APPENDIX B: **2018-2019 PROGRESS ON STRATEGIC INITIATIVES**

IN FY 2018 - FY 2020 IMPLEMENTATION PLAN

Note: All actions in the implementation plan have a start year of FY 2018.

CULTIVATE EXCELLENCE AND CONTINUE INVESTING IN AREAS OF EMPHASIS

INITIATIVE: Enhance opportunities for interdisciplinary education, research and scholarship.

Action: Enhance the success of the Chancellor's Faculty Excellence Program clusters through continued support for interdisciplinary programs and initiatives.
Progress: See details in main annual report under *Key Strategic Initiatives – Chancellor's Faculty Excellence Program (CFEP)*. Support for programs connected to the faculty clusters or other interdisciplinary efforts is noted below.

- *Office of Faculty Affairs:* OFA has been working with Margery Overton to explore improvements to the CFEP Plan for Review process, including integration of interdisciplinary faculty's review plans into the Statements of Faculty Responsibilities (SFRs) Online process, and improving the eappointment, promotion and tenure (RPT) process for CFEP faculty who elect an interdisciplinary RPT committee.

- *Outreach and Engagement:* The Southeast Equine Research and Education Partnership (SEREP) - The final phases of this 2+ year contract with Isothermal Community College was completed. The NC State team included faculty and graduate students from three colleges and four disciplinary areas (Applied Social and Community Psychology, Communications, Parks Recreation & Tourism, and Landscape Architecture). The final report was delivered to and accepted by Isothermal Community College in early 2019. The report included a conceptual and business model as well as the physical design for a Southeast Community and Education Center that would provide a variety of development opportunities for nonprofit, private, corporate, and citizen groups and help grow the equine economy and culture in the region.

- *Libraries*

  - Research librarians collaborated with the Chancellor's Faculty Excellence Program clusters and with faculty and students in all disciplines, offering expertise and support in areas such as data analysis and management, demonstration of "broader impacts," visualization, in-depth literature searching, and research impact analysis.

  - Opened the Dataspace at the Hunt Library and further developed Data and Visualization Services. Provided peer-to-peer consultation, instruction, and support in data discovery, evaluation, modeling, analysis, and visualization; geospatial data techniques; and metadata creation, along with access to high-performance and other computing resources, specialized software, and large-scale visualization spaces.

  - Expanded the library's portfolio of research skills workshops and the number of participants, building knowledge and skills in subjects such as data science, visualization, virtual reality, design thinking, digital media production, making/fabrication, and digital research and scholarship. To make this possible, they integrated the campus REPORTER system into the Libraries' website.

  - Hosted numerous events focused on university research and scholarship, bringing together diverse students, faculty, and others for collaboration, knowledge sharing, and new connections.

Continued the popular Coffee and Viz series, a forum for NC State researchers (including CFEP researchers) and nationally recognized guests to present their work in a large-scale, immersive environment and discuss topics of interest with colleagues, students, and the public.

Action: Explore linkages between mechanisms that support centers, institutes, clusters, initiatives, collaboratives, etc. and refine administrative structures and funding models.
Progress: The Provost's Office continues to look at the support and structures in place for successful large interdisciplinary graduate programs and consider the implications for other interdisciplinary programs. Distribution of F&A within interdisciplinary centers and institutes continues to be explored. Additional efforts are listed below:

- In fall 2019, Mary Watzin will be on scholarly reassignment within the Office of the Executive Vice Chancellor and Provost, working primarily to coordinate a campus-wide initiative in coastal resilience and sustainability.

- *Offices of Faculty Affairs and Faculty Development:* New Faculty Orientation supports the first steps in interdisciplinary work - awareness of and meeting faculty outside home departments, and communicating clearly and consistently about the value that NC State places on interdisciplinarity.

Action: Provide funding for seed grants that support interdisciplinary research and engagement.
Progress:

- The Offices of the Provost ($100K/yr) and Research and Innovation ($100K/yr) together with six colleges and the Kenan Institute provided a total of $775,000/year for three years to fund $2.325 M in Game-Changing Research Incentive Program (GRIP) awards for the Plant Sciences Initiative.

- Outreach and Engagement (OE), through funding from the Office of Research and Innovation and the Kenan Institute, awarded seven grant proposals at $10,000 each to support faculty interested in working in applied engagement activities through June 2020. The incentive grants work to stimulate interdisciplinary proposals that will be competitive for extramural funding, and to jumpstart innovation and broaden the base of faculty, staff, students and community partners participating in institutional engagement priorities. he seven awardees will work with community partners in Wake County to help further strengthen the OE Community-University Partnership.

Action: Review and implement improvements to the administrative structures (including the flow of funding) that support interdisciplinary academic programs.
Progress: Although we hoped to, the Provost's Office did not end up bringing key campus thought leaders together around interdisciplinary academic programs this year with the goal of designing a common structure. Faculty in the Research Leadership Academy have expressed interest in participating in such efforts in the future. The Office of Faculty Affairs continues to encourage the integration of of interdisciplinarity activities into faculty evaluation regulations and processes and worked with HR to streamline the terms of some faculty and administrator appointment letters.

Action: Develop processes to review and award proposals for matching funding for graduate training grants to support interdisciplinary education and training.
Progress: The Provost's Office continues to facilitate and provide matching assistantships for interdisciplinary training grants; the office offered 36 matching stipends for graduate training grants this year. They also continue to encourage faculty to reach out to us early as they begin putting training grants together and are trying to do a better job tracking the promised commitments if and when the grants are awarded.

Action: Develop an approach to establishing undergraduate degree programs that allow for an interdisciplinary focus and/or integrative learning experiences.
Progress: The vice chancellor and dean of academic and student affairs has recently put together a proposal that the provost is in the process of reviewing.

Enhance commitment to a diverse and inclusive university.

Action: Ensure campus-wide communication efforts represent the importance of a diverse and inclusive campus community.
Progress:

- The Office of Faculty Development is currently collaborating with a variety of campus partners including the Office for Institutional Equity and Diversity, the Office of Global Engagement, and the GLBT Center to create a certificate program about inclusive teaching and universal design for learning.

- *Libraries*

  - The Libraries' many public communications are designed to be inclusive and welcoming to all community members and to feature diverse faces, voices, ideas, and perspectives. The Libraries has also made it a priority to ensure that all of our spaces are welcoming to the whole university community, including digital spaces through signage, messaging, and intentional diversity of staffing, programs, and activities.

  - The popular Making Space event series addresses bias and systemic barriers to inclusion in the STEM fields by presenting the experiences and perspectives of individuals from underrepresented groups in science and technology. Workshops and lectures featured topics such as medical and molecular imaging, game design, and the struggle for gender equity in technological fields.

- *New Student Programs:* For the sixth year, included the Pack Pride program in New Student Orientation. The Pack Pride program encourages conversations around diversity and inclusion through a focus on the NC State Community Compact. New in 2018, Pack Pride incorporated messaging around freedom of speech and expression at NC State, including a video from the provost introducing these values.

- *Office for Institutional Equity and Diversity (OIED)*

  - The vice provost for institutional equity and diversity shares a leadership role with the chair of the University Diversity Advisory Committee (UDAC), which advises the provost and chancellor.

  - Provides a 30-minute presentation on diversity and inclusion at New Employee Orientation, which includes all new faculty, staff and postdocs.

  - Distributes a weekly newsletter, the Diversity Digest, which informs the campus about diversity initiatives, events, news and programs, and maintains active social media accounts on Twitter and Instagram.

  - Collaborates with University Communications to maintain the Diversity landing page on the NC State website, which is dedicated to diversity news and events university-wide.

  - Coordinates the annual Chancellor's Creating Community Awards program, which recognizes exceptional efforts in the areas of equity, diversity and inclusion.

- Facilitates the annual fall university Diversity Education Week, which coordinates events from all over campus during October.

- Maintains a website and online reporting form for NC State's Bias Impact Response Team (BIRT). Ongoing training offerings now include the Introduction to BIRT and Introduction to Restorative Circles workshops and the coordination of transformative and restorative community retreats for groups within the university.

- OIED units including the Women's Center, GLBT Center, Multicultural Student Affairs and African America Cultural Center support this action through their programming, support services, trainings, student organization advising, websites, newsletters and social media.

Action: Promote cultural competency through communication and training.
Progress:

- *Global Training Initiative:* Worked with faculty and students in the Computer Science Department's POEM Lab to develop an interactive storytelling follow-up to the award-winning "First Impressions" VR module. "Making First Impressions" has been used in conjunction with "First Impressions" for both student and professional groups this past year.

- *Office of Faculty Affairs:* Working with OIED to reconfigure the climate workshops for department heads and increase the number of participating departments. Will develop a budget request in fall 2019, with implementation (should the budget be approved) in 2020-21.

- *Offices of Faculty Affairs and Faculty Development:* Continue to sponsor and administer NC State's institutional membership in the National Center for Faculty Development and Diversity, a national resource that has as one of its goals the support of underrepresented faculty's needs. Participation in NCFDD among NC State faculty and graduate students remains high.

- *OIED:* Successfully piloted a cultural competence training session featuring online training through DiversityEdu and the CQ assessment and will offer multiple levels of cultural competence education to meet the needs of the entire NC State campus community in the coming year.

- *Libraries:*
  - All supervisors have attended or are scheduled to attend the Racial Equity Institute (Phase 1), a two-day workshop that provides historical factors, talking points, and a deeper understanding of racism.

  - Libraries Diversity Committee sponsored "Diversity Talks," an ongoing series of workshops for staff. Topics this year: Shifting our Framework for Supporting Students with Disabilities; Working with International Students; Green Zone Training; Cultural Competencies for Global Engagement; and Serving a Neurodiverse Community.

  - Supported a librarian to participate in the Association of Research Libraries (ARL) 2018-19 Leadership and Career Development Program, a yearlong program to prepare mid-career librarians from underrepresented racial and ethnic groups to take on leadership roles.

  - The diverse and inclusive Wolf Tales mobile video oral history program expanded its network of community partners to include the voices of international students, non-traditional and first-generation students, Libraries student workers, the Wolfpack Family of the Year, and more. Video recordings are shared online as part of the Libraries' Rare and Unique Digital Collections to enhance teaching and research about university history for current and future generations.

- *McKimmon Center for Extension and Continuing Education:* In FY19, thirty-two courses, lectures, and study trips gave Osher Lifelong Learning Institute members the opportunity to develop their cultural competency, and included subjects such as African American history, Native American history, exposure to different religious traditions, and intercultural communication.

Action: Provide a centralized resource to coordinate integrated support to military-affiliated students.
Progress: The Military and Veteran Resource Center, supported through a partnership between the Division for Academic and Student Affairs (DASA), OIED, Enrollment Management and Services (EMAS) and Campus Enterprises, opened November 2016 in Witherspoon Student Center. The Center provides a one-stop shop where students who are veterans or military dependents can obtain information about campus resources or make connections with others from similar backgrounds. New and ongoing efforts to support to military-affiliated students include:

- *EMAS:* Working with DASA, the Veterans Education Benefits office has begun recruitment efforts through the development of partnerships with North Carolina DOD installations and North Carolina's National Guard. These efforts aim to provide pathways for non-traditional students such as service members, veterans and military connected students to becoming successful competitive applicants at NC State University.

- *DASA - Military and Veteran Services*

  - "Our State, Our Veterans, Our Pack" Challenge Coin Initiative - To recognize faculty, staff, administrators, alumni, etc. that have had a significant impact on as student veteran during their time at NC State. Aside from recognition, our goal is to create a military friendly community at NC State based on understanding and support.

  - SALUTE Veterans National Honor Society - The only National Honor Society recognizing the academic achievements of student veterans. NC State is now an official chapter of SALUTE and we honored our first inductees this semester.

  - During Transfer Orientations, presented a session specifically for student veterans and their families to facilitate a smooth transition for veterans and families utilizing the G.I. Bill to pay for their education at NC State. Total attendance across four Transfer Orientation sessions was approximately 88 incoming students and family members.

