NORTH CAROLINA STATE UNIVERSITY
Minutes of the Faculty Senate
September 19, 2017
3:00 p.m.

Regular Meeting No. 3 of the 64th Session: Faculty Senate Chambers   September 19, 2017

Present: Chair Bird, Associate Chair Ange-van Heugten, Immediate Past Chair Moore, Parliamentarian Kellner, Senators Argyropoulos, Ash, Auerbach, Banks, Barrie, Berry-James, Boyer, Bullock, Bykova, Carver, Davis, Fath, Feducia, Gunter, Havner, Hawkins, Hayes, Kotek, Laffitte, Lim, Orcutt, Parker, Pearce, Sannes, Sederoff, Smith, Young

Excused: Senators Hergeth, Huffman, Kathariou, Kuzma, Rever

Absent: Senators Nam, Perros, Thakur

Guests: Courtney Thornton, Assoc. VP for Academic Personnel and Policy; Roy Baroff, Faculty and Staff Ombuds Office; Marc Hoit, Vice Chancellor, OIT; Mike Mullen, VC DASA; Laquore Meadows, ACE Fellow; Adam Schmidt, Student Senate; Martha Wicker, Assistant Director, Coordinator of the Inter-College Transfer (ICT) Program; Dr. Carrie McClean, Assistant Dean of University College, Director of Advising

1. **Call to Order   -** *Carolyn Bird, Chair of the Faculty*
   Chair Bird called the first meeting of the sixty-fourth session of the NC State Faculty Senate to order at 3:00 p.m.

2. **Introductory remarks**
   Chair Bird asked the guests and invited speakers to introduce themselves.

3. **Announcements**
   1. Reminder – **Fall General Faculty Meeting** will be at 3pm on October 3, 2017, in Talley Student Center, Blue Mountains Ballroom.

   2. **Spring General Faculty Meeting** is scheduled for March 20, 2018 – Talley Student Center, Room 4280, 3pm. *Suggestions for topics are being accepted for the Spring General Faculty meeting.*
   3. **Fulbright Program** Information Session, 2pm to 4pm on Monday, October 16, 2017, in Witherspoon Student Center (2810 Cates Ave), Room 126. Membership information Appendix B.

   4. The **Office of Student Conduct** is seeking a faculty representative for the University Student Conduct Board. In instances of alleged academic misconduct, students have the right to have the Conduct Board review and decide the case. For academic misconduct cases, the Board includes two faculty members.
    Interested faculty should contact Erin Breiner erbreine@ncsu.edu and 919-515-2963.

4. **Approval of the Minutes, Regular Meeting No.2 of the 64th Session, September 5, 2017 -** Associate Chair Ange-van Heugten called for a motion to approve the minutes for the first meeting of the 64th session of the NC State Faculty Senate. A motion and second were made and the minutes were unanimously approved, with noted grammatical corrections.

5. **Provost's Remarks** *– Warwick Arden, Executive Vice Chancellor and Provost*

Provost Arden reported to the Faculty Senate that the semester is off to a good start, with an excellent group of about 4,650 first-time, full-time freshman. He added that many people do not realize the fact that NC State has also admitted about 1,300 transfer students, explaining that these are students that come to NC State from community colleges and from other four-year universities from North Carolina and beyond. He added that they would be hearing more over the next few months and years about transfer student success. He stated, "This is becoming a more recognized pathway for students to acquire a four-year degree."

Provost Arden commented that as the University continues to try to make sure that we are an accessible and affordable institution, it will be increasingly important that we develop appropriate articulation agreements with community colleges throughout the state. He added that the University does not have an objective to increase way beyond 1300-1400 at this point in time, but it is important that our support structures are in place for those students so that they will have high success rates. He added that he would not be surprised, in the coming years, if we expanded the admission of transfer students.

Provost Arden reported to the Faculty Senate that for the first time, NC State will have a significant spring admissions program. He explained that NC State offered places to about 1,000 students for spring admission; these students being those that didn't quite make the cut for fall admission, but are still very strong students. He stated that although they estimated that about 20% would accept an offer to attend, about 40% have accepted the offer and that the University is expecting about 400 additional students in the spring.

