies Students HPC 3544: Group and Organizational Leadership. Students engaged in debriefing, analysis and application of their results.
  - Electronic Student Services' Lunch and Learn, in which students had monthly meetings/workshops focused on diversity in technology.
  - Community-Engaged Leadership's Inclusive Literature Book Club selected and discussed books each month that featured a main character of a marginalized identity, a diverse cast of characters or were written by an author of a marginalized identity. It was the focus of discussions to tackle themes of prejudice, inclusion and equity in meetings.
  - Intercultural Student Affairs' Inclusion and Identity of Students: These were intentional programming opportunities to increase respect and inclusion on campus. Students engaged in virtual and in-person programming opportunities to learn from and about each other.
- University Housing and Intercultural Student Affairs created the Black Male Excellence Initiative Learning Community to assist with the recruitment, retention and graduation of Black males who attend App State. Creating a sense of belonging in a residence hall setting, students focused on life skills in a holistic manner and provided members with a framework that will prepare Black males for life during and after college.

<sup>4</sup> Williams, Damon. "Beyond the Diversity Crisis Model: Decentralized Diversity Planning and Implementation." *Planning for Higher Education* Volume 36, No 2 January-March 2008 Pg. 27-41. [https://drdamonawilliams.com/wp-content/uploads/DAW\\_Dentralized\\_Diversity\\_Implementation.pdf](https://drdamonawilliams.com/wp-content/uploads/DAW_Dentralized_Diversity_Implementation.pdf)



## Academic Affairs

### Enrollment Management

Throughout the 2021-2022 academic year, Enrollment Management introduced multiple diversity, equity and inclusion initiatives, including:

#### Admissions

- The hiring of an assistant director of Hispanic/Latinx recruitment.
- Redesigning the assistant director of admissions for special populations position to focus on rural and first-generation populations.
- The expansion of the AsULead program from 25 students to 50 students for rising high school seniors to develop their leadership and college readiness skills.
- The creation of an assistant director for Black/African American student recruitment.
- The creation of “Cafe en la Montana,” a program catered to Spanish-speaking students and families.
- Increased offerings of Spanish-speaking tours.
- Hosted Black Student Preview Day, Dia Appalachanes and First on the Mountain programs for Black, Hispanic/Latinx and first-generation students.

#### Financial Aid and University Scholarships

- Modified the award process of academic excellence scholarships to more fairly evaluate all students. This increased the diversity of underrepresented, rural and low-income students awarded scholarships.
- Increased the number of Spanish-language print materials.
- Developed a method for indicating which counselors can more readily assist individuals who prefer to talk in Spanish.
- Hosted events where Spanish-speaking staff are available for students/parents.

#### Registrar’s Office

- Worked with the Office of Diversity and Information Technology Services to implement the Chosen Name Initiative with modifications to class rosters, class photos, final grades worksheets and multiple advising pages. In addition, the Registrar’s Office developed an electronic form to collect chosen names for diploma and commencement purposes. DegreeWorks now displays students’ chosen names, in addition to their legal names.

#### CAE Inclusive Excellence (IE) Team

Major accomplishments of the IE Team are grouped into three major areas:

- Strengthened Integration Across Campus — This included curriculum development for a Human Resources Staff Training Module and collaboration with the Office of Disability Resources to merge disability, accessibility and Inclusive Excellence efforts. We worked across areas in Academic Affairs to integrate IE language into University Academic Assessment Council grants, the Teaching Quality Framework and the Academic Affairs Curriculum Rubric. Additionally, there was significant collaboration with the Student Learning Center and the Black Male Excellence Initiative.
- Expanded Organizational Development — This work included collaboration with Deans to identify IE goals to create alignment with IE Liaisons’ efforts, intensive departmental consultation work with three departments/programs, oversight and direction for working groups on faculty and staff of color recommendations and LGBTQ+ faculty and staff recommendations as well as leadership and oversight of a working group to expand the IE Chancellor’s Awards. Additionally, a subset of the IE Team worked with others to craft a QEP proposal on data-driven student success initiatives and was selected as a finalist.
- Expanded Professional Development and Inclusive Excellence Resources — This dimension includes the expansion of the Columbia edX Inclusive Teaching Massive Open Online Course (MOOC) engagement; incentivization and engagement of approximately 40 full-time, non-tenure track faculty participation in the MOOC development of MOOC Reflection to Action groups; workshops added on disability Black Male Excellence; addition of five additional video webinars and three book groups; and major revisions to the IE website.