Action: Continue targeted efforts to recruit and retain a critical mass of diversity representation in students, faculty and staff so the campus community better represents the publics served by NC State.
Progress:

Campus-wide Initiatives

- *OIED*: Sponsored the University Diversity Mini-Grants Program (faculty and staff apply for a up to a $3000 award); coordinated the Chancellor's Creating Community Awards Program, which recognizes exceptional efforts in the areas of equity, diversity and inclusion; facilitated the annual fall university Diversity Education Week.

- *DASA*

  - *NC State LIVE:* To encourage and incentivize these cross-disciplinary collaborations with faculty and programming staff, NC State LIVE initiated a Mini-Grant Program with $5,000 in funding provided by the Student Success Fund. The program was successful with all $5,000 being awarded to the following faculty and staff for three diverse projects across the campus:

- ■ Victoria Ralston (Arts Studies) – for An Evening with Billy Strayhorn: An Intimate Puppet Show created by local artist Tarish Pipkins and performed at the Hunt Library on February 27 & 28. (Related NC State LIVE artist: David Roussève)

- ■ Natalie Bullock Brown (Interdisciplinary Studies) – for The Human Museum as Excavation of Experience, a workshop with North Carolina Poet Laureate Jaki Shelton Green. (Related NC State LIVE artist: Jazzmeia Horn)

- ■ Angela Gay (NC State Women's Center) – for Supporting Womxn in Action – a social justice in action residency program. (Related NC State LIVE artist: Jazzmeia Horn)

Unit Initiatives

- ● *Libraries*

  - ○ The Libraries Fellows Program develops future leaders for academic libraries with a focus on science, engineering, and digital librarianship, on diversity, and on library management. This year the program recruited and hired one librarian from an underrepresented racial/ethnic group for the 2019-21 cohort.

  - ○ Began offering candidates the option to provide preferred pronouns for inclusion on the interview schedule. Added the chair or vice-chair of the Diversity Committee to the "interested parties" session for library faculty interviews.

  - ○ Participated actively in the Association of College and Research Libraries (ACRL) Diversity Alliance, a national program of academic libraries committed to increasing the hiring pipeline of qualified and talented individuals from underrepresented racial and ethnic groups.

Student Initiatives

- ● *DASA - TRIO*

  - ○ The TRIO Programs partnered with Dr. Audrey Jaeger in the Higher Education Administration Program (EAC 540) to engage Higher Education master's students in meaningful programming for under resourced TRIO collegiate and pre-college students as well as students from the College Advising Corps (CAC) high school campuses during the fall semester. Over 180 students participated.

  - ○ In collaboration with the Department of Computer Science Career Services, TRIO SSS/SSS-STEM offered scholars access to "My Career Journey" (online career modules) which focused on refining professional development and career readiness skills (including interviewing and tailoring resumes/cover letters). Scholars that completed required modules were invited to attend a company visit to both Lenovo and Hewlett-Packard in the Research Triangle Park.

  - ○ The TRIO Upward Bound Programs were awarded a STEM Supplemental Grant in the amount of $80,000 for the 2018-19 academic year. The grant proposal aligns with the US Secretary of Education's supplemental priorities to increase STEM-related activities for secondary students. The NC State Programs focused the initiative on 11th grade participants from five rural high schools through a multidimensional, sustainable service delivery model.

- ● *EMAS*

  - ○ In December of 2018, Admissions partnered with Admit Hub to create and support a chatbot to increase staff efficiency and effectiveness in the recruitment, enrollment, and retention of first-generation, low income, and rural students. Admit Hub allowed us to meet students where

they are: over SMS text messages or FB Messenger. This year, only underrepresented and rural students admitted to NC State were included in the campaigns. EMAS plans to sign a 3 year contract with Admit Hub to expand the campaigns to all admitted students.

○ Offered the Native Education Forum (NEF) for rising high school juniors and seniors, now in its fifth year, and Emerging Scholars Academy (ESA) for rising high school juniors who are primarily African American, now in its fourth year, which provide programming and recruitment events geared towards recruiting underrepresented populations. 22 past NEF participants applied for fall 2019 admission; 19 of those students were admitted for either fall or Spring Connect with 9 students enrolling. Of the 85 ESA participants who were eligible to apply for fall 2019, 41 applied and 27 were admitted. Of those admitted, 12 have submitted an enrollment deposit for fall 2019.

○ In summer 2019, Admissions will be adding a new summer pre-college program directed to our Latinx student population. "CAMINOS: Your Journey to College" is a four-day residential camp for Latinx rising high school juniors and seniors that exposes future scholars to opportunities within and around higher education while reinforcing cultural identity and community ties. CAMINOS will serve 30 students.

○ Promoted Ronnie Chalmers to director of strategic initiatives within Admissions. His role will be to lead the office's recruitment efforts of underrepresented and rural students in support of NC State's Strategic Plan along with the University of North Carolina System's strategic goal of access focusing specifically on increasing the enrollment of low income and rural students.

- *OIED*

  ○ *Community Centers:* Assisted with student recruiting by hosting targeted campus visit days and sponsoring cultural events that are also used as recruiting opportunities (e.g., NC State Powwow). Multicultural Student Affairs and the GLBT Center sponsored several initiatives designed to help incoming underrepresented students successfully transition to college and to help them persist and graduate at higher rates, such as the Symposium for Multicultural Scholars, Student Success Series, Peer Mentoring Program, ECD 224: Introduction to Student Development (currently on hold) and Peer Mentoring and GLBT Symposium, which had record-breaking attendance in 2018.

  ○ *GLBT Center:* Received a $2,500 grant from the Alliance for Full Acceptance to host the Queer Youth Leadership Summit for 11 high school students in Wake and Durham counties. The day-long summit enlisted the work of NC State student coordinators and focused on pre-college skill-building in the areas of social justice, transitioning to college and community involvement.

- *Libraries*

  ○ Recruited, hired, and trained 250 student assistants from all racial and ethnic groups to work in a variety of capacities, including many user-facing roles such as peer-to-peer training and technology support.

  ○ The Special Collections Research Center (SCRC) blog series "Student Spotlight" features student employees from diverse backgrounds who contribute to the work of the SCRC.

- *Graduate School*

  ○ Managed fellowships designed specifically for recruiting graduate students from underrepresented populations. These fellowships include the Diversity Recruiting Fellowships and the Southern Regional Education Board (SREB) Doctoral Scholars Program.

- Crosstalks, a series of graduate student conversations designed to promote diversity in graduate education, and to build a stronger community by giving students the opportunity to network with other graduate students from diverse backgrounds and disciplines, were discontinued in 2018-19 but will be reinitiated in 2019-20.

- The annual NSF Graduate Research Fellowship Workshop includes a panel consisting of faculty and administrators who have served as review panelists, as well as one NSF Fellow. Attendance exceeds 100, ~80% of whom are graduate students. The recently hired graduate fellowship specialist will work with students one-on-one as well to help them to make their NSF (and other fellowship applications) competitive.

- Offered SREB Doctoral Scholars Lunches, which are informal networking lunches for Scholars and a way to keep tabs on their progress. This was initiated after consultation with a former SREB Scholar who is now an administrator at NC State.This year there are 15 SREB Doctoral Scholars, and next year there will be 20 Scholars.

- Through the Meyerhoff Scholars Program, participated in the "campus connections fair" at UMBC on October 22, 2018. This fair is held four times in the fall semester, and representation is limited to about 10 institutions at each fair. Meyerhoff Scholars are excellent prospective graduate students who are also from underrepresented groups.

- Spoke to participants (~ 100) in the UPR-Cayey RISE Program, UPR-Rio Piedras RISE Program, MARC Program, LSAMP Program and the Universidad del Este RISE Program in Puerto Rico. This is the third time that a representative from the Graduate School had the opportunity to speak to this group since the end of our AGEP grant. This renewed collaboration already is yielding results. Half of the students participating in the Graduate School's Visit NC state Program (below) were from Puerto Rico, and four will be enrolling in 2019-20.

- Sponsored the Visit NC State Program, a departmental visitation initiative where the majority of participants are from underrepresented groups and are those who have not applied and/or have been admitted to NC State. This highly visible program helps us to maintain our national reputation as an institution that values diversity and inclusion. NC State hosted 34 students representing 24 universities.

- A representative from the Graduate School participates in approximately 20 diversity-focused recruiting fairs and conferences annually. Dr. Shafer initiated a meeting on May 28 for staff across campus who also engage in diversity focused recruitment and retention to coordinate such efforts.

Faculty/Staff Initiatives

- The Building Future Faculty (BFF) program, sponsored by OIED, the Office of the Provost and eight colleges and departments, introduces talented diverse graduate students and postdocs to NC State while providing them information and skills development to prepare for an academic career. The 2019 program had a 40% increase in applicants from 2018.

- *Office of Faculty Development:* OFD staff continue to work with the College of Sciences and HR to participate in campus visitations for prospective faculty where we highlight the many ways faculty are supported on our campus. OFD also administers NC State's institutional membership in the National Center for Faculty Development and Diversity.

- *Office of Faculty Affairs:*

  - Continued to work with OIED on the recruiting diverse faculty initiative and served key roles in the analysis and dissemination of the faculty salary equity study.

  - Working with OIED to revamp the climate workshops for department heads and increase the number of participating departments. Will develop this budget request in fall 2019, with implementation (should the budget be approved) in 2020-21.

  - Worked with Institutional Research to share results from the COACHE survey, which provides insights into strategies that can enhance retention.

  - Worked with the Colleges of Sciences and Engineering in the development and implementation of its Mentor-Rings program to support junior faculty, especially female and underrepresented minority faculty.

Action: Create programs to more fully integrate international and domestic non-residents as NC State community members.
Progress:

- *Student Statistics:* The 2018 *Open Doors* report ranked NC State at 36th in the nation across all institutional types for the number of international students hosted by the university, and 35th in the nation for doctoral institutions. This is an improvement over last year's ranking of 39th. Enrollment increased again in fall 2018 despite fears of the impact of new immigration policies. 4,322 international students enrolled at NC State in fall 2018 compared to 4,290 international students in fall 2017, a 0.7% increase. 1,835 international students remained on NC State visa documents after graduation, a 4% over last year.

- *Specific efforts to integrate and support international students*

  - *Intensive English Program:* Served a total of 322 students and among them, 82 students completed the program and matriculated to degree programs on campus.

  - *International Services:* Oriented 1,217 new degree-seeking F-1 and J-1 international students to NC State during the 2018-19 academic year. This was made possible through the volunteerism of 78 Small Pack Leaders who supported our new international graduate students prior to and through orientation as well as 54 Culture to Culture Ambassadors who worked directly with our new international undergraduate students. To facilitate the mandatory immigration check-in for new F-1 and J-1 visa holders, OIS hosted check-in sessions prior to the start of each semester.

  - *DASA - New Student Programs:* Held International Orientation for international first-year and transfer undergraduate students, in collaboration with the Office for International Services; oriented 198 students (145 first-year students; 53 transfer students) during the 2018-2019 academic year. This program is designed to positively impact the transition of international undergraduate students into the culture of the United State and NC State University while promoting the integration of international students into the NC State community through cross-cultural peer exchanges with domestic undergraduate students.

  - *OIED:* Campus Community Centers sponsored or supported various cultural events throughout the year designed to engage international students (e.g., Women's Center - National Hijab Day; Multicultural Student Affairs - International Festival).

o *Libraries:* The Libraries' Learning Spaces and Services department reached out to international and transfer students to offer library tours, resources, services, and consultation opportunities with librarians early in their time at NC State.

Increase the number of tenured and tenure-track faculty.

Action: Continue to refine financial models for the recruitment of tenured and tenure-track faculty and develop centralized and distributed models for funding and cost-sharing.
Progress: Established and implemented a cost-sharing agreement with the Vice Chancellor for Research and Innovation. Working towards establishing more core and distributed core facilities rather than funding individual faculty equipment, when feasible, such as the new Molecular Education, Technology and Research Innovation Center (METRIC). The Provost's Office has also created longer-term, formalized cost-sharing agreements with individual colleges and we asked for 4-year hiring plans as part of the annual review process to help us look more comprehensively at anticipated funding needs.

