

NORTH CAROLINA STATE UNIVERSITY
Minutes of the Faculty Senate
October 31, 2017
3:00 p.m.

Regular Meeting No. 5 of the 64th Session: Faculty Senate Chambers October 31, 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, Fath, Feducia, Gunter, Huffman, Kathariou, Kotek, Kuzma, Lim, Pearce, Perros, Sannes, Sederoff, Smith, Thakur, Young

Excused: Senators Bykova, Carver, Havner, Eseryel, Orcutt, Rever

Absent: Senators Hawkins, Hayes, Hergeth, Laffitte, Nam, Parker

Guests: Laquore Meadows, ACE Fellow; Katharine Stewart, Vice Provost for Faculty Affairs; Adam Schmidt, Student Senate; Case Cody, Student Senate, Mike Mullen, Vice Chancellor and Dean, Division of Academic and Student Affairs; Herle McGowan, Teaching Associate Professor, Department of Statistics.

1. Call to Order - Carolyn Bird, Chair of the Faculty

Chair Bird called the fifth meeting of the sixty-fourth session of the NC State Faculty Senate to order at 3:03 p.m.

2. Introductory remarks

Chair Bird asked the guests and invited speakers to introduce themselves.

3. Announcements

- a. 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.*

- b. **Chancellor's Fall Address. Friday, November 3rd at 2:30pm**, in Talley Student Union, Stewart Theater. Dr. Randy Woodson, Chancellor, will address the University's many achievements, speak to its challenges, and look ahead to its extraordinary future. Light refreshments follow his address. Visit redwhiteweek.ncsu.edu
- c. **Post Tenure Review Training.** The Office of Faculty Affairs provides ongoing support and training for post-tenure review in several ways. Upcoming information and training sessions for 2017-2018 will be offered: Friday, November 3, 10:30-11:45, Engineering Building II, EB 1220 and Thursday, December 7, 3:00-4:15pm Withers 140. Contact Dr. Courtney Thornton at chthornt@ncsu.edu with any questions.

4. **Approval of the Minutes, Regular Meeting No. 4 of the 64th Session, October 17, 2017** - Associate Chair Ange-van Heugten called for a motion to approve the minutes for the fourth 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** – *Warrick Arden, Provost and Executive Vice Chancellor*

Provost Arden greeted the group and spoke about Homecoming week and some of the activities related to the week.

Provost Arden stated that we still do not have our final budget allocations or amendments from GA and are now being told it's going to be December. The reason it is taking so long is to make the enrollment change allocations. Those numbers are usually submitted based on our own student data, then they reconcile them and then go from there. This year, for the first time, they are using a centralized student data mine with the raw data from all the Universities and are having some trouble reconciling credit hour numbers. He added that the calculation involves an estimation of tuition receipts that is deducted from the total calculation of requirements to lead the change in appropriation. Provost Arden stated that we are still expecting a cut this year because we did not meet our enrollment targets for the last couple of years. "We do not know whether that will be more or less than we are expecting but we did meet our enrollment targets this year, so things are going forward."

The piece of the budget that is in question is really only a fairly small piece in comparison to the total budget as a whole, so we're pretty comfortable in proceeding along as business as usual.

Provost Arden then spoke about the opening of the Prague Institute in Prague a couple of weeks ago. He thanked the College of Design and International Affairs/Office of Global Engagement. He stated that we were in the prior building for about 12 years and we chose this building very close by in central Prague about 18 months ago. This will be a really great center and have changed the name to the NC State European Center in Prague. One of the things that struck him when he was there 18 months ago is that it makes sense to update the name and call it now the NC State European Center in Prague. He added that hopefully over the coming years many of the faculty will have an opportunity to visit and to lead classes there. He added that he feels it is an exceptional opportunity for our students not just as a destination point, but as a spring point for anyone who is studying abroad in Europe.

He added that, as many know, the University has admitted a 450-student class for spring 2018 and that approximately 25 of those students who were admitted accepted the opportunity to study in Prague this fall.