We are most excited about the momentum that is building on campus for the work, the development of the strategic plan that will allow us to align our work with campus and unit goals, and a new vice provost who is engaged and ready to vision with us.

## Colleges

### Beaver College of Health Sciences

Some accomplishments for the 2021-2022 year include the following:

- Developed and implemented student climate surveys and distributed results to the college with the intention of utilizing the results to influence our inclusive excellence goals.
- Encouraged faculty to support student self-introductions in classes.
- Provided IE electronic resources and teaching tips related to diversity and inclusivity to enable faculty and staff to provide a more welcoming environment for students.
- Added strategic goals focused on addressing barriers and providing support to underrepresented students in the college’s Health Professions Advising and Office of Advising and Academic Support.
- Added criteria related to diversity and inclusion to the college’s student awards.
- Held a series of three workshops on Holistic Review and Admissions, leading to specific holistic review initiatives being implemented in departments.
- Inclusive Excellence liaisons provided regular reading, film and podcast recommendations, followed by group discussions.
- Provided weekly professional development resources.
- Faculty Senate members successfully advocated with Faculty Senate to include non-tenure track faculty in voting on department chair reappointments and sitting on department chair search committees.
- Hosted a four-part training for 30 faculty and staff on “difficult conversations” and followed up with additional meetings to practice these skills.
- Organized and provided a workshop related to being a trauma-informed professional.
- Encouraged departments to add a self-reflection component related to inclusive excellence on their annual performance reviews.
- Added an Inclusive Excellence Champion Award to the college’s faculty and staff awards.
- Formalized the college and departmental processes and policies related to promotion and evaluation of clinical and non-tenure track faculty.
- Established college policies and procedures related to conducting equitable and inclusive searches, including requiring candidates to provide diversity statements, adding questions related to diversity throughout the interview process, and designing a rubric to evaluate the candidate’s commitment to diversity and inclusivity.
- Continuing to develop clinical programs to support underserved populations and address unmet needs in the region.
- BCHS interprofessional clinic staff reviewed and modified all of their consent and intake forms to be inclusive by updating specific form items and providing readable forms in Spanish and English.
- Reviewed physical spaces for accessibility and made several modifications.
- Provided increased clinical learning opportunities for students working with diverse populations.
- Increased scholarship dollars that emphasize diverse/underrepresented students by adding several new scholarships that support these populations.
- Incorporated diverse artwork and artists into Levine Hall and Holmes Convocation Center.
- Increased diversity in the College Advisory Board.



### College of Arts & Sciences

The College of Arts and Sciences sends a weekly Inclusive Excellence email message to over 600 faculty and staff in the college, as well as other campus stakeholders. Initiated in January 2019, the college has sent more than 100 messages on topics ranging from inclusive teaching tips, upcoming events, professional development opportunities, and noteworthy efforts and achievements by members of the college community related to diversity, inclusion and equity. Notable messages from 2021-2022 include tips for avoiding gender bias when writing reference letters, encouraging registration for a Faculty Diversity Recruitment Training session, spotlighting the Black Male Excellence Initiative and GWS Spring Lecture Series and encouraging the submission of Staff Shout Outs.

The college recognized [Dr. Carol Babyak](#), associate professor and research mentor in the Department of Chemistry and Fermentation Sciences, as the second recipient of the annual CAS Inclusion Award. Dr. Babyak served as her department's Inclusive Excellence liaison for two years, helped draft its diversity statement, developed a student climate survey and implemented a Voice to Action effort. She has been instrumental to SOAR (STEM Opportunities are Realized) — a program that aims to assist students who would benefit from extra support in math and chemistry as they transition into the rigor of college studies. Additionally, she has implemented flipped classroom methods and inclusive classroom techniques learned in professional development trainings in her own courses and is now a member of the university's IE team.

