

# DIVERSITY, EQUITY, AND INCLUSION

DEPARTMENT OF APPLIED ECOLOGY - NORTH CAROLINA STATE UNIVERSITY

## GENERAL STATEMENT FOR THE DEPARTMENT

*You are different from anyone who has, is, or will ever walk the Earth. Your unique traits, perspectives and identity make us better as a department; we are glad you are here!*

The Department of Applied Ecology welcomes students, collaborators, and colleagues regardless of race, ethnicity, religion, gender identification, sexual orientation, age or disability status. The more diverse our department is, the better we are; only diverse research teams and perspectives are capable of solving the global environmental challenges faced by a diverse society. We are committed to self-evaluation, encouraging ongoing conversations and building an inclusive and equitable community, and have programs in place to produce meaningful outcomes. We also believe that actions speak louder than words, and we hope that you will be a part of our process to identify and undo structural racism, sexism, and other biases in our institutions and research fields, and our progress towards diversity, inclusion, and equality.

## POINTS OF CONTACT FOR DEI ISSUES

- Dr. Erin McKenney (eamckenn@ncsu.edu) and Dr. Derek Aday (ddaday@ncsu.edu) are identified as **Responsible Employees** (<https://diversity.ncsu.edu/responsible-employees/>) by the university. As such, they are required to report any incidents of sex discrimination or any other misconduct to the **Title IX coordinator** (<https://diversity.ncsu.edu/title-ix/>) or other appropriate school designee.
- Should you want to report something in a confidential manner, you could speak with the **Counseling Center** (<https://counseling.dasa.ncsu.edu/>), **Student Legal Services** (<https://studentlegal.dasa.ncsu.edu/>), or the **Student Ombuds Office** (<https://ombuds.dasa.ncsu.edu/>).
- If you experience something that you are unsure about reporting in the formal avenues above, contact Michelle Jewell, the chair of the Diversity, Equity, and Inclusion committee (majewell@ncsu.edu).
- **Additional Resources for Reporting Concerns** (<https://diversity.ncsu.edu/reporting-resources/>)



# COMMUNITY BUILDING AND SUPPORT RESOURCES

**Lunch and Learn Conversations that matter:** Provided by the CALS Office of Diversity and Inclusion. A free bi-monthly series that enhances diversity awareness and builds cultural competencies for faculty, staff and students in CALS as well as university-wide. These shared lunches are meant to provide a safe space for the college community to come together to: explore different dimensions of diversity, gain skills they can use in the workplace and classroom, and foster a more inclusive environment.

**Visit:** <https://cals.ncsu.edu/about/diversity/programs/#conversations-that-matter>

**The Collective (A Space for Womxn of Color Community Connection):** The Collective is a partnership between the Women's Center and Prevention Services. The intention of The Collective is to create a space for existing and entering womxn of color at NC State to form a community, break silos, and deepen relationships through facilitated dialogue centered on truth-telling and testimonios.

**Visit:** [https://docs.google.com/forms/d/e/1FAIpQLSestQEoR-ucKXPUvR5PF\\_OuzUTwJKNf3J6F4-lz487uhg\\_QFw/viewform](https://docs.google.com/forms/d/e/1FAIpQLSestQEoR-ucKXPUvR5PF_OuzUTwJKNf3J6F4-lz487uhg_QFw/viewform)

**Society for the Advancement of Chicanos/Hispanics and Native Americans in Science (SACNAS):** An inclusive organization dedicated to fostering the success of Chicanos/Hispanics and Native Americans, from college students to professionals, in attaining advanced degrees, careers, and positions of leadership in STEM. Membership is open to people of any STEM major, race, ethnicity, gender identity, sexual orientation, religion, and disability status. They are dedicated to the advancement of BIPOC through engagement in professional development, community building, and outreach and education.

**Visit:** <https://www.sacnas.org/who-we-are/>

**NC State's GLBT Advocacy Programs:** The GLBT Advocate Program is a continuing education and engagement program for faculty and staff designed to provide participants with ongoing opportunities to learn and show their support as allies and advocates of the GLBT community. Through taking an intersectional look at the incredibly diverse GLBT community, participants gain a stronger understanding of gender and sexuality, beyond our Project SAFE and Trans 101 workshop.

**Visit:** <https://diversity.ncsu.edu/glb/glb-advocate-program/>



**NC State's African American Cultural Center:** The African American Cultural Center promotes awareness of and appreciation for African American and other African descent experiences through activities and events that enhance academic excellence and strengthen cultural competence for the campus and surrounding communities. The African American Cultural Center stays actively engaged in the academic life of NC State with programs, resources and services that facilitate the cultural, intellectual and social growth of the entire university community.