Provost Arden went on to say that one of the things that the University continually struggles with is space and facilities, which is not just to construct new space, but to upgrade existing space. He added that this is a constant challenge since there is not a line item income for this purpose. He commented that like most Universities, NC State has a huge backlog of buildings that need significant R&R, and this is currently being looked at and prioritized. Provost Arden added that there are a couple of projects out there, in terms of new facilities and renovated facilities, including the new Gregg Museum on Hillsborough Street, which is a $3.5 million renovation of the Chancellor's former residence. He added that the museum was designed by Phil Freelon, an NC State alumnus and award-winning architect and it is a great museum. He encouraged the Senators to visit whenever they have the time. (website: https://gregg.arts.ncsu.edu/)

The Provost then reported to the Senate information regarding the new Stateview Hotel, located on Centennial Campus. He stated that the hotel should open for business in the next month or

so and is located in a great location, next to the Alumni Center. He further explained that this is a premier hotel that although it is not owned by the University, it is branded to NC State and is a very high-end Marriott. "We expect it to be a major asset for guests and alumni, for sporting events and other special events. It will have full service dining facilities that are open to the public, and will have conference facilities."

Provost Arden reported that there are a couple of projects that will kick off within the next year or so. One of those is a major renovation in DH Hill Library, which is a $10 million renovation on the second and third floors in the stacks. He added that this is a project between DASA and the Libraries, who have partnered together to develop an academic success center, largely on the second floor, and to expand visualization spaces much like Hunt Library. The visualization spaces in D.H. Hill Library will be located on the third floor. A second project, he added, is the Carmichael Gym renovation, which is very much needed.

Provost Arden then spoke about the Plant Sciences building and the Engineering Oval, as well as other buildings and R&R is going on all over campus. "As we go forward, it will be more and more difficult to build new buildings with state appropriations – most are partnerships currently and will be a more common model going forward." He added that a big objective will be the renovation of existing buildings since some of the older buildings are really showing the age of the campus.

Questions/Discussion

Senator Orcutt asked for additional details relating to the new Marriott on Centennial Campus, asking whether they would have rooms that are competitive with other hotels in the area and if there would be parking.

Provost Arden responded that he did not know what the rates are, but he stated that we are guaranteed a certain occupancy. He said that to have Marriott come in, we do a ground lease agreement. He added that he thinks that the rates will be on the high range, but the hotel will be very nice. "It may not be competitive for every guest that you want to bring to campus, but for some, yes it will be." Regarding parking, Provost Arden stated that there will be ample parking and that there is a great view over the lake, a pool in the back and other amenities.

Senator Bykova asked if we would have special rates.

Provost Arden responded that yes, he believes we will but he does not know what the rates are.

A Senator asked if the conference space prices would be comparable to the Talley Student Union prices.

Provost Arden responded that the daily rate per person would be higher, according to what he is being told.

Senator Bykova asked if there was any news in regard to salary raises.

Provost Arden responded that there is some confusion on salary raises; the Legislature and the Board of Governors have authorized an annual merit-based raise process, which the Legislature gave $1000 per person/FTE. He added that the limitations on that stipulate that nobody can receive more than 4.99% over their June 30th salary and the raise cannot be across the board. He stated, "This does not mean that everybody cannot get something; it means that everybody cannot get the same thing. This should not be confused with the directive that was in the budget for ongoing salary raises for merit, market, equity, retention, promotion and expansion of responsibilities. The Legislature has said that the Board of Governors shall monitor all pay raises above 5% for faculty who make more than $100,000 and all new positions that are created above $70,000." Provost Arden added that General Administration has been a bit tougher on this, meaning that for everybody whose raise is above 5% on $100,000 or more, it will go up to General Administration and is screened by Human Resources. He stated that at that point, the Chair of the Board of Governors and the Chair of the Personnel and Tenure Committee will review those every two weeks.

Provost Arden added that what he has been told by the Head of Human Resources at General Administration is that if we are sending up raises of 5%, 10%, 15%, maybe even 20%, it will likely not raise too many eyebrows; however, when we get up into the 30% or 40%, that is when eyebrows begin to go up. Provost Arden stated that his concern is that the ones they were scrutinizing were salaries of those internal candidates that were hired through an open national search. He stated that they are aware of this concern and this issue is now on their radar. So, he added, they will continue to send up pay raises above 5%, particularly those that are retentions, pre-emptive retentions, etc. He added that the only ones that are exempt from going up above 5% are promotions in rank – the 6% - 8% that is given for promotions in rank; otherwise, everything has to go up, including temporary supplements.