The college also supports a variety of collaborative initiatives, including:

- **ASPIRE**: a three-year effort to increase the diversity of App State's STEM faculty through the institutionalization of inclusive recruitment, hiring and retention practices, and ensure all STEM faculty engage in inclusive teaching, advising and research mentoring.
- **SOAR**: this program aims to give every student an equal opportunity for success in STEM.
- **S-STEM**: the purpose of this program is to attract financially needy and academically talented students to major in chemistry, computer science, geology, applied mathematics and physics and to help them succeed in these majors.
- **ADVANCE APPALACHIAN**: a program designed to promote gender equity in STEM fields at App State, with an emphasis on women from underrepresented populations.
- **AppELS Institute**: the campus resource for English language-focused academic support. The institute provides exceptional academic English language preparation for study at App State and beyond through the integration of intensive language courses, cultural engagement and experiential learning.

### Hayes School of Music

The Hayes School of Music (HSOM) DEI Committee, established in May 2021, currently consists of 13 members who represent each of the areas in HSOM. Some of our highlighted accomplishments include: the creation of a food pantry in the Broyhill Music Center; increasing scholarship opportunities for underrepresented students; adding a reflection statement to all faculty annual reviews; collaborating with other committees on policies; holding a concert series for both Black History Month and Hispanic Heritage Month; and numerous faculty engaging in professional development related to inclusive teaching practices and DEI work.

Our current projects include: rewriting the college's Student Handbook to be more inclusive; utilizing a DEI/IE lens to create an HSOM-specific policies and procedures manual; and analyzing the music played in recitals and concerts that is written by underrepresented composers. We are continuing to communicate and discuss inclusive teaching practices among faculty. This will always be an ongoing project.

With our new college-level DEI team in place, we are working on consistent, systematic ways to plug them into college-level committees as well as ways to ensure our entire faculty are aware of the work they are doing and the accomplishments they have achieved and will achieve.

### Honors College

App State's Honors College continues to be recognized and consulted as a national leader in doing Honors admissions inclusively. We were recognized in a revolutionary position paper released by the National Collegiate Honors Council in fall 2020, titled "Honors Enrollment Management: Toward a Theory and Practice of Inclusion."<sup>5</sup>

This position paper names eight key actions that honors programs and colleges can take to engage in inclusive excellence work, each of which is practiced by the Honors College:

1. Frame the Honors College in inclusive ways so that all students can see themselves there.
2. Market and advertise Honors College opportunities to all potential students, not just a select few.
3. Create an open application process for all students.
4. Develop holistic admissions practices that get beyond test scores, class rank and GPA.
5. Develop seamless transfer-in options.
6. Foster relationships with campus and community partners.
7. Eliminate barriers to entrance into the Honors College (fees, minimum entrance requirements).
8. Eliminate barriers to continued participation in Honors College programs.

Admissions and recruitment gains in diversity, equity and inclusion:

- From 2006-2016, entering cohorts in the Honors College at App State averaged 8.36% traditionally underrepresented students. Starting in fall 2017, our entering cohorts have averaged 21.1% traditionally underrepresented students.
- From 2009-2016, 6.6% of entering Chancellor's Scholars identified as underrepresented. Starting in fall 2017, our entering Chancellor's Scholar cohorts have averaged 38% traditionally underrepresented students.
- Admissions emphasizes qualitative measures and assessments: essays, letters of recommendation, evidence of creativity, intellectual and academic achievement and potential, grit and resilience, and energy and commitment.