Action: Align growth in tenure and tenure-track faculty with emerging and ongoing strategic needs.
Progress: Four-year hiring plans provided annually by the colleges help the Office of the Provost to ensure that faculty hiring is in alignment with college strategic plans. The Office of Faculty Affairs works on a consultative basis with departments on faculty appointment processes as needed, and contributes to the other recruitment and retention strategies as noted throughout this document.

Action: Focus fundraising efforts on new endowed professorships and chairs, and enhance donor stewardship and faculty recognition.
Progress: The Office of Faculty Affairs works closely with Advancement to support the creation and filling of endowed professor/chair positions. The provost worked closely with Vice Chancellor for Advancement Brian Sischo to secure five new named distinguished chairs and professorships this year.

Action: Assess, improve and institutionalize effective diverse faculty recruiting approaches (e.g., consideration of unconscious bias and efforts to expand the recruitment pool).
Progress: The Recruiting Diverse Faculty Program, offered by Diversity and Inclusion in OIED with support from the Office of Faculty Affairs, offers summer workshops for deans and department heads and a semester-long process and training for faculty search committees on recruiting and attracting diverse candidates for faculty positions.

Action: Continue monitoring faculty retention and use feedback to improve faculty retention efforts.
Progress: My office continues to actively track faculty retentions. Specific efforts inside and out of my office designed to improve faculty retention included:

● NC State's faculty Salary Equity Study is conducted every three years to inform the campus community about salary equity based on gender and race and ethnicity. OIED presented survey findings to the Faculty Senate in November 2018.

● *Office of Faculty Affairs:* Worked with Institutional Research and Planning to analyze COACHE faculty satisfaction survey data and use those results with university leadership to plan additional retention strategies.

Encourage focused campus partnerships, programs and communications to foster excellence in global engagement.

Action: Establish a gateway for faculty and student engagement with partner universities in Europe – NC State European Center in Prague.
Progress: Increased the overall enrollment by 15 percent from 2017-18 to 2018-19 with 227 students studying abroad during the academic year. The center saw many new initiatives this past year with new leadership, a new course selection system, more STEM offerings, technology support, and facility improvements.

Action: Facilitate higher levels of global engagement by improving systems and communication related to international hiring and financial processes.
Progress: The Office of the Provost continues to work with HR, Global Engagement and General Counsel on this action. International Employment Manager Jill Blitstein in HR convenes a small steering committee as necessary to review and address urgent employment and payment scenarios that come through the Controller's Office.

Action: Establish a coordinated process to identify opportunity for and procedures to develop international contracts, grants, and partnerships.
Progress:

● Each week, Global Engagement shares a list of carefully selected international funding opportunities in its GlobalEyes newsletter that match the regional and topical strengths of the university. The office provided $189,000 seed funding to support faculty international activities last year.

● Global Engagement facilitated the first-ever Global Partners Day at NC State with 12 strategic international partners from 10 different countries to showcase the campus, show support for student mobility, and develop potential new models for collaboration.

Action: Encourage increased faculty global engagement by providing training, mentorship, seed grants, collaboration funding, recognition and awards.
Progress: Information on both global and domestic engagement activities have been included below.
Global Engagement

● *Office of Global Engagement*

  ○ Awarded $189,000 in funding for faculty international activities.

  ○ As an expansion of the Faculty Global Symposiums, launched the Global Engagement Institute this year, a new annual program to provide professional development, support, guidance, and consultation for faculty and staff interested in developing research, scholarship or academic programs with an international focus. Through the Institute, supported the first year-long development program for 10 faculty and staff focused on Sub-Saharan Africa, culminating in a Higher Education Summit in Uganda.

  ○ Developed the Academy of Excellence in Global Engagement to recognize faculty and staff's international achievements and ensure NC State's ongoing legacy of global leadership; the Academy includes past recipients of the Global Awards and Fulbright Scholars.

● *Libraries:* Hosted the Global Film Series in partnership with the University Scholars Program, African American Cultural Center, and the Office of Global Engagement. The series featured eight

international films highlighting the joys and struggles of the global community in which we live. Each event featured an introduction by an NC State faculty member and a post-film reflection, during which both individuals and faculty and student organizations shared their global experiences and expertise with a wide campus and community audience. Based on this year's success, with more than 1,000 total attendees, we will continue the program into the next academic year.

- *Entrepreneurship:* Continued efforts to foster global relationships in entrepreneurship education. These relationships have resulted in the sharing of best practices and delivery of educational content around the world through activities such as:

  - NC State selected to host the 2019 ACC InVenture Prize new venture competition (and will host again in 2020).

  - Continued annual efforts in partnership with the NC State Global Training Initiative to deliver a 3-week entrepreneurship camp to students from Nagoya, Japan.

  - Hosted government, educational and corporate delegates from Australia, Korea, Saudi Arabia, Morocco, and Japan at NC State to benchmark best practices in entrepreneurship education.

Domestic Engagement

- *Outreach and Engagement:*

  - Through funding from the Office of Research and Innovation and the Kenan Institute (KIETS), awarded seven grant proposals at $10,000 each to support faculty interested in working in applied engagement activities through June 2020. The incentive grants work to stimulate interdisciplinary proposals that will be competitive for extramural funding, and to jumpstart innovation and broaden the base of faculty, staff, students and community partners participating in institutional engagement priorities. The seven awardees will work with community partners in Wake County to help further strengthen the OE Community-University Partnership.

  - Held annual OE Awards Ceremony and Celebration on April 12, 2019 to recognize faculty, staff, and students for exemplary engagement work. Over 17 faculty and community leaders were honored for outreach and engagement service.

  - Working closely with the 2018-19 OE faculty fellows, planned and implemented an Engaged Learning Workshop prior to the OE annual awards ceremony. The event brought together service-learning thought leaders, practitioners, and funders for a morning discussion on NC State's current status for service-learning and vision for growing service-learning course development. The event culminated with the announcement for the Service-Learning Faculty Associates Program, to begin in fall 2019.

- *Office of Faculty Development:* Continued to support community engaged faculty fellows jointly with Outreach and Engagement.

Action: Effectively communicate NC State's global network to campus partners to create synergies.
Progress:

- *Office of Global Engagement:* Distributes a weekly GlobalEyes Newsletter to over 1,000 people across campus including deans and department heads containing news and updates about NC State's global capacity.
- *Office of Faculty Development:* OFD is working with the Global Training Initiative to participate in the design and development of training for international faculty. In addition staff from the OFD are offering

workshops on teaching and learning through GTI.

Action: Assess global engagement activities through improved tracking and monitoring systems.
Progress: Information on both global and domestic engagement activities have been included below.

● The Committee on International Programs continues to work with Institutional Research and Planning to ensure that international data points are tracked and monitored through the Digital Measures software for faculty activity reports.

● The Registration Platform for Non-Credit Activity and Required Training (REPORTER) continues to implemented by units across campus.

ENHANCE STUDENT, FACULTY & STAFF SUCCESS

Improve student success through improved admissions, enrollment, and retention.

Action: Continue to develop alternative pathways for admissions through Spring Connections, transfer programs and community college articulation agreements.
Progress:

● *EMAS*

  ○ The Goodnight Scholars Program expanded their transfer scholarship to 20 recipients representing 11 North Carolina Community Colleges for the third cohort of transfer students in the program.

  ○ The new Transfer Services Center website (transfer.ncsu.edu) went live in fall 2018 for prospective and enrolled transfer students. This website will serve as a resource for transfer students to smoothly transition to NC State from their previous institutions.

  ○ The NC State Community College Collaboration (C3) began in spring 2018 with eight regional community college partners with close geographic proximity to NC State. The program aims to enroll transfer students from rural communities, low-to-moderate income families, and first-generation students through a dual-admission process. Specific outcomes for the past year include the following:

    ■ Creation of a C3-specific admission process using Slate

    ■ Development of an integrated degree audit and planning tool that allows program participants to plan a path toward four-year degree completion while still enrolled at the community college. The tool allows students to use the community college catalog to identify courses that complete NC State degree requirements. Students' coursework at the community college is imported into NC State's student information system several times during the semester so students can visualize their progress toward their degree intention.

    ■ Promotional materials were developed and distributed to the community college partners as well as all high schools in their service area.

    ■ Resources were reallocated to hire two staff to manage the program.

    ■ The first cohort of 85 students were admitted into the C3 program.

- ■ A grant from the North Carolina GlaxoSmithKline Foundation was awarded in the amount of $1,064,000 and will be used to fund scholarships, staffing, and programming over the next three years.

- ■ As a result of the grant, two more community colleges (Robeson and Sampson Community Colleges) were added to the program.

  - ○ In its second year, the Spring Connect program enrolled 476 students in spring 2019. That cohort was very diverse and included 232 students from Tier 1 and Tier 2 designated North Carolina counties. We expect approximately 350 new students will enroll through the Spring Connect program in January 2020.

  - ○ EMAS and DASA continue to collaborate with the Military and Veterans Resource Center to provide services to military-affiliated students. The Veterans Education Benefits office has begun recruitment efforts through the development of partnerships with North Carolina DOD installations and North Carolina's National Guard. These efforts aim to provide pathways for non-traditional students such as service members, veterans and military connected students to becoming successful applicants.

  - ○ To strengthen relationships with early college high schools, EMAS hosted the inaugural Early/Middle College Summit. Along with the summit, several counselor fly-ins for both domestic and international counselors were held this year.

- ● *DASA - New Student Programs:*

  - ○ Assisted in the transition of approximately 1,500 external undergraduate transfer students during the academic year through Transfer Orientation programs.

  - ○ NC State Hearts Transfers, held during Wolfpack and Winter Welcome Weeks prior to classes, aids transfer students in creating a sense of community through peer connections and identifying available resources that support their collegiate success. Approximately 175 transfer students attended in 2018-19.

  - ○ Coordinated Transfer, Think and Do, a pre-semester workshop for new transfer students in partnership with Student Involvement. Each workshop was a half day experience that began with reflection on students' experiences at previous institutions, as well as peer networking and transitioned into Talley tours and small group involvement consultations with New Student Programs student staff members, ending with an overview of campus traditions and opportunities to get connected on campus. In fall 2018, approximately 40 transfer students participated.

  - ○ In conjunction with campus partners, supported approximately 450 Spring Connection students. Through the summer and fall semesters, NSP provided guidance via email communications and the New Student Checklist as well as hosted a Spring Connection Advising Day in collaboration with academic programs and advisors. Over 200 Spring Connection students and 230 family members attended the Advising Day in September 2018. Additionally, over 450 Spring Connections students attended New Student Orientation in spring 2019 prior to the start of their classes.

  - ○ Implemented Spring Fellows, an exclusive cohort experience for spring first-year students. The program aimed to create a foundation for success in their first semester while developing a Fellows community through a series of experiences that supported student growth as participants navigated their transition to NC State. In spring 2018, approximately 25 spring first-year students participated in the Spring Fellows program.

- ○ Held for the first time in spring 2019, Spring Connection Day Out: promoted the exploration of the Triangle while building peer-to-peer connections with other spring first-year students. In spring 2018, approximately 120 spring first-year students participated in this event.

Action: Develop and enhance programs at NC State European Center in Prague.
Progress:

- *NC State Prague:* Implemented the following alternative program models that contributed to increased enrollment and a diversification of disciplines represented in the student population:

  - ○ Prague Connection (fall 2018) - 12 week study abroad program during the fall 2018 semester for the students in the 2019 Spring Connection cohort. 27 students.

  - ○ E 102 (summer 2019) - Engineering courses taught by NC State faculty during the first three weeks of the classic summer program. 18 students.

  - ○ Computer Science (summer 2019) - Computer science course co-taught by an NC State Faculty member and Charles University faculty coinciding with the Classic Program. 5 students

  - ○ Masters of Accounting (summer 2019) - A faculty-led program where students earn 3 credit hours towards their Poole College of Management degree. 8 students .