6. **Intercollege Transfer Program (ICT)** – *Martha Wicker, Assistant Director, Coordinator of the Inter-College Transfer (ICT) Program and Dr. Carrie McClean, Assistant Dean of University College, Director of Advising*

Martha Wicker greeted the Faculty Senate and explained that in case the Senators were not familiar, she explained that two years ago, University College was changed to "Exploratory Studies." She stated that the mission is still the same and that they work with about 700 incoming first year students who are unsure of their major. She explained that the students spend two semesters exploring the different majors and minors available at NC State, learning about academic policies and programs, and then hopefully, after two semesters, will matriculate to their major of choice.

Ms. Wicker stated that what may not be known is that in addition to working with first year students, there is another part of their program called academic advising services, which serves the broader university as well as students who are interested in coming to NC State. She added that they do a number of things. For instance, she continued, they are now putting an emphasis on transfer students and have an adviser who works with that student population. Additionally, they have an adviser who works with international students to help make their transition to the university smoother. Ms. Wicker stated that there is also an academic recovery program, which is for students across campus who have struggled academically. With this program, they are trying to get them back on track. She added that they also provide adviser development, which

is training and development for not only new advisers, but also veteran advisers who want additional skills.

Ms. Wicker continued, "Another part of our program is to work with students who are changing majors. We do this in a number of ways – one of these is through walk-in advising, which is offered five days a week in our office in University Commons." She added that typically they have about 1000 students each year who come to walk-in advising because they are concerned about their major and are interested in changing their major. Additionally, she stated, they also receive approximately 1000 emails each year from students, 70% of those from students who are interested in changing their major. Ms. Wicker reported that on the Academic Advising Services website, there is a lot of information about academic majors and minors and that one of the things they have done in the last seven years is develop a program called the inter-college transfer program – the ICT Program. In this program, she added, they take students who are interested in changing their major, from various colleges, and bring them into the program so they are able to intensively advise them a semester or two so that they're able to move into a new major.

Ms. Wicker stated that these students are assigned to an adviser who is cross-curricular trained. She explained that they give the students assessment instruments and require them to meet with their team at least twice each semester to develop a plan of action so that they're moving toward a realistic major. "We require them to be looking at least at two majors because sometimes we find that these are smart students, but their GPAs are often low and then they have a number of hours – 40 or 50." Ms. Wicker stated that the student's goal of moving from, for example, the College of Engineering to Poole College of Management that will require them to have a 3.0 may not be realistic in each case, so they work with the student to help them find other majors and minors that might be a good fit for them. "Sometimes we even advise them to go to other institutions. We don't have to do that very often, but we do on some occasions. We work very intensively with these students."

Ms. Wicker reported that currently there are about 183 students in the program and there is room to grow up to about 250 students. "We would like to expand that because we know that there are hundreds of students out there who are self-advising and a lot of these students are getting themselves in trouble." She added that the Registration and Records office told her recently that there are probably as many as 600 students on campus who want to change their major, and are struggling with this. So the goal, she stated, is to make students aware that their program exists, bring them into the program, and help them find a major that's a good fit for them, then helping them move into something quickly. "We think we can impact graduation rates if we can get students to us earlier and we feel like we can make happier alumni when they graduate from here and hopefully they've had a good advising experience and good experiences in their academic program."

She concluded by saying that they are actively trying to make Coordinators of Advising aware of the program and continue to grow. "We've been working with these students since about 2004 and then when I moved over to Exploratory Studies, I've been working with them for a number of years. We would like to see it grow because there is a real need for it. Students who we work with are very appreciative of the help in making this transition."

Dr. McClean then provided for the Faculty Senate the larger picture about how their program works and how it impacts completion and graduation rates. "If you've read the research about the murky middle and students who we are losing, this is a national phenomenon where most students at most Universities get quite a bit of attention their freshman year and then they come back their second year and all kinds of things start to happen, but we think they're all acclimated. We find that we are losing a lot of our students after they have two years. So the

sophomore year is a key year – there is a lot of research out there about the sophomore slump, and that's all about what happens to students when they've been here for a while." She added that the good thing about the ICT Program is those are the students that have been identified but we have a lot who are phantom majors, and those are the ones who are out there changing majors who we do not know about.