### Reich College of Education

The Reich College of Education is committed to holistic support and engagement of students, faculty and staff by connecting and intersecting the DEI work with all that we do through our Inclusive Excellence goals. Developed with our college's Inclusive Excellence (IE) Fellow and the college's IE team, these goals are:

- Access and Equity - Student Support
- Access and Equity - Faculty and Staff Support
- Multicultural, Inclusive College/Department Environment
- Learning, Diversity and Teaching
- Diversity Research and Scholarship
- Inclusive Excellence in Hiring/Searches

Examples of opportunities for collegewide conversations and reflections have included:

- The Black Lives Matter at Schools Week;
- Thompson Sisters Ethics Lecture; and
- Hosting professional development with a focus on equity with our Public School Partnership schools.

Additional examples of points of pride and continued work in the college:

- Through the strong work of Dr. Julie Hasson, our school administration program has been selected to partner with Winston-Salem/Forsyth County Schools for the Equity-Centered Pipeline Initiative through the Wallace Foundation.

<sup>5</sup> See page 8 of [https://nchc.informz.net/nchc/data/images/nchc\\_enrollmentmanagement9.20.pdf](https://nchc.informz.net/nchc/data/images/nchc_enrollmentmanagement9.20.pdf).

- Provided release time for one of our faculty to serve as the Scholars with Diverse Abilities (SDAP) Director. Dr. Susan Hedges has increased opportunities for App State students to engage with the scholars, and the scholars have had opportunities to collaborate with the Anderson Reading Clinic and the Academy at Middle Fork.
- Continue to provide support for Parent to Parent. This program's impact extends across seven counties, and it provides internship opportunities for many App State students.
- Creation of a new program to provide University Dining Cards to students who may have food insecurities. This was done in conjunction with the RCOE Advancement Board — “Do the Reich Thing, Feed Yosef!”
- Developing alternative pathways to teaching through our Residency Licensure Programs.
- Appointed a Faculty Fellow to lead in working with RCOE's IE Team (made up of IE liaisons and staff). This fellowship was envisioned to build capacity related to IE work and engagement with RCOE's internal/external stakeholders. The fellowship is being revised and a call will go out once it is ready for circulation.

#### University College/General Education Revision Task Force (aka GERT Force)

During the 2020-2021 academic year, a General Education Listening Task Force appointed by Provost Heather Hultburt Norris hosted campuswide listening sessions as well as anonymous written surveys on a range of topics related to General Education at the program level, including targeted topics, chosen based on assessment data and input provided to the General Education office and Academic Affairs over the past several years, as well as open sessions. One of the targeted sessions focused on social justice, diversity and inclusive excellence (Nov. 19, 2020). Based on this campus feedback, in its final report submitted to Provost Norris in summer 2021, the task force recommended that a committee be formed at the start of the 2021-2022 academic year with a charge to compose a proposal for a revised General Education curriculum. The task force also recommended that this revision incorporate specific and urgent topics, including a requirement for social justice, diversity and inclusive excellence. Furthermore, the task force recommended that the revision committee include individuals with expertise in this area to ensure this topic would be approached thoughtfully and would also take advantage of the expertise that exists on campus.

At the start of the 2021-2022 academic year, a General Education Revision Task Force was formed, again chaired by the Director of the General Education Program. The task force includes representation of faculty whose areas of study include social justice, diversity and inclusive excellence, including Jamie Parson, Chief Diversity Officer. During the course of the academic year, the task force has been hard at work developing a proposal for a revised General Education Program whose goals and student learning outcomes will more intentionally align with areas relating to social justice, diversity and inclusive excellence. In addition, it is expected that the revised program will include a formal requirement for a class that addresses intercultural literacy that will incorporate aspects of social justice, diversity and inclusive excellence in the revised program. The task force is currently working toward having this revision ready for AP&P in fall 2022.