- *DASA - Department of Music:* Partnered with NC State Prague to offer courses during regular semesters and Maymester.

- *Shelton Leadership Center*

  - ○ In August 2018, Dr. Debbie Acker taught her course, SLC 250-001-Critical & Creative Decision Making Models, during the FYI in Prague with 17 students. This opportunity to expand SLC's reach internationally is the result of a partnership with the College of Textiles.

  - ○ The Global Leadership and Team Decision Making Minor was approved by University Courses and Curricula Committee. The minor will be administered by the Shelton Leadership Center through University College. At NC State Prague, the SLC will offer undergraduate students an opportunity to complete a 15 credit hour minor while immersing themselves in three very different cultural environments within one semester. A collaboration with three NC State colleges (Management, Textiles and Natural Resources) and international partnership universities provides students this unique opportunity at about the same cost as staying on campus at NC State.

Action: Analyze capacity drivers and resource constraints for high-demand undergraduate programs and recommend solutions to remove constraints.
Progress: Annual college reviews and the use of institutional data profiles provide focus on these issues. Senior Vice Provosts Duane Larick and Louis Hunt continue to explore ideas for expanding course capacity for undergraduates, including better coordination between class size and room size to ensure best use of resources. EMAS, OIT and SAS are currently collaborating on an enrollment and gateway course planning tool that consider projections, section size and seat capacity.

Action: Continue to develop new and effective intervention strategies to retain students.
Progress:

- *Libraries*

- With leadership from the Office of the Provost, the Libraries, DELTA, the Bookstores, OIT, the colleges, and other partners are working actively with instructors to identify and create affordable course materials (both free and low-cost) that support student learning and replace traditional, expensive textbooks. This initiative is also developing recommendations for university rules and guidelines aimed at reducing total course costs for students and making both the required resources and their costs available to students early in the course registration process and schedule.

- In partnership with DELTA and the Bookstores and on behalf of the university, applied for and was accepted into the prestigious OpenStax Institutional Partnership Program, which will support campus Open Educational Resources (OER) engagement in 2019-20.

- To save students money and create a sustainable textbook ecosystem, at least one copy of every required textbook for every course is made available on reserve at the library. Summer session courses were added to the program in 2019. This program reduces the financial burden to students by an estimated $424,000 each year.

- The Libraries' Alt-Textbook project empowers and supports faculty working to innovate pedagogically, enhance access for NC State students to high-quality, tailored educational materials, and reduce the financial burden of expensive textbooks. It has become a state and national model for open education, saving our students more than $400,000 to date.

- The Alt-Textbook project has also served as a model at the UNC System level, which led to a $32,750 UNC System AIMS (Actualizing Innovations Meant to Scale) grant to support a partnership with the Open Textbook Network and develop OER support across the system. This project, which has included two training sessions hosted in the Hunt Library and a series of workshops across North Carolina, has led directly to faculty adoption of OER that have saved UNC System students an average of more than $1,000,000 each year.

- Completed work for an Institute of Museum and Library Services (IMLS) grant of $49,958 to explore the need for and ideal components of a subject-specific, simple, flexible, and scalable "toolkit" for the creation and adoption of open textbooks. Results were shared at national conferences and invited presentations and will be used to develop a full IMLS proposal in 2019-2020.

- Completed a two-year LSTA grant to NC LIVE totaling $149,451 to address the high costs of textbooks by coordinating the expertise and resources of all higher education communities in North Carolina to curate a collection of electronic textbooks and encourage their adoption. This program is estimated to save more than $4,000,000 and has aided more than 30,980 students in its first two years.

- *Office of Faculty Development:* OFD developed and launched the Reflective Educational Design (RED) certificate program, allowing on-campus and off-campus faculty (both full- and part-time) to participate in the improvement of their core teaching skills, including strategies for student engagement and success. The certificate is available in both hybrid and online formats in order to reach more faculty members.

- *OIED:* Multicultural Student Affairs partners with University Housing to coordinate the Native Space Living and Learning Community for Native American students, the Women's Center partners with University Housing to coordinate the Women of Welch Living and Learning Village and Campus Community Centers partners with NC State's Black Male Initiative.

- *Shelton Leadership Center:* A charter cohort of 14 students has successfully completed both years of the Chancellor's Leadership Development Program. This program targets incoming first-year students who may identify with one of the following identities: first generation college student, rural county native, or underrepresented population in their field of study. Enrichment experiences included an off-campus weekend retreat where students developed their own mission statement, mentoring opportunities with faculty, coaching with SLC staff, and small group engagement with Chancellor Woodson and Mrs. Woodson. he first-year experience culminated in a six-day service trip to Nashville, TN, and the second-year experience included an international experience in London over Spring Break.

- *DELTA:* Continues to partner with Marist College and Unicon to test a learning analytics processor (LAP) for their environment. The LAP model takes a combination of existing student data from NC State's student information system (SIS) as well as data available from interactions the student has within our learning management system (Moodle). During Phase 5 (FY 2018-19), they focused on creating sustainable, enterprise level data backups, data restores and archives, as well as completing initial visualization work on an instructor dashboard. They piloted the dashboard with eight instructors in spring 2019 and are currently working on analyzing the results of that pilot.

- *McKimmon Center:* The Collaborative provides convenient quality exam proctoring services to area distance education students to facilitate degree requirements. This service is provided at no additional cost. The proctoring environment is vital to the success of the students.

Action: Review and improve processes for placement in entry STEM courses.
Progress: The Department of Mathematics has been working with other UNC System institutions on a Math Pathways project. As part of that process, they have received a grant to run a trial using ALEKS, a commercial, adaptive math placement software. The Department of Mathematics intends to use ALEKS this upcoming year to assess students' readiness for our various Calculus courses.

Action: Monitor and improve efforts to increase the recruitment, application and yield of underrepresented undergraduate students.
Progress:

- *EMAS*

  - In December of 2018, Admissions partnered with Admit Hub to create and support a chatbot to increase staff efficiency and effectiveness in the recruitment, enrollment, and retention of first-generation, low income, and rural students. Admit Hub allowed us to meet students where they are: over SMS text messages or FB Messenger. This year, only underrepresented and rural students admitted to NC State were included in the campaigns. EMAS plans to sign a 3 year contract with Admit Hub to expand the campaigns to all admitted students.

  - Promoted Ronnie Chalmers to director of strategic initiatives within Admissions. His role will be to lead the Office's recruitment efforts of underrepresented and rural students in support of NC State's Strategic Plan along with the University of North Carolina System's strategic goal of access focusing specifically on increasing the enrollment of low income and rural students.

  - To be strategic in the use of our resources, data analysis capabilities were improved to assist with recruitment and yield efforts. Data analytic dashboards within SAS, Tableau and SAS Visual Analytics helped EMAS strategize for recruitment, retention and assessment purposes. Examples include creating targeted recruitment strategies by integrating College Board segment analysis

with prospect data and working with colleges for new yield strategies based on data from "Will-Not Enter" surveys.

- *DASA - TRIO Programs:* Created a 1 credit-hour course curriculum (USC 107) geared toward assisting first-generation pre-college students in making an effective transition to post-secondary education. The course is designed to provide pre-college students with the skills and knowledge needed to address the academic and personal challenges that may impact their progress to degree. Eight students participated in the first course in summer 2017 course and passed it successfully. During the 2019 second summer session, the course will be expanded to all Pre-college TRIO Programs. Both Talent Search and Upward Bound 2019 high school graduates have registered for the course. To date, there are 25 students registered. Further expansion in summer 2020 is a possibility for all DASA Pathways pre-college programs.

- *OIED:* Provided funding for seed grants (Diversity Mini-Grants) to enrich the diversity experience of all students and/or improve recruitment, retention and graduation of students from historically underrepresented groups.

Action: Strengthen our ability to recruit top students by implementing SLATE, a CRM application management system.
Progress:

- *Graduate School:* After playing a major role in designing, testing, and implementing Slate, the Graduate School launched it for the 2018-19 recruiting season. By all indications it has been a success. Applications were up after two years of declines and acceptances and enrollments were also substantially higher throughout the season in relation to where we were the previous year.

- *EMAS - Undergraduate Admissions:*

  - Built the ecosystem in which all prospective student data and applications will now exist, transitioning from AdPros to Slate.

  - Built a comprehensive drip marketing email campaign for prospective students, which leverages additional data points to improve the recruitment experience. In this first year of implementation, enhanced the campus visit registration process, implemented communication campaigns, expanded data analysis capabilities, and moved High School Counselor database to Slate. The Slate implementation will continue over the summer, with application review beginning in August.

  - Working with the colleges to bring much of their communications with admitted students into Slate with a future goal of having all college communications including those to prospective students be sent through Slate. This move will reduce the chance for erroneous communications being sent to students (e.g. sending congratulations to students that are not admitted).

Action: Effectively communicate the value placed on a diverse university community to potential graduate student applicants.
Progress: The Graduate School manages fellowships designed specifically for recruiting minority students. These fellowships include the Diversity Recruiting Fellowships and the SREB Doctoral Scholars Program.

Provide integrated support services: One Stop Shop–Student Central.

Action: Co-locate cashier's office, registration and records and office of scholarship and financial aid to provide a unified face to student services.
Progress: The new one-stop Student Services Center opened in Fall 2018, centralizing registration, financial aid, and student account support services to increase efficiency and effectiveness.

Action: Cross train staff in high demand services (e.g., student accounts, financial aid and registration as well as admissions, dining, & housing).
Progress: Staff have been cross-trained and the physical space is now complete.

Action: Create a physical space and complementary virtual space consistent with NC State's brand.
Progress: The new one-stop Student Services Center (SSC) opened in fall 2018, complementing the existing website at https://studentservices.ncsu.edu. Efforts are ongoing to brand and market the SSC to provide a unified face to student services including email communications, the SSC website and outreach materials.

Promote undergraduate student success through high impact experiences.

Projects that fit under this initiative but do not fit under any of the current actions listed under the initiative:

- *DASA*

  - *Career Development Center:* The Career Identity Advocate (CIA) coach training program was established as a companion to the Career Identity Coach program. CIA training is directed at NC State faculty and staff who wish to incorporate career identity coaching into their work with students. Graduates of the program are better prepared to assist students in obtaining a clearer understanding of self, selecting an academic major, and identifying viable career paths. To date over 50 career identity advocates have completed the training.

  - *Department of Music:* Curricular music ensembles offered regularly through the music department provide a high impact experience that has a significant influence on student retention and classroom success by providing a unifying team experience that addresses a challenging goal and by establishing a sense of community and belonging for students.

Action: Continue development of interdisciplinary first year inquiry courses linked to living and learning villages/learning communities.
Progress:

- The Albright Entrepreneurs Village continued offering two sections of EI 100 in the fall. EI 100 supports NC State students by providing an additional layer of interdisciplinary coursework. The course creates high impact opportunities to discuss topics in entrepreneurship and experience a day in the life of an entrepreneur. Through four-week blocks of lecture, discussion, site visits, speakers and panels to explore real-world companies and programs, students are immersed in experiences that challenge their entrepreneurial mindset and help them develop skills for venture creation.

- Held the first annual FYI faculty retreat in April 2019. 19 FYI faculty members participated in the half-day retreat focused on building a student-centered, inquiry-guided, inclusive classroom.

Action: Continue to grow undergraduate research, internship and on-campus work opportunities.
Progress:

- *Provost's Professional Experience Program:* In 2018-19, approximately 538 undergraduate students representing all ten colleges participated in the Provost's Professional Experience Program (PEP). Demand to create positions within the PEP program structure continues to increase with more than 810 requests for positions in 2019-20. The Office of Scholarships and Financial Aid collaborated with Enterprise Application Services in the spring of 2019 to create PEP Central in MyPack. PEP Central incorporates the business operations functions of PEP in MyPack to create a more streamlined process from position requests through student hiring and payroll administration.

- *Libraries:*
  - Expanded the Libraries' award-winning program of Emerging Digital Information Skills Workshops, introducing students and researchers to tools such as Tableau, Web VR frameworks, Jekyll, mapping and geospatial visualization, 3D printing, and R programming.