Provost Arden stated that things are pretty steady right now, adding that the Board of Governors will have their next meeting later this week. He also wanted the faculty to be aware that something new could be put on their radar, which is a system-wide review of total credit hour requirements for undergraduate degrees. The question is being asked is “Why do we have degree programs that are significantly greater than 120 credits”. It turns out that over 50% of our undergraduate degrees are more than 120 credits – some only by a few or sometimes much more. Sometimes there are accreditation reasons or other standard reasons, but he stated that we should pay attention to this because we will see some push to standardize things or at least justify degree requirements that are above 120 credits over the coming period of time. He added that we will see if that will get any attention at this BOG meeting or others that are forthcoming.

Questions

Senator Barrie stated that last year, following the national elections, the Provost reported that international applications had taken a significant dip.

Provost Arden stated that the University bounced back. “We were really worried about it for a while, so if we look at the end of the calendar year and the beginning of the current calendar year, we were down 10-12% in international graduate applications. The scary thing is that we were also down by about the same number in our domestic applications, likely as a result of the US and the state of NC having a bad reputation at that time. But we bounced back.” Provost Arden gave great credit to Duane Larick, to the Graduate School, and to all of the graduate

program directors who worked very hard to be more proactive in the way offers were being made. “We had frequently been in the position where we could sit back and make offers when we were ready for it and really not being as competitive on a timeline basis. The reality is that a lot of the international students would probably accept the first one or two offers they receive. So we really tried to be more proactive and get our offers out earlier. It really worked, so we met all of our graduate enrollment targets, including our international graduate projections. So we are really pleased about that.”

Provost Arden reported that he is not certain about the domestic applications numbers, but he did confirm that domestic enrollment bounced back.

6. General Education Program requirements US Diversity and Global Knowledge

Mike Mullen, Vice Chancellor and Dean, Division of Academic and Student Affairs

Herle McGowan, Teaching Associate Professor, 2017 Dennis Boos Citizen Award Winner, and Chair, General Education Diversity Task Force

Background: In 2016, Provost Arden and then Chair Moore appointed a Task Force to examine the US Diversity course credit hours and co-curricular approach; it examined also the Global Knowledge course requirement. The final report contained options and recommendations for the broader General Education Program and will be the focus of discussion. See Appendix A.

Vice Chancellor Mullen reported to the Faculty Senate that this conversation has been going on for about five years. “In 2013, there was a panel that had conversations regarding the General Education requirements for diversity.” At that time, he stated, that spurred some action from the students, and a resolution was written about the need for more diversity courses. “Then in November 2015, there was another preliminary report that looked at the availability of courses, and it showed that there was only 26% in terms of looking at Gen Ed diversity courses that were stand-alone and then the rest were co-requisites.” Vice Chancellor Mullen added that part of the underlying piece of this was when you do not put credit on something, that tends to mean that it is not valued. The zero credit co-requisite seemed to say just that. He stated that last year was an interesting year on campus with so many different things going on, but out of those events came a great number of initiatives. One of those initiatives, he reported, was the formation of the task force to look at the General Education Diversity requirement.

Vice Chancellor Mullen introduced Dr. Herle McGowan who presented the GEP requirements for US Diversity and Global Knowledge presentation to the Faculty Senate. The presentation

can be viewed on the Faculty Senate at <https://facultysenate.ncsu.edu/meetings-minutes/>

Dr. McGowan reviewed information relating to recommendations of the GED Task Force. She stated that the primary recommendation would be both the USD and the GK category should be credit-bearing, with a minimum of three credit hours added to those. Then in order to keep the total number of credit hours the same, she stated, the task force thinks that six credit hours would then need to be removed from elsewhere in the GEP. She added that while this was not an easy decision to make, when the task force looked at the requirements it was decided to remove three credit hours from the AB (additional breadth) category and three credit hours from IP (interdisciplinary perspectives).