**Visit:** <https://diversity.ncsu.edu/aacc/>

**Multicultural Student-Led Organizations:** The office of Multicultural Student Affairs at NC State has a list of active student cultural organizations such as: Asian Students in Alliance (ASIA), Mi Familia, Native American Student Association (NASA), and Afrikan American Student Advisory Council (AASAC). More active student cultural organizations can be found at **NCSU's Get Involved website** (<https://getinvolved.ncsu.edu/>).

**Visit:** <https://diversity.ncsu.edu/msa/student-organizations/>

For updated resources, visit the **Applied Ecology's Diversity, Equity, and Inclusion website** (<https://cals.ncsu.edu/applied-ecology/about/diversity-inclusion-and-equity/>)

## INVOLVEMENT RESOURCES

**Cultural Competence Training For Students:** The DCC co-curricular certificate program includes three workshops designed to provide a theoretical framework for understanding culture, cultural dimensions, and cultural competency. The program also introduces cultural skills that are immediately applicable to experiences on and off campus. In order to earn the certificate, students should complete all five components: three 2-hour workshops led by GTI staff, a cultural reflection and a cultural assessment.

**Visit:** <https://gti.ncsu.edu/dcc/>

### **PROGRESS (Promoting Geoscience, Research, Education, and Success):**

Interested in becoming a mentor to undergraduate womxn in STEM? This program aims to recruit and mentor STEM undergraduate women into the Earth and Environmental Sciences through a combination of formal and informal, professional and peer mentoring.

**Visit:** <https://geosciencewomen.org/>



**Report a concern:** anonymous reporting methods on behalf of self or others.

**Visit:** <https://diversity.ncsu.edu/report-a-concern/>

**Join our student organizations:** Many student organizations engage in diversity and outreach activities. Some of our student organizations and programs include:

**The Graduate Student Association of Biology (GSAB)**

(<https://getinvolved.ncsu.edu/organization/842>), the GSAB's **Biology, Ecology, and Evolution Seminar Series (BEES)** (contact: [ekyoungs@ncsu.edu](mailto:ekyoungs@ncsu.edu)), and **The Student Fisheries Society** (<https://ncsusfs.wordpress.com/>).

**Participate in the department's DEI surveys and meetings:** Answering the Applied Ecology department's DEI surveys is a way to anonymously express your thoughts and suggestions on the department's DEI. The DEI committee also has monthly open meetings for those interested to join.

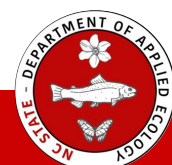
## INFORMATIONAL RESOURCES

**Checking your hidden biases (online quizzes- EXTERNAL):** Project Implicit is a non-profit organization and international collaboration between researchers who are interested in implicit social cognition - thoughts and feelings outside of conscious awareness and control. They aim to educate the public about hidden biases and to provide a "virtual laboratory" for collecting data on the Internet. Submitting your answers to the virtual laboratory is optional.

**Visit:** <https://implicit.harvard.edu/implicit/takeatest.html>

### Reading list:

1. **Microaggression Theory: Influence and Implications**, by Torino et al. 2019.  
**Visit:** <https://bit.ly/3cj8kqy>
2. **Biased: Uncovering the Hidden Prejudices that Shape What We See, Think and Do** by Eberhardt (2019).  
**Visit:** <https://bit.ly/3uQ7aJL>
3. **Whistling Vivaldi: and other clues to how stereotypes affect us**, by Claude M. Steele, 2010  
**Visit:** <https://catalog.lib.ncsu.edu/catalog/NCSU2263268>
4. **Handout from the Racial Healing Handbook**  
**Visit:** <https://s.si.edu/3ganK1D>



5. **Interrupting Bias In Academic Settings:** A slide deck to help you interrupt bias in real-life settings.  
**Visit:** <https://www.ncwit.org/resources/interrupting-bias-academic-settings-0>
6. **How To Be An Anti-Racist,** by Ibram X. Kendi, 2019
7. **An anti-racism ebook reading list by NC State Libraries**  
**Visit:** <https://bit.ly/3x1uRA2>

**For a complete updated list of resources, visit** the *Applied Ecology's Diversity, Equity, and Inclusion website* (<https://cals.ncsu.edu/applied-ecology/about/diversity-inclusion-and-equity/>) and the *Applied Ecology Department's Diversity, Equity, and Inclusion Literature Collection* (<https://drive.google.com/drive/folders/10g9X9tG4JGLoU7mbhbm6mCzhVtWzJvs6>) (updated continuously).