  - Hired a data and visualization librarian to focus on advancing students' data and visualization skills. Partnered with instructors to develop and provide course-related data science instruction for undergraduates, data and visualization starter assignments, and instruction in core data literacy skills.

  - The new Dataspace at the Hunt Library provided a greater level of access to specialized tools and technology for undergraduate students, who made up almost 50% of its user interactions, engaging in data discovery, evaluation, modeling, analysis, and visualization; mapping and geospatial techniques; and metadata creation. A pop-up "Data Point" debuted in the Learning Commons at the Hill Library in spring 2019 to offer similar consultation and support, also attracting significant numbers of students.

  - Opened a library exhibit, "Brace for Impact! Invention, Innovation, and Creativity at NC State," that features important discoveries and patented research from across the university. The exhibit was designed and curated by two students working with the Exhibits Program Librarian as part of the Provost's Professional Experience Program.

  - Hired 27 Provost's Professional Experience Program Students who gained professional experience in the areas of technology support, digital media, making, data analysis, and public speaking/tours.

  - Awarded the second annual Library Leaders Scholarships, recognizing exemplary contributions to the Libraries by current students. The two awards of $2,500 each come from the Library Leaders Scholarship Endowment, established to provide scholarship support for students working at the Libraries and to encourage them to consider pursuing an advanced degree in Library and Information Science.

- *DASA*
  - *Office of Undergraduate Research*
    - Partnered with the Office of Financial Aid and Scholarships to provide research opportunities for students that may have not considered research as an opportunity for Federal Work Study (FWS) employment. In its second year with a 62% increase in participation, 34 students were supported jointly by FWS and the OUR to conduct research across multiple disciplines/colleges. An unplanned effect of this program has been significant increases in student participation in undergraduate research from non-STEM disciplines.

- Coordinated professional development programming for the 24 Summer Research Programs operating at NC State which included 319 students from 80 institutions. The shared programming includes Campus/Laboratory Safety, Diversity, Research Communications, Responsible Conduct of Research, Preparing for Graduate School, and a culminating Symposium.

- Across the Spring (28th annual), Summer (17th annual), and North Carolina Statewide (SNCURCS, 14th annual and hosted by NC State) Research Symposia, a total of 790 students shared their research in either poster or oral presentations.

- Provided research award funding to 131 student projects and undergraduate research travel awards to 54 students to present their research at various disciplinary and interdisciplinary conferences over the last year.

- Partnered with the North Carolina Science and Engineering Fair Foundation to host the 2019 NC Science Fair at Talley Student Union. This event showcased 392 student presenters in grades 3-12 from across North Carolina, and introduced many of them and more than 1,500 family members, judges, volunteers, and guests to NC State University for the first time.

  - *New Student Programs:* Hosted two New Student On-Campus Job Fairs in conjunction with campus partners this academic year (one in fall and spring semesters, respectively) to promote employment opportunities to new students. Approximately 250 students participated in 2018-19 over the course of both fairs.

  - *Student Health Services:* The Pack Peer Program provides an immersive experience for NC State students interested in health careers. This year's cohort consisted of 25 students who were engaged in outreach, clinical shadowing and special projects. Special projects included a campus surveillance project on E-product injuries.

- *OIED*

  - Employed five undergraduate student interns through the DEPTH (Diversity Education for our Peers to THrive) peer education program as well as undergraduate and graduate student interns in the Campus Community Centers, OIED administration and communications.

  - *Women's Center:* Hosted its annual Gender and Equity Research Symposium to provide NC State researchers an opportunity to present their work. Undergraduate and graduate students from NC State and area institutions presented their research in poster format, addressing issues of gender, intersectional identity and equity in research. Coordinates The Movement, a group of trained peer educators who facilitate workshops on issues of interpersonal violence and social justice.

  - *GLBT Center:* Coordinated the Volunteer, Internship and Practicum (VIP) Program, a student internship program.

  - *Multicultural Student Affairs:* Coordinated the MSA Volunteer Ambassadors program, a cohort of students who support and promote the center and its events; coordinated the R.E.A.D. to Lead program, a community engagement initiative in which NC State students serve as mentors for youth organizations in the Raleigh community; and coordinated bilingual student workers who provide information at the Mexican Consulate's "Ventanilla de Educacion" (Window to Education) in Raleigh to educate the local community about educational opportunities from primary school through higher education.

Action: Increase student participation in immersive, high-impact study abroad, service-learning, global internships, and other local and global learning activities.
Progress:

- The Rural Works! internship program, a partnership between the Division of Academic and Student Affairs, the Office of Outreach and Engagement, and NC State Cooperative Extension, is now in its second year. This program supports NC State's commitment to social, economic, and technological development across North Carolina by offering an engaging internship experience for high-caliber students to work with employers to achieve their workplace goals in rural counties. In summer 2018, Rural Works! had 20 participants located in 12 counties across NC working with 11 government agencies, 5 nonprofit organizations and 4 private companies. This summer, the program has 40 interns in 29 counties, representing four academic units (Colleges of Agriculture and Life Sciences, Engineering and Humanities and Social Sciences; University College - Exploratory Studies).

- *Office of Faculty Development:* OFD has been working with Janice Odom and Outreach and Engagement to find ways to increase student and faculty participation in service learning activities and courses.

- *Institute for Emerging Issues:* Service Year NC is a recent initiative IEI has launched in partnership with Service Year Alliance, a national bi-partisan organization, with the goal of doubling the number of people devoting a year of service to communities across the state. Service NC has now hired a director and recently finalized a strategic plan.

- *OIED*

  o *Women's Center:* Sponsored an Alternative Service Break trip to Guatemala where students explored the impacts of domestic violence, sexual assault, family violence, cultural genocide, oppression and poverty and an ASB trip to Atlanta that focused on civil rights and gender equity.

  o *GLBT Center:* Sponsored an Alternative Service Break trip to San Francisco focusing on intersectional social justice.

  o *Multicultural Student Affairs:* Partnered with the Mexican Consulate in Raleigh to provide resources for the "Ventanilla de Educacion" (Window to Education) to educate the local community about educational opportunities from primary school through higher education.

- *DASA*

  o New Student Programs and Leadership and Civic Engagement partnered to offer the First-Year Alternative Service Break (ASB) trip, occurring over fall break, which attempted to help develop and enhance a value for public service, civic engagement and service-learning within the first-year student participants. Participants had the opportunity to learn about and engage in service around the intersection between social justice, the environment and healthy communities in Asheville, NC. Due to the nature of the experience, the trip was limited to 17 first-year students and four staff members (professional and student).

  o *New Student Programs:* High-Impact Student Engagement Sessions, held during first-year student orientation sessions, promoted first-year student engagement in the four areas of high-impact experiences, as identified by the university. These sessions, focused on career development, service learning, study abroad, and undergraduate research, encouraged students to participate in these high-impact educational experiences from the beginning of the career at NC State and provided information on the pathways to do so.

- *Office of Global Engagement*

  o Coordinated more than 45 university-wide international programs or faculty and students across campus, including a Global Welcome Celebration, more than 30 events for International Education Month, the Global Engagement Exposition, the International Festival, and Confucius Institute and NC Japan Center cultural programs. A new program for this year, the Global Film Series, brought a variety of international and globally-focused films to campus and saw over 1,000 participants in the pilot year.

  o *Study Abroad Office:* Served 1,724 outgoing students, a 3.5% increase from the previous year.

  o *Study Abroad Scholarship Funding:* $534,000 in scholarship funding (-5.7% due to changes in how the College of Engineering provided funds to students); 1041 scholarship applications received (+8.7%)

  o *Global Health Initiative:* Established the Global Health minor, in partnership with the Student Health Center, providing opportunities for students to make connections between topics in their major fields of study and global health challenges and to develop interdisciplinary approaches to addressing global health needs. The office supported 24 students' participation in the Triangle Global Health Consortium's professional development opportunities.

Action: Assess and improve as needed the network of professional advisors across campus.
Progress:

- *DASA - Academic Advising*

  o Student Success GPS Rollout - During the 2018-19 academic year, advisors across campus sent a total of 312 appointment campaigns to students and logged a total of 88,758 advising appointments in the Student Success GPS Platform. 17 new offices were added to the platform. In fall 2018, the Director of Advising Technology worked with EAB to refresh the reporting and analytics infrastructure to ensure all data elements were accurate and up-to-date with the most current program plan information.

  o Reframed the organizational structure to a distributed leadership model using functional teams to meet core program outcomes.

  o Worked with University Advisor Training and Prof. Development Committee to create and fund the "Advisor Power Hour" (lunch and learn networking event) to strengthen the advising network across the campus.

  o Hosted NC State Academic Advising Awards Ceremony using campuswide selection committee that fed into National Academic Advising Awards Competition. Two faculty members won Certificates of Merit.

Promote higher-order skills in critical and creative thinking: TH!NK – a quality enhancement program.

Action: Continue and expand delivery of workshops and faculty learning—community to provide support in developing classroom experiences for students that enhance higher-order thinking skills.
Progress:

- Implemented a new TH!NK Researchers Program to support faculty in publishing their pedagogical scholarship related to TH!NK. In addition to our traditional faculty development. 15 faculty participated

in the TH!NK researchers faculty development. TH!NK faculty/TH!NK researchers presented work at 16 national conferences in 2018-19; 3 TH!NK faculty published their work; 14 out of 15 TH!NK Researchers presented their work at the NC State Annual Symposium on Teaching and Learning.

- 32 new TH!NK faculty were trained May 2018 and 17 new TH!NK faculty were trained May 2019.
- *Office of Faculty Development:* Worked closely with Sue Carson on the assessment of faculty development programs related to TH!NK and provides reports on improvements in outcomes.
- *DELTA:* Taught eight workshops this year that provided support to faculty developing teaching and learning experiences for students that enhance higher order thinking skills.

Action: Expand and assess the implementation of pedagogical strategies designed to cultivate students' higher-order thinking competencies in undergraduate-serving courses and curricula.
Progress:

- *DELTA:* Worked or is working with/on
  - Steph Jeffries (TH!NK faculty), on the DELTA Critical Path Grant: ES 100 Introduction to Environmental Science. Four additional faculty also teach sections of this course and are engaged with our grant development project, including Zakiya Leggett, Megan Lupek (DE), Marcelo Ardon-Sayao and Ryan Emanuel.
  - Redesigning BUS 340 (with Sarah Khan and Neal Parker), CSC 113 (with Tzvetelina Battestilli) and MA 111 (with Elizabeth Dempster) using a flipped classroom approach to engage students in active learning and higher-order thinking during class.
  - Christine Cranford, Jamie Larsen, and Melanie Graham from the Professional Writing Program to improve the quality and design of their online courses. These faculty are applying the standards from the Quality Matters Higher Education Rubric to all sections taught of ENG 331, ENG 332, and ENG 333. All three courses are being officially peer reviewed and certified.

Action: Explore strategies to integrate TH!NK training and mentoring into existing infrastructure.
Progress: The Offices of Faculty Affairs and Faculty Development are currently engaged in planning and discussions about the continuation of TH!NK after its initial SACSCOC QEP funding period.

Action: Build collaboration with libraries to integrate introduction to library resources including Makerspace, the Digital Media Production lab and the Visualization lab during TH!NK faculty workshops.
Progress:

- *Office of Faculty Development:* OFD collaboration with libraries, via writing retreats, introduces faculty to these spaces which in turn supports student access.
- The Libraries' partnership with the TH!NK program has led to a total of 52 collaborations with faculty, including 29 course-based interactions this fiscal year, using Makerspace, data science, digital media, special collections, information literacy and research resources.

Serve the needs of undergraduate students through initiatives provided by the University College.

Projects that fit under this initiative but do not fit under any of the current actions listed as part of the initiative:

- Dr. Holly Hurlburt, professor of history at Southern Illinois University, has been hired to serve as assistant dean for enrichment programs in University College. This new position will have responsibility for Honors and Scholars, Undergraduate Research, TH!NK, Fellowship Advising, and the First Year Inquiry program. This will enhance program efficiency and continuity in support of enriching undergraduate education across the University.