#### Office of International Education and Development (OIED)

OIED continues to weave support for diversity, equity and inclusion into our day-to-day functions. We revised our hiring practices for student workers, graduate assistants and professional staff, including evaluating position descriptions to remove unnecessary barriers (for example, requiring “intercultural experience” instead of “experience working, studying or living abroad”). We have enabled Zoom closed captioning for accessibility in events ranging from the university's annual Global Symposium, to international student orientation and advising sessions. As an office, we dedicate one staff meeting per month to review an article related to our work in international education and discuss what changes we can implement to promote DEI. One challenge that we face is that our professional staff does not reflect the identities of the students we are trying to recruit for our programs. Additionally, funding for study abroad and international student scholarships remains an ongoing challenge in our efforts to make transformational global experiences accessible to everyone; securing additional funding continues to be a high priority in our work going forward. We also want to think more creatively about leveraging the strengths of students with diverse abilities to broaden the type of international experiences we facilitate. Within OIED, both Education Abroad and International Student and Scholar Services and Outreach have made strides within their respective units to promote DEI.

The Education Abroad team has made several advances in line with best practices for advancing diversity, equity and inclusion. In an effort to increase the number of applications for study abroad scholarships, we removed the requirement to submit a letter of recommendation. As a result, we saw a 149% increase in the number of study abroad scholarship applications. Additionally, we expanded our mandatory pre-departure orientation to include identity workshops for travelers of color, LGBTQ+ students and women. We will refashion and debut our Travelers of Color workshop at our Education Abroad Fair in fall 2022. We will continue to revamp our website's identity pages to be up to date and include a broader array of diversities. We are creating new programming to better suit a diverse and underrepresented selection of students, including collaborations with TRIO Student Support Services and the Diversity Scholars Program.

Over the past year, International Student and Scholar Services and Outreach (ISSSO) has focused our efforts on making information more easily accessible to support the diverse populations we serve. We created a U.S. Immigration Updates table that is updated weekly to provide access to critical updates for international students and scholars, as well as DACA students. Visit this page to access the table: <https://international.appstate.edu/international-students/us-immigration-updates>. We also revised the content of international student orientation sessions to prepare students to examine their personal identity and culture and consider how it may shape their interactions with others here in the U.S. We also share a list of study abroad participants each term with the Office of Disability Resources (ODR) so that they can review and reach out to students if the participants are also registered with ODR. In this way, we leverage the support services on campus to ensure that our participants have the support they need should they have a registered disability. Going forward, ISSSO is working to develop pre-arrival orientation content to better prepare international students for the cultural differences that exist in the U.S., with regard to race, gender and sexual orientation. We also aim to revise our website to reflect authentic images of international students at App State.

#### Student Learning Center

During 2021-2022 the Student Learning Center (SLC) has collaborated heavily with the implementation of the Black Male Excellence Initiative (BMEI). Efforts from SLC to support BMEI have focused primarily on academic support services (tutoring, peer academic coaching) but have also included the acquisition and analysis of data and the development of a “huddle” tool used to determine the availability of all BMEI participants for group meetings. Additionally, SLC worked extensively with the University College Development Officer to help secure a \$25,000 gift for BMEI. Also, SLC has proactively engaged in intentional and purposeful hiring practices with an aim of creating a more diverse staff of tutors, peer academic coaches and front desk assistants. In a much more subtle, yet intentional effort to further advance the DEI work of the Student Learning Center, we added the National College Learning Center Association's (NCLCA) Inclusivity Statement to our campus website. One of the major DEI initiatives for SLC that has been successful is the expansion of our midterm grade reporting process. We solicited midterm grade reports from 8,504 course registrations for 1,939 students, encompassing some of the most at-risk populations on our campus, including BMEI, Student Veterans, Office of Student Success (Academic Probation), Academic Services for Student Athletes, ACCESS Scholarship Program, TRIO SSS (first-generation/low-income), As-U-R (neurodiverse learners) and Fleming Scholars. We successfully achieved our second semester with a response rate of greater than 70%, receiving 6,099 responses on 1,904 students.

When thinking toward the 2022-2023 academic year, continued challenges will be the diversification of SLC professional and student staff, as well as finding ways to sustain and elevate BMEI. SLC has strong and successful collaborations with ACCESS, TRIO SSS, ASA and As-U-R, but we need to further develop our connections and be much more intentional with BMEI collaborations. In addition, we need to make our services more accessible to the entire campus. A major issue is capacity. We have limited space and limited staffing. As the institution's enrollment has grown, our support services and support personnel have not grown proportionally. Challenges to further our DEI work will continue to center around our ability to expand staffing (specifically full-time positions) that accurately represents the students we serve. SLC continues to be excited about our place and advocacy in the DEI work being done on campus. Fostering an inclusive campus where all learners have the opportunity to reach their full academic potential is fundamental to the mission of the Student Learning Center.