Dr. McClean stated that if anyone was interested in hearing the research, she would be happy to share it in order to tell about the number of students who are changing majors, how many are undecided, how many are knowingly undecided and how many are unknowingly undecided. She added that the number ranges between 50% and 70% but it's difficult to know the number because many times students are enrolled in, for example, Poole College of Management, taking Engineering classes or enrolled in another college, and it takes quite a bit of work to figure that out. She stated, "What we know and what the research says for students who hang around in those programs is they are working really hard and are trying hard in those programs but are not making progress. They tend to lose their motivation and they start looking like slack students who don't come to class and have a hard time following through." She added that sometimes this will lead to depression and many of these students will end up at the counseling center, so it is prudent work to tease these students out and get them the help that they need.

Dr. McClean stated that she wants to make sure that the programs they are doing for advising are relevant and timely and that the support that their office provides is needed. She added that the faculty might hear a lot about a proactive advising model rolling out, which is all about data-driven information used to proactively identify those students who are "at risk" and then give them the information and resources that they need before they fall into crisis. "I would tell you that just about every student is at risk somehow; we just have to identify what that means. It may be relative to mental health, academic progress, etc., but for a lot of different reasons, students are at risk." Dr. McClean stated that proactive advising models are huge right now for the students that we have and the changes that we've seen in students over the past year.

She added that every College has at least one representative on the University Academic Advising Committee, and they are working hard to roll out the proactive advising model, along with Deans, Associate Deans and advising administrators in the colleges. She stated, "Last year, we developed and rolled out an academic advising career lab so that academic advisers would have a way to progress and develop themselves. So we worked with HR to develop that career lab and they are aligning it with other processes that they are working on with EHRA employees." She added that they are also working with the assessment office and an assessment working group on the assessment of advising. She continued by stating that last year, they put out a survey and got some benchmark data and have started to work with students so that they can hopefully see that the work that is being done is impacting student success the way they think that it is.

Dr. McClean also stated that what we know about students coming into college now is they don't always know what advising is; we have expectations that we would expect them to come prepared for appointments and such, but many students will equate advising with what they got from their guidance counselors in high school, which varies across the state and across the nation. She added, "We find out that we have to help students understand, particularly first generation students. Some of us who have been in these environments for a long time, we use language and think it's a no-brainer, but those of us who work hands-on everyday know that there's a lot that they don't know coming in and we have to help them understand and help them negotiate the environment."

She concluded by stating that there are a lot of online modules and quick checks, so that new advisers who need to quickly know about a policy and how it impacts a student can go quickly to

the advising services website to adviser resources and click on the quick video and find the information they need. Dr. McClean added that in the coming year we will be rolling out a new advising and analytics platform, put out by the Education Advisory Board, which is branded at NC State and is called the Student Success GPS. "We are using it in advising and we can do all kinds of things with the software. It facilitates nicely the delivery of a proactive advising model because the analytics it can run on advising and on student success, we are able to go in and identify and reach out to those students who have missed their success markers up front before they are actually out there for two or three years taking courses that don't count." She added that if anyone would like a presentation or a demo, they are happy to do that. She encouraged the Faculty Senate to contact them to schedule a presentation or to ask any questions.

Please see these websites for more information:

https://exploratorystudies.dasa.ncsu.edu/

https://advising.dasa.ncsu.edu/

Questions/Discussion

A Senator asked about students who have issues with getting into engineering, when they are not able to demonstrate a successful path, what kind of examples can you give of where these students can go? If they do not go to management, where do they end up?

Dr. McClean responded that their office goes through an educational process about the decision that they've made – what it is they really want to do. She added that there are usually multiple ways to get to that, and they will come up with a parallel plan to get them to the same place they were headed. They will do strengths finders, interest inventories and personality assessments, which usually identifies a parallel plan. She added that the students go all over the place, depending on what their interest, skills and aptitudes are.

Ms. Wicker added that many times the students are not familiar with the many majors that we have. I have worked with students who came from engineering or think they want engineering and they end up going into technology education and design, which is in the College of Education; they go into the graphic communication concentration of that. She added that for those interested in the environment, the Sustainable Materials technology major in the College of Natural Resources is a good choice. She continued by saying that is what we do with our first year students – we expose them. They know certain majors from high school or parents or guidance counselors but there are so many out there that they have no clue about.