Dr. McGowan stated that the benefits of this recommendation include the fact that it emphasizes value placed on USD and GK, it does not increase the total number of hours in the GEP and that it can be adopted relatively quickly. Pointing out the drawbacks, she stated that the removal of the additional breadth requirement has unequal impact on different programs and that there is a substantial reduction in hours for interdisciplinary perspectives. Dr. McGowan added that many of the USD and GK courses currently are offered by departments in the College of Humanities and Social Sciences, so one could argue that students whose major is in math and science and engineering will still have that additional breadth, that exposure to an additional course in Humanities and Social Sciences through the credit-bearing hour requirement for both USD and GK. However, she stated, students whose majors are in Humanities and Social Sciences, they will take one less math or science course. She reported that there were some on the task force who felt that especially at NC State that may not be the best experience for our students.

Comments and Questions (throughout presentation)

Senator Ash pointed out that for students on the science side it also removes visual and performing arts.

Dr. McGowan responded that the visual and performing arts course currently only reside in the additional breadth category. She stated that one of their recommendations was to combine those with another category – for example, Humanities, and then rename it Humanities and the Arts. She stated that the goal was not to completely remove any requirement or completely cut any courses out of the list; but to try to continue to offer a breadth of courses, just rearranging some things.

Dr. McGowan added that in respect to the IP category, currently a five credit hour requirement,

removing three of those credit hours reduces that category substantially. She added that students will still have to take a course that focuses on IP, stating that most students currently take six hours to fulfill a five credit hour category since most of the courses on the list are three credit-hour courses. She stated that most students will now likely be taking three credit hours to fulfill a two credit hour requirement, and while it may not be ideal, it did not remove the category completely and still left students the opportunity to experience those interdisciplinary perspectives, which NC State values.

Senator Pearce asked about the IP number of hours and stated that most courses were three credit hours so we are really talking about 40 hours?

Dr. McGowan responded that yes, there are two-hour credit courses on the list so it would be possible for some students to fulfil it with exactly two hours, but not every student.

Senator Huffman asked a question regarding the IP requirement and COS 100, which is a two-hour IP. He stated that by eliminating that, you are really eliminating all IPs for the College of Sciences. He added that with the removal of AB, you are talking about the shift from STEM type classes over to Humanities. He asked what was the credit hour change due to that shift.

Dr. McGowan responded that currently, students had to take one three-hour course to fulfill that requirement. She is not sure how that would break down in overall student credit hours.

Senator Huffman asked how much of a shift from hours away from STEM are we talking about?

Dr. McGowan responded that she does not know. She added that someone from Registration and Records served on the committee and she learned from him that the database that looks at many of these things can get very complicated. She added that she did not know off the top of her head what the credit hours, in terms of number, would be.

Senator Sederoff asked what are the major subject areas in USD?

Dr. McGowan responded that the departments that tend to offer the USD courses are women and gender studies, religion, and African studies. She added that generally, the courses on the USD list tend to come from disciplines in the Humanities and Social Sciences but that is not the exclusive domain of the course list. She suggested to the Faculty Senate that if they would like more detailed information, there is a breakdown by College, but not specific departments.

Senator Sederoff asked what is being taught if we are going from zero credits to three credits.

Dr. McGowan responded that the three credit hour courses tend to focus on the historical and societal cultural influences that have led to our current society and our current state of affairs, really looking at the scholarship of diversity; where are we today and how did we get here. She added that there are some courses on the list that are considered more skills-based about how to live and work in a diverse environment, which tend to be one credit hour courses. She stated that after implementing the three credit hour requirement, the courses that remain would really look at a scholarly approach to diversity, particularly the institutional factors in our own country that have led to the current state of affairs.

Senator Sederoff asked if it is US-focused.

Dr. McGowan responded that yes, it is US-focused. She added that the Global Knowledge piece gets more at international factors that touch on that, among other things.

Dr. Auerbach asked about some of the students who get one credit versus three credits and did the task force look at that?