### **Military Affairs Committee**

The Military Affairs Committee (MAC) is proud of the work that the committee and individual members do each year to support military-affiliated students, staff and faculty. In the 2021-2022 academic year we have continued the work of ensuring that this special population is able to be successful in their roles at App State and to encourage understanding and acceptance in the greater community. We did this through:

- Ongoing work with Chief Diversity Officer and MAC member Jamie Parson to highlight the needs of military-affiliated community members and avenues for support.
- Worked with the Office of Diversity and Intercultural Student Affairs to develop and publicly display a DEI statement in the Student Veteran Resource Center.
- Provided support for MAC unit members in Admissions, Orientation and Advising, Transfer Services, and Student Veteran Services to increase the number and success rates of military-affiliated students, a population whose diversity serves to increase diversity on campus.
- Hosted the Heroes Day tailgate that brought military-affiliated individuals and groups from campus and the community together to support networking and personal connections for students during the Nov. 13, 2021, App State football game.
- Hosting speakers on campus focused on sharing veterans' stories of struggle and accomplishment to increase community awareness and to encourage a sense of connectedness among the veteran community.
- Continued advocacy for and showcasing of the ongoing support for all military-affiliated students, staff and faculty.
- Redesigned and delivered a Green Zone Training, in collaboration with Student Veteran Services and the Student Veterans Association for students, staff and faculty who wanted to learn more about this special population and to build skills in intercultural competence and communication.

Because of the intersectional nature of veteran identities, MAC believes it is imperative that we support the LGBTQ+ and Women's centers on campus to encourage the university to invest in adequate space and support to meet the needs of these populations, and to demonstrate publicly the university's commitment to diversity, equity and inclusion. Goals for the future include increasing participation in and online accessibility of Green Zone training, and evaluating and reporting on utilization of support centers (Student Veteran Center, Women's Center, Henderson Springs LGBT Center, etc.) used by military-affiliated students, faculty and staff, to determine additional needs for the future.

We are excited about continuing our work to bring diverse students to our campus so that they might add their perspectives to the App State Community.

### **Other Campus Partners**

#### **App State Police Department**

In the last five years, the Appalachian State University Police Department (APD) has created the Appalachian Police Officer Development Program (APDP) as well as the Diversity, Inclusion and Community Engagement Unit (D.I.C.E. Unit). We take great pride in these programs because they will contribute to advancing diversity and inclusion — not only for App State Police but for the university as a whole and the policing profession.

APDP has continuously attracted female cadets and students from underrepresented communities, establishing a diverse representation of our student body. The D.I.C.E. Unit has assisted in building relationships with underrepresented groups in our campus community. For example, D.I.C.E. Officers recently visited several high schools across the state in an effort to recruit students to attend App State.

The biggest challenge will be the evolving and revolving leaders of student populations. This is a yearly challenge for our department. Trust and relationships are established between APD and the community we serve; however, on a yearly basis those relationships have to be reestablished with incoming members of our community.

APD's most exciting DEI effort for the 2022-2023 school year is the work of its D.I.C.E. Unit, regarding recruitment, contributing to inclusive policies, and participation in community engagement, which will increase and benefit the DEI efforts of App State Police and Appalachian State University.