Ms. Wicker explained that there is a good website called Explore Majors and Minors that actually gives students a description of every academic major, the courses in the major, the contact person and the coordinator. The site also includes links with career information and it is a great snapshot of a major. She added that this is where they will start, and then send them to the coordinator of advising. The office also hosts events like the Majors Exploration Series where the colleges come and talk to the students, as well as a number of other things to really get them to explore. She stated that it is easier with first year students because they are more open and willing to explore but more difficult with older students who are working towards

something.

A Senator asked if there is a limit to how far along they can be and still transfer.

Ms. Wicker responded that she had a student who worked with her for one semester and then moved into a major and graduated. She explained that he was a 37 year old student who came back to finish his degree. He was very successful in his profession and needed to finish up quickly. She added that typically, they are at 40-60 hours or 70 hours but their GPAs are often depressed, which can be tricky.

Dr. McClean pointed out that the ICT students move into an undeclared status, but they are making progress toward a degree. She added that our work is to make sure they have identified a realistic plan and that they are making progress to first matriculation and then graduation. They can come in undeclared but they cannot stay that way. We have a process that we use.

Senator Sederoff commented that he is assuming this longer-term problem we have is students who do not graduate or take a very long time to graduate. Is this group that you are focusing on accounting for that major contribution to the longer-term problem?

Dr. McClean responded that there is evidence that this population of students has a big impact on graduation success. She stated that if we look in the murky middle at the students who are struggling after their first year – taking lots of classes and trying to find their way, which would help. She added that the increase in population that we have is the students who come in after the first semester and say they are doing fine academically but they are not doing what they are motivated and excited to do so they need to change. She said that sometimes it's a quick advising process and the next semester they meet the requirements to move in. She added that we do not have conclusive evidence yet, but we are definitely looking into how this population of students impact graduation success.

Senator Sederoff commented that information is important because you may be solving another problem rather than this specific one you are working on.

Dr. McClean responded that we are working at it and pointed out that this is a difficult population to identify. Some of the students get crafty about wanting to hide out in places until they can find their way; they do not want to be discovered, so it is difficult for us to discover them and to be conclusive about how many there are.

Senator Bykova asked about the ICT Program, stating that there are many students in various departments who are not transfer students but they are searching for a major. For many, the presumption is that the Humanities are much easier than anything else, so the students come into class with this in their minds and then they are disappointed very quickly. She asked if this issue is addressed in their advising sessions.

Dr. McClean responded that while this is true, they do not address it. She stated that it is more about interest, skills, aptitude and strengths. She added that they would never send a student who did not have a strength in a program to that program. She stated that a number of the

engineering students might not be good in math and science; they are really good at math or science, but not both, adding that usually they will come out of engineering and go into the life sciences and be successful.

Senator Pearce asked if each college has a set of requirements for transfer students. Is it just the GPA or GPA and grades in certain courses?

Ms. Wicker responded that it is called "change of degree application, of CODA," and they have GPA requirements and often times course requirements as well. It varies tremendously by program. She added that they all have a minimum of 2.0 except Poole College of Management, who has a minimum of 2.5. Ms. Wicker stated that the reality is that they have a preferred requirement, and that is what the colleges want. Poole has a 2.5 minimum, but very few students will get in unless they have a 3.0 overall GPA, and they need to take at least two courses in Accounting or Economics and have a 3.0 or better in those courses to be able to get in.

Dr. McClean added that there is a website you can look at that shows the inter-campus transfers by college and by major and then the CODA system, and is the tool they use to facilitate the major change process.

Ms. Wicker added that many students go to the CODA website, see it, and say well I can get in with a 2.0, but they ignore the preferred requirements or do not believe them, and may have unrealistic expectations. She added that the inter-college transfer process is an issue, although it is better now, so they work closely with the colleges so we can tell them no, you have to have X to get in. If they are self-advising, they do not know that and when they are faced with the reality, it can be unpleasant.

A Senator asked if there is a general trend that you can tell us about --- is the problem getting more serious and is it because of preparation or financial issues?

Ms. Wicker responded that when she started working with students in 2003, it was much easier to change majors across colleges. She added that while engineering has always been difficult, it has become much more difficult now across the board and students just do not realize how difficult it really is.