Action: Provide enhanced advising coordination for all undecided students, those needing more assistance, and those considering or actively transferring into new majors.
Progress: Academic Advising Programs and Services are housed within University College. A director of advising technology position was established to assist colleges, full-time advisors and faculty advisors in the use of advising software and analytics to provide more effective, efficient and proactive student support.

Action: Provide a uniform administrative environment for all unaffiliated academic departments and their faculty.
Progress: The Departments of Health and Exercise Studies, Music, Aerospace Studies, Military Science and Naval Science are all administratively housed within University College.

Action: Serve as an incubator and, where appropriate, administrative home for interdisciplinary undergraduate curricula, minors and certificates creating a place for shared experiences and sense of identity across colleges.
Progress:

- University College worked with Debbie Acker (Shelton Leadership Center) and the European Center in Prague to develop and support the creation of the Minor in Global Leadership and Team Decision-Making. Effective fall 2018.

- The Department of Music has begun the Intent to Plan process for a B.S. in Music Engineering technology that integrates courses and concepts from Electrical and Computer Engineering and Industrial Design and will likely involve coursework from four colleges.

- *NC State Entrepreneurship:*

  - NC State Entrepreneurship launched an undergraduate certificate in Interdisciplinary Entrepreneurship in August 2018, and 18 students have registered during the first 10 months. This certificate is housed in University College, but is managed by an interdisciplinary Faculty Advisory Council representing the 6 university departments from 5 unique colleges that support the interdisciplinary course content and co-curricular activities that comprise the certificate requirements.

  - An NC State Entrepreneurship representative has taken a leadership role in creating policies and procedures to support the growth of University College in areas involving faculty mentorship, curriculum development, curriculum review, curriculum approval, and faculty training.

- *OIED*

  - Teaches USC 240: Leadership and Coalition Building in Diverse Communities, which is now an elective for the new Leadership Minor. It also fulfills the U.S. Diversity requirement for undergraduate students. (This course was not offered in 2018 due to a registration error but will be offered in 2019.)

○ Teaches ECD 225: Foundations of Cultural Competence for Professional Success, which fulfills the Humanities General Education requirement, as well as the U.S. Diversity requirement and Global Knowledge requirement for undergraduate students.

Promote graduate student and post-doctoral success.

Action: Pursue opportunities to increase doctoral completion and reduce time-to-degree.
Progress:

● *Graduate School*

   o The Graduate School offers extensive assistance to students writing theses and dissertations, including a wide array of workshops, a week-long Camp Completion or "boot camp," Weekend Writing Retreats designed for part-time and other non-traditional students, individual consultations, Accountability Groups, and special support for students in the College of Engineering.

   o The Dissertation Completion Grant each year accepts 16 doctoral students who are doing promising research but are having difficulties finishing their dissertations. A writing coach works with the students. The program has a graduation rate of 95% over its 7.5 years.

   o In a collaboration with the Student Government, the Graduate School has created a fund to support students seeking to attend off-campus workshops and short courses to enhance their academic development and career prospects.

   o To further promote graduate student success, we created and hired the new position of graduate fellowship specialist, whose job is to encourage students to submit applications for externally funded fellowships and guide them in writing and submitting the applications.

   o The Graduate School celebrated 125 of graduate student success, marking the first graduate degree recipient at NC State and honoring the many who have proudly followed. Recognition of this milestone has included various events, historical pieces published online, and a large banner at May graduation.

Action: Offer co-curricular professional development and skills building to enhance the academic experience of our graduate and post-doctoral students.
Progress:

● *Graduate School*

   o The Teaching and Communication Certificate (formerly Certificate of Accomplishment in Teaching) is designed for a broad audience of students seeking employment in and outside the academy. Here, teaching is understood as effective communication for various audiences. Earning this certificate requires 100 hours of approved activities and a professional portfolio. There are currently 170 students and postdocs enrolled, and 44 others have successfully completed this program since it was launched in Fall 2017.

   o Accelerate to Industry (A2i) was formally launched this year for students who were contemplating working in industry. Partnering with various companies, especially those from RTP and Centennial Campus, the program empowers students to secure corporate positions. This program has been so successful that it has been trademarked and is expanding its reach beyond NC State, with a program launched at the University of Florida and others planned at the

Universities of Arkansas, Georgia, and Texas. This year we welcomed Florida International University, UNC Charlotte, North Carolina Central University and North Carolina A&T University as additional partners.

- In June the Graduate School will host its inaugural A2i Train-the-Trainer event with representatives from 20 institutions attending a 2-day training on how to launch A2i on their campus.

- Academic Packways: Gearing Up for Faculty is an initiative to prepare graduate students and postdocs to succeed in the highly competitive academic job market. In its second year, the two-day program included 28 postdocs and late-stage graduate students from seven different colleges at NC State and 49 faculty and staff from NC State as well as other colleges and universities.

- The full-day New Teaching Assistant Workshop offered by the Graduate School in the fall attracted more than 350 students, providing the skills that TAs need to be more effective teachers.

- Preparing the Professoriate, a year-long mentoring and workshop series designed to prepare graduate students and postdocs for long-term career success in the academy, continues to contribute to participants' success on the academic job market. Of the 2018-19 cohort, four participants were active on the academic job market and all four received offers, three of which were tenure-track. Of the 2017-18 cohort, half (8) are still completing their degrees or their postdoctoral positions at NC State and half are employed, with six remaining in academia.

- *Offices of Faculty Affairs and Faculty Development*

  - Faculty development programming is open to and marketed to post-docs, as is membership in the National Center for Faculty Development and Diversity via NC State's institutional membership (administered by OFD).

  - OFA and OFD staff served on Academic Packways: Gearing up for Faculty program and in multiple professional development workshops for graduate students and post-docs coordinated by the Graduate School.

- *Libraries*

  - Launched in fall 2017 in collaboration with the Graduate School, the Peer Scholars Program gives graduate students and postdoctoral researchers the opportunity to share their expertise and teach advanced research skills to the NC State community through Libraries workshops on topics including design, programming, analytics, immersive technologies, and diversity. During FY 2018-19, 10 Peer Scholars participated by teaching 31 workshops..

  - Provided valuable professional development experience to 11 graduate students hired to serve as Data Science Consultants in the Hunt Library Dataspace and Hill Library Data Point. Students in these positions were mentored by experienced librarians to consult on programming, machine learning, statistics, data analysis, visualization, and other data-related topics. They also helped develop and teach workshops and tutorials on topics such as predictive analytics and machine learning.

  - Supported a Graduate Extension Assistantship for a CRDM graduate student to work with the Libraries' Makerspace program.

- Supported a Graduate Extension Assistantship for a College of Design student to help develop interactive exhibits in the Innovation Studio scheduled to open in fall 2020 as part of the Hill Library renovation.

Action: Launch, assess and continuously improve GradPath - a web and mobile app that allows students to monitor their academic progress and co-curricular professional development activities.
Progress: Progress on GradPath was stymied this year because the programming for the app was rejected by Apple, which has a very high standard for approval. Android, which has fewer limitations, did approve the app, but having it on the Apple site is essential for the success of GradPath in the long run. In response to Apple's requirements, we have been generating programming that it demands, though this has taken much time. A temporary alternative is to provide GradPath on a limited basis as a web app. We still plan to pilot GradPath for students in Horticultural Science this fall.

Action: Continue to assess and improve graduate and post-doctoral student mentoring at NC State.
Progress:

- *Graduate School*

  - In 2018-19, the Graduate School offered a four-part series of mentoring workshops to junior faculty to better prepare them for success in working with their graduate students, which should lead to greater success in their research productivity.

  - We provided exit survey data that department heads and others in leadership positions could use proactively to identify faculty whose mentoring could be improved.

  - In response to articles showing that doctoral students suffer mental health problems at a significantly higher rate than the general population, the Graduate School has partnered with the Mental Health Ambassador and Graduate Student Association to address this issue across campus.

  - The interim dean of the Graduate School participated as a panelist for the first Student Town Hall meeting, led by the Graduate Student Association and student government. Issues that students brought up included high student fees, low stipends, and mental health.

Promote a culture of entrepreneurship in support of NC State students, faculty, staff and alumni.

Action: Provide structure and resources that promote campus collaboration and community outreach.
Progress: Confirming latest activities in support of this action.

Action: Provide a consistent message about NC State entrepreneurship and shared communications platform.
Progress: Confirming latest activities in support of this action.

Action: Unify entrepreneurship efforts across campus through an alliance model that encourages interdisciplinary collaboration and streamlined communication without sacrificing individual mission statements.
Progress: Confirming latest activities in support of this action.

Action: Highlight the successes of our stakeholders in the areas of research, teaching and outreach as well as show the impacts of NC State's programs and resources nationally and internationally.
Progress: Confirming latest activities in support of this action.

Create a culture of continuing professional development for staff and faculty.

Action: Provide ongoing leadership, management and supervisory training for department heads, unit heads and supervisors.
Progress:

● *Offices of Faculty Affairs and Faculty Development:* OFA and OFD have continued to offer the revamped (and more intensive) new department head orientation as well as the monthly lunchtime workshops for all department heads on leadership and management topics that were prioritized by the heads themselves. Attendance at these workshops remains very high, and heads report valuing this program highly as well.

Action: Develop ongoing education programs and compliance communications for staff, faculty and administrators to enable them to do their jobs more effectively.
Progress:

● *Office of Faculty Affairs:* Worked with the Office of General Counsel and HR to develop appointment letter templates for a variety of faculty and faculty administrator roles to facilitate compliance with university regulations and make the appointment process more streamlined.

● *Libraries:* The Libraries' Staff Learning and Development Committee promotes and encourages continuous learning, training, and staff development. Project management training was a major focus this year. An internal project management team developed and delivered a nine-month-long intensive training for 12 staff positions within the organization.

Action: Develop financial training modules to inform unit leaders on strategic resource awareness and new funding allocation models.
Progress: The Office of the Provost has hosted numerous educational meetings with all colleges and and some departments as well as provided written materials.

Action: Expand opportunities for professional development for faculty (e.g., training in grant development, leadership skills, global engagement and effective networking.)
Progress:

● *Offices of Faculty Affairs and Faculty Development:*

   ○ OFD/OFA established and began convening the Faculty Development Partnership Group (FDPG) aimed at strengthening collaboration and communication between units involved in faculty development on our campus. Subgroups of the FDPG are working on co-presented programming, a gap analysis of faculty development on campus, and a roadmap to help faculty identify development opportunities relevant to their rank and track.

   ○ OFD hosted the annual Teaching and Learning Symposium that included mini-workshops/poster sessions by NC State faculty and the implementation of a competitive poster award program.

   ○ The success of the faculty writing retreats led to OFD's expanding them this year to include the availability of individual consultation for faculty with library specialists.

- As mentioned earlier, OFD developed and launched the Reflective Educational Design (RED) Core Teaching Certification (CTC) in both hybrid and online modalities to improve course planning and instructional approaches. In Spring 2019, sixty faculty joined the first cohort of the CTC with two faculty completing the certification. The summer 2019 online-only cohort has fourteen faculty participants.

- OFA helped the provost launch the Provost's Faculty Fellows Program, an intensive year-long leadership training program for mid-career and senior faculty who are interested in university-level leadership.

- OFD facilitated faculty reading circles each semester, selecting two offerings of books that support faculty in various realms of responsibility. OFD piloted virtual reading circles this year and partnered with the NC State Libraries to ensure free, paperless, online access to all faculty participating in the circles.

- OFD developed a catalog of online professional development via Lynda.com in order to highlight and promote for faculty the training topics most relevant to their work.

Enhance institutional pride.

While the Provost is not listed in the implementation plan as responsible for any actions under this initiative, his office and all provost units strongly embrace the actions listed below and provided several examples.

Action: Reinforce the University's "Think and Do" brand to continue to elevate institutional reputation.
Progress:

- *EMAS:* Hosted a variety of high school counselor and transfer advisor events at NC State including high school counselor fly-ins for domestic and international counselors. These events reinforce the University's "Think and Do" brand and help elevate the institutional reputation.