### **Athletics**

Over the past academic year, App State Athletics has continued to celebrate diversity and prioritize equity and inclusion throughout our department. Specifically, we have made strides in our recruitment and retention of staff and coaches from underrepresented communities. We have been intentional about diversifying the candidate pools for each employment position search by race and gender. We've utilized college athletics-specific newsletters and websites to post our full-time opportunities, in addition to job boards that target underrepresented populations. Our department has also signed on to access the NCAA Leadership Collective as a searcher. The NCAA Leadership Collective is a platform for talented ethnic minority coaches and administrators to highlight their professional accomplishments through an in-depth personal profile. The Leadership Collective will help us to diversify our talent lists, while being used not only for hiring but also for finding speakers to bring to campus. Our on-boarding process was revamped to provide a consistent and comprehensive experience that will serve to help new employees feel a sense of belonging. These are a number of steps we have taken in an effort to change the landscape of App State Athletics.

Coming out of COVID-19, we hope to continue to find ways to engage our student-athletes, staff and coaches in equity and inclusion work through in-person events and training. Over the summer, we will be working on LGBTQ+ ally training for coaches and staff and continuing to strengthen our intercultural competence. Furthermore, we will also be utilizing the bystander prevention services to educate students and staff on ways in which they can be a resource in that area as well. So much was done virtually over the past two years and now that we're back in person, we have to innovate and explore new ways to encourage our students to participate in events happening outside of Athletics. Ways in which we can do this include re-engaging students with in-person activities, programs, speakers and informative sessions surrounding the areas with which our core values of the Mountaineers RISE program align — ways where we can continue to foster inclusivity, diversity and equity throughout all aspects of students' App State Experiences.

### **Office of Disability Resources**

The Office of Disability Resources (ODR) prioritized focusing on the inclusion of the disabled community through proactive initiatives related to accessible content and disability as identity this past year. The COVID pandemic highlighted the need for digital access and the number of disabled members in our community more than any time in the university's history. ODR partnered with Inclusive Excellence to provide a presentation on "Disability as Identity; Inclusion as Accessibility" to educate vital campus partners in the identity aspect of being disabled. We additionally offered education and training related to disability identity and ableism. ODR increased focused efforts on training for creating accessible materials to both faculty and administrative units. Faculty workshops were provided, along with individual consultations related to creating accessible course content and overall course accessibility. In a joint effort, ODR worked with the Center for Academic Excellence to purchase and implement the SensusAccess service that allows students, staff and faculty to convert inaccessible documents to more accessible file formats. ODR and the Digital Accessibility Working Group piloted the Extreme Makeover: PDF Edition with a group of faculty to change or remediate PDFs to be more inclusive of students who use assistive technology software.

We are continuing to work with campus partners to identify and remove barriers to promote inclusion and utilization of services for the disabled community. This past year we assisted University Recreation (UREC) in creating a plan for increased adaptive recreation options within our UREC programs and facilities. We consulted with the University Bookstore in their transition to electronic textbooks that automatically include assistive technologies. Our goal is for inclusion to be found within existing support areas, rather than separate and only through ODR. We also continue to strive for our campus community to see and value disability as a critical aspect of diversity and to proactively consider access for the full inclusion of the disabled community. ODR is excited for 2022-2023, as we are a part of the creation of a new division and reporting line.



## Maturity Models for DEI Recommendations

The following pages of the report outline diversity, equity and inclusion recommendations from the Chief Diversity Officer's Advisory Board, the UNC System Racial Equity Task Force, Black at App State, and working groups established at App State focusing on Faculty and Staff of Color, the LGBTQ+ population and Land Acknowledgement. These pages are organized into a maturity model format that serves to provide a visual snapshot of our progress.

The purpose of a maturity model is to use a visual representation, along with narrative, to help assess progress and effectiveness toward goals, identify constraints and determine resources and/or capabilities that are needed to improve performance or more effectively meet the goals.

Each goal is listed under one category, defined as follows:

**Early:** Not started or in early stages of exploration and/or evaluation.

**Intermediate:** Formal review or planning in place; program pilot or early launch of initiative.

**Advanced:** Established initiative in place.

- [CDO Advisory Board Recommendations](#) (from previous years)
- [Black at App State](#)
- [UNC System Racial Equity Task Force](#)
- Working Group Recommendations
  - [Faculty and Staff of Color](#)
  - [LGBTQ+](#)
  - [Land Acknowledgement](#)