Dr. McClean added that for the larger student success issues, that is impacted by so many things. She stated that she could share research trends about what those issues are that impact student success. She added that the students that get into NC State are quite capable relative to preparation, grades, and scores, so it is all about other things; it is more affective than it is cognitive – family issues, financial issues, mental health issues – a range of things.

Provost Arden stated that he thinks it is important to have big picture perspective on this. He stated, "NC State, like most Land Grant Universities, has a history of admitting students directly into majors. This isn't the case at large universities." He added that what that means is that more and more students come in that have picked a major but they don't really know what the major is and they're not 100% sure it's right for them. "So when you say "is the problem getting

worse," I don't know that it's necessarily a problem. A significant number of students change majors and it has always been that way. The thing that has changed is that it became increasingly difficult for students to do that." He added that we have to try and ensure that students who are qualified to do so and will be successful, have the opportunity to change and graduate in a timely fashion rather than being stuck in a major they don't like or they're not being successful at it and in the end are leaving the university or going somewhere else.

Provost Arden added that the problem is that we made it very complicated for them and now we are trying to come back and make it a more streamlined process. He pointed out that the difference is that a couple of years ago, it began to be regulated by Registration and Records. It is better than it was, significantly better.

Ms. Wicker noted that the CODA process has been streamlined and made to be more transparent, but she would love to see a little more transparency at the college level in what they want to see with students because that impacts CODA.

Provost Arden added that in addition to inter-college transfer or a centralized process that facilitates or coordinates that, the other thing that we are doing is having more programs for students who kind of know what they want to do, but not exactly know what they want to do. So not only do we have Exploratory Studies that has approximately 700 students, but we have several colleges with first year programs to assist students to decide.

Vice Chancellor Mullen added that those first year programs are built with that proactive model in mind so those freshmen are having to meet with advisers on a more regular basis. He stated that they still end up in our offices but they are finding out sooner. He added that with the GPS system, we should now be able to find those students who are distressed. "We can pull up dozens of transcripts of students who have 130-160 credit hours who are still on campus walking around and trying to find where that major is." He stated that if we can start to identify those students who are swirling at 30 hours or 42 hours, that helps us to pull that four-year graduation rate up.

Senator Orcutt asked if someone would talk about the transfer student seminar.

Ms. Wicker responded by stating that on Monday, October 2nd at the McKimmon Center, the Transfer Advisor is bringing together community college advisors and key administrators from NC State and faculty to work together to learn about the transfer student process and talk about matriculation agreements in order to assist transfer students. She added that there are also seminars for International Students and those students who are changing their majors and for students who are in academic difficulty.

Senator Parker asked if a student could view their pathway on their own using the degree audit.

Ms. Wicker responded that yes, they can do a "what if" scenario and it will show how your credits go into another major.

Senator Parker commented that it would be a good idea to better manage expectations so

students do not get their hopes up that they can change majors.

Senator Bullock commented that one of the challenges is that we are increasing significantly in terms of production of student credit hours, so the funding model is a problem because money does not follow the students. When we are looking at the number of students who are coming through CODA, there are multiple opportunities. It's a great thing for students to come in, but for those of us who are trying to project student credit hours and how to plan for this, the times in which the students are coming in via CODA is challenging because it's after we have already scheduled classes and we know that space is a problem and we've already scheduled classrooms that have "x" number of seats and we cannot add seats. So we want to endorse these students, but we wonder where are we going to put them and how am I going to hire another instructor for another section? We would love to endorse all students waiting to get in, but because we get a vast majority through CODA and transfers, the money does not follow the students and it is very challenging.

Provost Arden responded that we have been working on this for several years, but we are being challenged because we look at enrollment change and fixed proportions of new resources that are generated and allocate them to the colleges where those credit hours are being produced. There are lags in the system, meaning that budget allocations do not occur later in the year after people have transferred, but the concept is catching up the following year. He stated that he is hoping that long term this will lead to not immediate but more of a long-term partial revenue flow to account for the movement of students.

The Provost added that one thing that folks need to understand, because there is some misunderstanding about this, is that we think we admit an engineering student; they are coded as an engineering student forever -- if they change then they are producing different credit hours and those are attributed to the new units where they are being generated. He stated that we have not had a system where there is a one-on-one match to where we teach versus where the money flows; this takes strategic flexibility as well. He added that having a certain proportion of the new resources follow where the new program is generated will over time help address the issue.