Action: Utilize the University's "Think and Do" brand when communicating internally and externally the success of our diverse community of students, faculty and staff.
Progress: The Office of the Provost and all academic and academic support units support this objective through on-brand communications materials, both digital and in print.

Action: Continue to elevate the quality of University special events to promote pride in place.
Progress:

- *Offices of Faculty Affairs and Faculty Development:* Staff work closely with the Offices of the Provost and Chancellor and with Special Events to produce multiple faculty awards and recognition events each year.

- *EMAS:* Planned and executed a variety of high-profile events throughout the year including but not limited to Fall and Spring Commencement, University Open House, Chancellor's Senior Reception, Experience NC State admissions yield events, Early and Middle College Summit, First in Family Luncheon, Parents and Families Weekend, Spring Fling, PacKIN Action and more to promote NC State pride.

Action: Develop shared spaces to inspire community, collaboration and innovation.
Progress: Confirming latest activities in support of this action.

Action: Continue to engage and mobilize the extensive network of alumni in key regions of North Carolina, the U.S. and around the globe.
Progress: Confirming latest activities in support of this action.

IMPROVE INSTITUTIONAL EFFECTIVENESS WHILE GROWING & REALIGNING RESOURCES

Improve institutional data integration and analytic capacity.

Action: Work with internal stakeholders to properly link data management procedures and analytic information needs.
Progress: Need to confirm OIRP's progress on this action. The Office of Faculty Affairs works closely with HR on faculty data in the HR system to improve the capture of key data elements that will facilitate analysis.

Action: Complete the roll-out of the institutional FACTBOOK utilizing consistent graphical presentation layers of summary reports and drill-down capability.
Progress: Need to confirm OIRP's progress on this action.

Action: Launch online university-wide Admission Status Reporting (ASR) system.
Progress: OIRP and the Graduate School have implemented an Admissions Status Reporting System as well and an Enrollment Status Reporting System through SAS Visual Analytics.

Action: Continue development of the Institutional Data Profiles (IDP) focusing on departmental detail.
Progress: Departmental detail has been added to the Institutional Data Profiles as well as the ability to drill down to the academic program level. The interface and navigational tools were updated in FY 2018-19. Roll-up reports were also enhanced to identify trends within colleges and across departments.

Action: Focus on improving reporting elements to be inclusive of cross-organizational efforts reflecting collaborative work aligned to meet strategic goals.
Progress:

- *Office of Faculty Affairs:* Staff serve on a workgroup launched to improve the Personnel Data File, which draws on OIRP and HR capabilities.

- *EMAS:* Continues to ensure enrollment reporting through the National Student Clearinghouse matches the NSLDS and meets federal financial aid requirements. EMAS has also developed reporting systems for its own business purposes and moved that infrastructure to the SAS Visual Analytics platform.

Action: Continue efforts to model instructional capacity under changing enrollment trends.
Progress: Need to confirm OIRP's progress on this action.

Improve processes for providing support to the research enterprise.

Action: Identify differentiating and strategic research areas that reflect NC State's competitive expertise and advantages in order to communicate more effectively with external partners.
Progress: The Office of Innovation and Research is leading this effort in consultation with the Office of the Provost.

Action: Implement new enterprise research administration system (eRA).
Progress: The project is now in the module development and launch phase. To date, the Animal Care and Use module has been developed and launched. The Sponsored Programs and Conflict of Interest modules are currently in development.

Action: Improve pre- and post-award services provided to researchers from SPARCS, Contracts and Grants, colleges, and other units by restructuring and improving research administration processes.
Progress: The Office of Innovation and Research is leading this effort. The implementation of the new Enterprise Research Administration platform will streamline all processes that affect research.

Action: Expand and unify proposal development efforts across campus.
Progress: The Office of Innovation and Research is leading this effort.

Action: Continue to streamline regulatory processes that affect research.
Progress: The Office of Innovation and Research is leading this effort. The implementation of the new Enterprise Research Administration platform will streamline all processes that affect research.

Action: Improve the delivery of services to researchers by University Shared Core Research Facilities via integration of lab management software platform into administration practices.
Progress: The Office of Research and Innovation is leading this effort.

Action: Coordinate large-scale instrument acquisition strategies within University Shared Core Research Facilities with faculty recruitment and retention processes.
Progress: The Office of Innovation and Research is leading this effort in consultation with the Office of the Provost.

Action: Expand the footprint of University Shared Core Research Facilities in coordination with the strategic research needs of the University.
Progress: Conversations are ongoing between the Office of the Provost and the Office of Research and Innovation.

Regularly review the effectiveness and efficiency of administrative processes.

Action: Engage in an effective strategic risk management process that involves identifying risks, assessing risks, developing mitigation measures, enhancing communication, and strengthening response measures.
Progress: Executive Officers are responsible for the strategic risk process and routinely discuss these issues at the Chancellor's Cabinet.

Action: Continue to develop and maintain an effective organizational compliance and integrity program through subject matter self-assessments, use of best practices and enhanced corrective action reporting.

Progress: Activities are ongoing in support of this action.

Action: Continue to review, evaluate and recommend improvements in administrative processes by documenting workflows, clarifying respective roles and responsibilities, and collaborating across divisions to obtain objectives.
Progress:

- *OIED:* In 2017, the DHPR (Discrimination, Harassment Prevention and Response) online training module and the Student Success Title IX training program for faculty, staff and students were added to the university's REPORTER system for compliance tracking. New employees receive a compressed version of the DHPR training at New Employee Orientation and are credited with meeting the 3-year requirement. New Student Orientation sessions remained a valuable approach for OIED to educate incoming first-year and transfer students through targeted messages about Title IX, violence prevention bystander education, equal opportunity rights and where to obtain assistance for equal opportunity-related concerns.

- *Office of Faculty Affairs:* Deployed the new Statements of Faculty Responsibilities (SFR) Online module, making the development of SFRs more consistent across campus and easing the workflow of these documents' development. Implementation will continue throughout 2019-2020. OFA continues to improve and refine RPT Online, and a new PTR (post-tenure review) Online module is under development. OFA staff are closely involved in various HR initiatives to improve search and recruitment, tighten up employment letter language and hiring processes, etc. OFA regularly advises colleges, departments, and other units regarding a range of PRRs related to faculty affairs (e.g. RPT, PTR, annual review, scholarly reassignment, phased retirement, etc.) and continuously seeks opportunities to improve clarity in content and process.

- *EMAS*

  - Scholarships and Financial Aid has incorporated the Wilson College of Textiles into PackASSIST. With the inclusion of the Wilson College of Textiles, PackASSIST has become the central scholarship platform for all undergraduate college based scholarships, DASA, OIED, Shelton Leadership, Caldwell Fellows, the Goodnight Scholars Program and scholarships awarded by the OSFA.

  - The processing and articulation of transfer credit continues to evolve under EMAS. The posting of transfer credit which is a shared process between Undergraduate Admissions and Registration and Records has become increasingly automated. This has allowed the process to improve in both efficiency and accuracy. Students will be able to see their preliminary evaluation of credit at the time they are admitted allowing them to make fully informed decisions before confirming their enrollment. Advisors will have access to the articulated credit more quickly to aid in initial registration advising. Continual development of the process will include a work-center to assist with the articulation of new credit and the monitoring of departmental credit evaluations. Continued building of the transfer credit database with additional courses and new institutions will further improve the process.

  - The Department of Registration and Records developed and presented a perpetual academic calendar to the University Calendar Committee. The perpetual calendar was developed to streamline future calendar development and build calendars using a consistent set of factors and constraints.

- ○ To be strategic in the use of our resources, data analysis capabilities were improved to assist with recruitment and yield efforts. Data analytic dashboards within SAS, Tableau and SAS Visual Analytics helped EMAS strategize for recruitment, retention and assessment purposes. Examples include creating targeted recruitment strategies by integrating College Board segment analysis with prospect data and working with colleges for new yield strategies based on data from "Will-Not Enter" surveys.

  - ○ A new process for the readmission of former undergraduate students seeking to return to NC State to complete their degrees was developed and implemented. The new process utilizes Slate and provides for better communication channels and a more user friendly experience for readmit applicants.

- ● *Graduate School*

  - ○ For the sake of efficiency and lowering costs, the Graduate School moved its *Think Magazine* from hard-copy to internet distribution and from outside- to in-house production.

  - ○ The Graduate School, in partnership with EMAS and DASA as well as with financial support from the Provost's Office, has acquired new modules within the Leepfrog system that currently houses CIM (Course Inventory Management system). In order to be transparent to prospective and continuing students regarding program requirements, determined an improved catalog would be necessary; therefore, plan to implement the CAT module (online catalog) and CIM Programs module (online program approval process). Currently rely on departmental websites to provide course requirements and, unfortunately, many are inaccurate or not updated in a timely manner. This centralization will allow the Graduate School to provide this information in a more unified and accurate manner.

  - ○ Working with EAS, the Graduate School is in the process of creating a new graduate plan of work. They are leveraging some of the technology used to create the undergraduate degree audit to create a plan of work that will be a living document as opposed to the current plan of work, which is often completed late in the student's career.

  - ○ Graduate certificate students will also have a plan of work, something that previously was only available to degree seeking students. This will help the graduate certificate programs more accurately track their students' progress and ease their degree clearance process.

  - ○ In an effort to keep students on track to completion, analyzed critical degree milestones and are working with EAS to alert students of those milestones within the MyPack portal. For example, if a student has not scheduled a preliminary exam by a specific time we will add an alert in their portal at an appropriate time.

  - ○ The Graduate School is altering the patent agreement process. Currently the patent agreement is tied to the graduate plan of work. The Graduate School is separating those processes to increase efficiency and prevent students from needing to reapprove their patent when their program changes.

  - ○ The Graduate School has continued to address salary inequities that had grown over previous years and had created concerns for some employees. This has included increasing the salaries of multiple employees who were below the market minimum.

  - ○ After purchasing Turnitin for the university community last year, the Graduate School is in the process of renewing the application. They believe it has the potential to create efficiencies for

faculty who will have a streamlined process for identifying plagiarism so that they can address the issue with students.

- ○ The Graduate School has expanded its analytic reporting for student statistics as well as reconceptualized report fundamentals based on evaluating campus use and our institutional strategic initiatives. They have added more modalities for interacting with reports and began creating some student financial reports, particularly in the areas of graduate appointments and the Graduate Student Support Plan. They are continuing to expand the functionality and depth of these reports in the coming year.

Regularly review the effectiveness and efficiency of academic programs.

Action: Continue to refine the tools and procedures for accreditation and assessment.
Progress:

- The Academic Program Assessment reporting system developed and maintained by OIRP enables the creation of annual assessment reports required for accreditation. The reports provide an update including a summary of recent assessment results, an evaluation of strengths and areas for program improvement based on the results, and a description of decisions made and implemented to address areas for program improvement. The assessment reports and corresponding learning outcomes are published for each program and can be viewed online. OIRP staff work with Graduate School, DASA and college representatives to improve the system's usability as a tool for documenting institutional effectiveness in the University's teaching mission.

- *Office of Faculty Affairs:* Staff partner with the vice provost for assessment and accreditation on faculty items related to the SACSCOC fifth year review and process improvements for documenting classroom instructor credentials.

Action: Continue to enhance the academic program quality and productivity review process.
Progress:

- The interface and navigational tools for OIRP's online Institutional Data Profiles were updated in FY 2018-19. Roll-up reports were also enhanced to identify trends within colleges and across departments.

- *DELTA:* Quality Matters (QM) (https://www.qualitymatters.org/) is a faculty-centered, peer review process designed to certify the quality of online courses and online components. DELTA worked with 15 Distance Education faculty this year in a rigorous course improvement program within the internationally recognized Quality Matters framework. These courses underwent an intensive internal course review and are now undergoing an official Quality Matters review. Courses certified in fall 2018: ARE 306, LPS 200, PS 305, MIE 330, ECI 508 and FLS 201. Courses certified in spring 2019: ECD 535, ENG 331, MA 231, MBA Jenkins Consulting Program, PP 315 and YFCS 545. Course certification in process, with anticipated success in fall 2019: ARE 201, ELP 344, ENG 332, LAR 221/582 and MB 351.