Senator Bullock commented that students may have significant interest and meet all the preferred requirements, but if you cannot hire an instructor or find a classroom to put them in, where do they go? There are no opportunities for academic units to improve their capacity to help these students become successful.

Provost Arden responded that long term there will be because the reality is if your unit produces more credit hours next year than this year, there should be resources that follow that.

7. **Senate Topics for the 64th Session – Ballot Results from September 5, 2017**
Carolyn Bird, Chair of the Faculty
Focus: A discussion of the results, topic refinement, and aspects of interest to share with speakers. **See Appendix A**

Discussion regarding Academic Analytics

Senator Pearce - Does this database have resources? Let's suppose (I'm in economics) they want to compare publications, grants, citations to research, etc., across departments in other economics departments. Do they have salary information?

Chair Bird responded that our understanding is that, depending on the subscription that we have – and I don't know what subscription we have – that you can get down to the faculty member level of comparison that compares an economics professor here and a similar economics professor at another institution.

Senator Pearce - I just want to understand that, for example, does this have research accomplishments but not, for example, teaching loads?

Provost Arden - That is correct.

Senator Pearce - [CROSSTALK] a two course load in a year and we have a four course load in a year, we don't know that.

Provost Arden - Academic Analytics is designed to present purely the scholarship part.
It is not designed as a workload thing or a salary thing. I do not believe that this data should be used for annual evaluation, for post-tenure review, etc. If you have incidences that you know of or hear of where folks are using the data that way, then I want to know about it. The data allows us to ballpark our departmental performance against similar units around the country.

Senator Pearce - Could you give us a specific example of how you would use this data?

Provost Arden stated that it gives the department head and the Dean information for evaluating their programs. Multiple ways to use it but he does not think any Dean to say cut budgets, etc. It is not meant to be a resource flow decision maker – it is more to help you think strategically about your department and where emphasis needs to be placed.

Senator Pearce - This sounds like a tool for departments and colleges but not for higher administration.

Senator Bykova - I think the concern is that all of this data are not correlated with the resources. So this is the main concern. So at the department level, because if you look at the data that says my department performs very well. But then the question is okay, how you can basically try to see the similarity between them because this is not apples and oranges.

Provost Arden - Yes, but you talk about data-informed decision making and not data-driven decision-making. Any administrator worth his salt will say this is one factor – what are the other factors? You have to put it into a bag of factors. No dataset is perfect.

Senator Fath - I am curious how broad this data is. From what I had heard last year, it sounded like it was used more for engineering and sciences, but it sounds like it is used for all fields. So I wondered, like in dance and in some of the arts where you are doing creative activity, that is not

going to be published in a journal, how will it be used?

Provost Arden - I think they are trying to make the dataset broader and more relevant all the time. It is easier to quantitate some of the scholarly output from the sciences. They are working hard all the time to make it broader, but there is no doubt that it is easier to match one aeronautical engineering program to another aeronautical engineering program.

Senator Sederoff - I like data, but I plead guilty because counting should not replace thinking. I know that counting does replace thinking, even though I swear I should not be influenced by it. It is a risk. It is valuable, but it is a risk.

Provost Arden - It is one tool, it is one piece.

Senator Orcutt - We have a new Vice Provost for Outreach and Engagement so I was just thinking it would be great to have him come to the Senate and talk about how he is counting and thinking in regard to outreach and engagement.

Chair Bird remarked that if there were any further issues related to the topics, please email them to her and she will take those concerns to the Executive Committee.

Senator Bullock – will some topics be voted off?

Chair Bird responded no, none of them is voted off; it may be a matter of speaker availability in terms of the order in which we will proceed.

8. **Old and New Business**
   a. Elections – reminder that candidates are needed for Grievance and Non-Reappointment and Hearing Committees
   b. Elections – Senators please begin considering representation needs for your College; run for re-election and/or develop candidates for the election.

9. **Issues of Concern**

   Faculty Issues of Concern can be submitted at any time to a senator or to Faculty_Senate@ncsu.edu. Minutes from each Faculty Senate committee (Academic Policy; Governance and Personnel Policy; Resources and Environment) are posted so progress on issues/discussions can be monitored by all.

10. **Adjourn**

    Chair Bird asked for a motion to adjourn the meeting at 4:31 p.m.

    Motion was passed unanimously.