Align campus physical infrastructure improvements and utilization with strategic plan.

Projects that fit under this initiative but do not fit under any of the current actions listed as part of the initiative:

- *Libraries*

- ○ Updated furniture, equipment, and shelving in the Design Library in Brooks Hall, in partnership with the College of Design. Additional improvements are planned for the coming year.

- ○ Although study seats have been added at the D. H. Hill Jr. Library in recent years, the overall shortage continues, and students continue to ask for both quiet study space and additional group study rooms. In response, we used the library budget along with one-time allocations from the Provost's Office to advance numerous building improvements, including the following: completed a new 38-seat quiet reading room in the west wing; relocated three group study rooms from the third floor to the seventh floor (to mitigate the disruption of the Academic Success Center construction); and created 13 new group study rooms on the fifth, sixth, and eighth floors.

- ○ Other library facility improvements:

  - ■ Completed the refresh of the Learning Commons at the Hill Library, including a Popular Reading area and new finishes, furniture, power hubs, and custom workstations;

  - ■ In partnership with the Poole College of Management, completed the Bloomberg Lab at the Hill Library, which contains nine Bloomberg Terminal workstations;

  - ■ Converted a staff space at the Hill Library to the Escape Room, which promotes team-building while highlighting new technologies available to students;

  - ■ Relocated the Interfaith Prayer and Meditation Space at the Hill Library to a larger space that is easier for students to find;

  - ■ Reopened the long-closed Hillsborough Street entrance to the Hill Library on May 13, 2019. This entrance will serve as the only public entrance to the building during the renovation of the second and third floors, and it will remain open when the Brickyard entrance is reopened in August 2020;

  - ■ Created the 30-seat Dataspace at the Hunt Library and renovated the adjacent Game Lab to support its use for workshops, high-definition visualization, and academic and recreational gaming. As part of this project, six custom study pods were reconfigured and refreshed to provide additional study seating;

  - ■ Completed planning for the Overlook area on the third floor at the Hunt Library, to replace an underutilized computing area with 32 study seats. The new furniture will be installed in summer 2019; and

  - ■ In partnership with Campus Enterprises, began the planning phase of a project to create a larger coffee/cafe space on the first floor of the west wing at the Hill Library.

Action: Connect grant and start-up needs with space.
Progress: Space needs are addressed in conjunction with new hire start-up packages in all CFEP hires; individual colleges are regularly requesting assistance with space needs as part of start-up packages. The provost, vice chancellor for finance and administration and vice chancellor for research serve as co-chairs of the University Space Committee, which is working to focus on more strategic issues and planning, including future start-up as well as repair and renovation needs. The use of a subcommittee to prepare more routine requests for a consent agenda has streamlined the committee's activities.

Action: Provide consistent technology and support in classrooms.
Progress:

- *DELTA*
  - o DELTA maintains 10 video-based Distance Education classrooms in support of its distance education classes. To ensure optimum recording quality, both video classroom and the central control room underwent multiple upgrades this past year, including changing DELTA's transmission and monitoring core to fully integrated IP workflows. A design was approved after several months of collaborative meeting with manufacturer engineers, in-house system/network engineers, and DELTA. This design creates an IP workflow that seamlessly evolves and scales to meet future classroom support needs. On April 29, 2019, DELTA's aging classroom infrastructure was decommissioned. One week later, the installation of a next-generation all IP transmission workflow began and will be in place for summer 2019 classes.
  - o During the spring of 2019 (April - May), DELTA's two mini studios underwent a complete makeover to include technology upgrades, new lighting, and furniture. The goal was to standardize the look, feel, and operations of both facilities.
  - o Through WolfWare, instructors are able to easily manage student rosters, submit student grades, and access other instructional tools. Tools added to WolfWare in 2018-19 include Zoom (a web conferencing tool chosen to replace Blackboard Collaborate) and a Google Groups email tool (allows instructions to easily send email to groups of students). Moodle integrations that were added include Google Course Kit (facilitates the use of Google Docs in a course setting), Mediasite (for easier access to video content), textbook publisher content access (in partnership with the NC State Bookstores), Turnitin plagiarism detection software (in partnership with the Graduate School), Lynda.com learning content (in partnership with the Libraries) and PlayPosit for creating more interactive videos.

Action: Improve classroom and class lab utilization considering innovative pedagogy and scheduling efficiency.
Progress:

- *EMAS*
  - o Developed a new dashboard via SAS Visual Analytics to display course and room scheduling information in a variety of data visualizations designed to uncover opportunities in improving classroom utilization. Presented early demonstration of the dashboard to department heads and deans. The dashboard will be released to campus in fall 2019.
- *DELTA:* Through their grants program, DELTA has worked this year with a number of instructors to redesign courses to improve classroom pedagogy, lab utilization, and improved use of faculty and TA resources to address increasing course enrollments.
  - o Grants awarded for DE support (DE courses, exploratory) impacted the following courses: BAE 495, BEC 426/526, BSC 580, LSC 101, CHE 596, EAC 595, ECI 416, ECI 583, FLS 102, FM 480, FS 250, GD 303, LAR 457, MB 351, MEA 100, MEA 101, MEA 140, MUS 107, MUS 207, NR 510, NR 512, PRT 458, PRT 508, PSY 230, EAC 580, EAC 581, EAC 583, EAC 584, EAC 585, EAC 586, ARE 201, ARE 495, COM 487, ECI 585 and ECI 727.
  - o Grants awarded for F2F support (course redesign, blended learning, exploratory) impacted the following courses: BUS 340, CH 222, CSC 113, CSC 326, ES 100, FM 425/525, MA 111 and ST 370.
  - o Additional course redesign project assessments include: BCH 351, CE 332, CE 373, CSC 116, CSC 216 and CSC 316.

- Additional instructional tools assessments include: Textiles Archive Design Application for FTD 201.

Action: Renovate space in D.H. Hill Library to create an Academic Student Success Center to provide comprehensive academic support services to students — including tutoring, academic coaching, drop-in academic advising and career counseling.
Progress: See details in main report under *Key Strategic Initiatives - Academic Student Success Center.*

Action: Promote the university leadership's use of the Campus Capacity and Assessment Study guiding principles when evaluating improvements to the campus physical environment.
Progress: The provost, vice chancellor for finance and administration and vice chancellor for research serve as co-chairs of the University Space Committee and consider items before the committee in light of the Campus Capacity and Assessment Study guiding principles.

Action: Develop and adopt a process to use an integrated priority list to objectively determine the university's highest needs for infrastructure and building projects (both major capital and significant repair and renovation work).
Progress: The Office of Finance and Administration has developed and is actively using an integrated priority list and which the Office of the Provost also regularly accesses and uses as a planning tool.

Develop resource management strategies to support the strategic plan and communicate internally to promote resource awareness.

Action: Determine current and near-term impact to resources due to changes in the calculation and allocation of university enrollment change funding and communicate these impacts to campus.
Progress: The Office as the Provost and the Enrollment Planning Committee communicate regularly with colleges, departments and programs, offering on-on-one meetings when requested. It was made clear that there would not be any new money next year as the UNC System model shifts from funding projections to funding in arrears. DELTA also communicates regularly with units in regard to distance education; specifically they have:

- DELTA provides the *Understanding the Distance Education Enrollment and Funding Spreadsheets* document and the *DELTA Funding Flowchart* along with a spreadsheet of production activity for the past and current year. SCHs actuals are provided at the program level, rolled up at the college level.

- Provided one-on-one meetings with colleges and programs, reviewing, by DE program, a breakdown of the original DE budget submitted and the new budget based on actuals.

Action: Communicate with course generating units the impacts due to change in enrollment within the units.
Progress: The Office as the Provost and the Enrollment Planning Committee communicate regularly with colleges, departments and programs, offering on-on-one meetings when requested. DELTA also communicates regularly with units in regard to distance education as noted in the action above.

Action: Review F & A generation and allocation and refine processes to help ensure significant return on investment in NC State's research infrastructure.
Progress: An F & A working group, which includes members of the Offices of the Provost, Finance and Administration, and Research and Innovation, had been examining the F & A distribution model and

potential updates to the model. Original envisioned as a short term planning group, this group now meets on a continuing basis and recommended last year's distribution and is preparing to recommend this year's distribution.

Action: Further refine funding allocation models to incentivize strategic investments at the unit-level.
Progress: Distribution of and incentives related to funds provided by the Office of the Provost are at the discretion of the colleges. DELTA has been pursuing the following options for the funds that they administer:

- Working with the Provost's Office, will develop a new internal funding model for DELTA. This change will complement academic budget restructuring to consolidate the funding allocation processes for DE programs, Flexible Access courses, Summer School and regular-term enrollment change. They anticipate completion of a proposal for a new DELTA funding model by the fall of 2019.

- DELTA will seek ways to improve and expand upon its portfolio of funding opportunities. In this next fiscal year, they will continue to expand their Online Course Improvement Program as well as investing in continuing projects in their Online and Distance Education Program Planning & Development program. DELTA has also increased its marketing and student recruitment efforts to assist established programs and promote new programs.

Action: Strategically target additional academic programs to be considered for premium tuition.
Progress: New premium tuition for M.S. Foundations of Data Science (new program with premium tuition of $5,600/year) submitted and approved for 2020-21 through Board of Trustees in November 2018 and will be submitted to BOG with planned request to establish new program.

Enhance private support to the University.

While the Provost is not listed in the implementation plan as responsible for any actions under this initiative, his office and all provost units strongly embrace the actions listed below and provided several examples.

Action: Continue to promote top fundraising priorities with a focus on alignment to the Strategic Plan.
Progress:
- *Libraries:*
  - Following two years of record fundraising totals in 2016-17 and 2017-18 ($3.27 million and $3.58 million, respectively), identified a need to rebuild their major gifts pipeline and to focus on annual giving and leadership annual giving (an area that University Advancement has also determined is a priority). To grow its audience, partnered with the Alumni Association on various events across the state to highlight the Libraries' student success initiatives and introduce Greg Raschke as the new Senior Vice Provost and Director of LIbraries. Though they anticipate fundraising totals this year to fall well below their previous two years, all of these activities have put them in a strong position for 2019-20.

  - Continued execution of a $360,384 "Digitizing Hidden Special Collections and Archives" grant from the Council on Library and Information Resources, enabling the Libraries to partner with the American Society for the Prevention of Cruelty to Animals (ASPCA) on a three-year project, "'The Animal Turn: Digitizing Animal Protection and Human-Animal Studies Collections."

Action: Continue to build out the University's advancement infrastructure to achieve success in the "Think and Do the Extraordinary" Campaign, and beyond.

Progress: With the support of the Provost's Office, the Institute for Emerging Issues and the Shelton Leadership Center (SLC) hired a new shared development officer to solicit additional private support. The new position has helped the SLC successfully attract new donors who do not have previous ties to the university. The SLC has created and convened a small, highly impactful, group called the General's Cabinet. This group has the responsibility of assisting the SLC with endowing its programs, and eventually fully endowing the Center. Two meetings of this group were held this past fiscal year.

Action: Evaluate original Campaign goals and adjust as necessary.

Progress: Libraries anticipate meeting their initial $22 million campaign goal in fall 2019, and are working with Central Advancement to determine a new goal for the remainder of the campaign.

Action: Refine internal advancement processes, systems, procedures to optimize fundraising production.

Progress: The Office of Faculty Affairs and Advancement Services are partnering to engage college deans and envision an updated professors of distinction program that will address current gaps and challenges and meet the future needs of the institution. Additionally, to assist college-based development officers, OFA partners with Donor Services to create and/or provide regulatory and process guidance on professorships.

Action: Develop and foster a culture of philanthropy campus-wide among students, faculty and staff.

Progress: The Office of the Provost and almost all academic and academic support units participated in the inaugural Day of Giving.