Dr. McGowan responded that the task force has looked at some numbers in the past that give a very dynamic picture in terms of how it is changing. She added that there is some issue when you start to drill down into the numbers, and are you looking at general seats in courses or are you looking at students that actually use the course to fulfill US Diversity credits, or that requirement. She commented that this is where things tend to get complex in the database. She added that there are several assumptions that go into how you query the database to get those numbers. "In one of the initial committees that started to look at this problem, we saw what I call the orientation effect. There are a few college orientation courses that are on the list, which right now would fulfil the USD requirement for students to take those courses first semester freshman year. In the fall, there were many more seats offered in the diversity course than there are in the spring." She added that we are going to have to work to accommodate more students and avenues are being explored that will allow us to accomplish this goal.

Dr. Auerbach observed that he was closely involved in the initial implementation of this version of the GEP. He stated that the underlying problem was that we design a GEP with absolutely no regard for how it would be implemented and with little resources allocated mainly to vague implementation plans. So what happened, both with the IP and the diversity requirement was that we loosened and loosened the criteria for those greatly from the initial conception, because otherwise there would not be enough seats – and there still aren't enough seats. He added that his recommendation is that first you identify and secure the resources needed and then you

implement the mandate.

Dr. Auerbach commented that the resource implications of this, if they are taken seriously, which they were not the first time around, will take a lot of money. He added that he would be against this simply because it cannot be done without a resource plan. There may be enough faculty expertise to do this but of course they cannot because they are busy teaching other classes. He added that one reason that they're busy teaching other classes is because we are short of faculty. He commented that the resource implications of this involves a lot of money. And so he would be against this simply because it cannot be done without faking.

Vice Chancellor Mullen responded by stating that it goes without saying that after they have had a chance to vet these ideas in a couple of different forums, they would have to figure out exactly what the demand would be. "It's not like we are going to drop the requirement tomorrow and implement something in January or be able to do this in September. We would have to look at the transitional demand and what kind of seats and sections we are looking at, and then we would have to come up with a plan to fund that." He added that this of course cannot be done by simply waving a magic wand. He commented that he knows this is a lot of work, even just the work it takes to think about this three hour credit or a six hour credit, compared to trying to re-do an entire 39 hours, it is still substantial. He added that this is especially true with a resource that is in short supply -- and we know that. He stated that we would have to address those issues.

Provost Arden responded that there has been a lot of work put into developing a model whereupon we track enrollment change funds and allocating those to the units where credit hour generation has gone up or down in some way. He added, "Over time, if this causes a change in credit thinking behavior with a shift of credit hours from one unit to another, that we should be able to track that and allocate resources appropriately. I have no idea what kind of percentage change in credit hour generations would be for any given college. I would be really surprised if it resulted in more than 1% or 2% difference." He added that there can be an internal reallocation of resources within any academic unit, but he would be very concerned about saying how one would oppose this unless new resources come to the college as a whole, given that at its peak, the College of Humanities and Social Sciences experienced a 20% decline in credit hour production and did not see budgets cut at all. He cautioned that this should be looked at within context.

Senator Auerbach stated he was not speaking specifically about the College of Humanities and Social Sciences.

Provost Arden responded it was for every college and they are trying to implement a resource

awareness model, which is not a zero-based budget type resource allocation model. He added that it is incumbent upon everyone to shift the resources around to accommodate that.

Senator Pearce asked if this is implemented two years from now, how will you assess whether this was a good change or not?

Dr. McGowan responded by saying that that was one of the things that the task force discussed. “There is no course-level follow up to see how well the diversity learning objectives were implemented in any given course or how well the students learned the content. There is the global assessment of some of the core competencies at the University, but I don’t think the diversity is currently on that list.”

Provost Arden commented that having implemented a more rigorous assessment program for the University will help, historically we are all guilty of developing curricular and prerequisites and requirements without evidence of their impact one way or the other. He added that everyone will need to migrate their thinking a little more towards having objective evidence of impact. He stated that the answer shouldn’t just be well this is the way it was 20 years ago; it is now on us to demonstrate why is that so.

Senator Young had a question about table four in the appendix. He stated that the narrative says that this could be adopted in a relatively short period of time and that the reduction in credit hours in the STEM hours would go from 13 credit hours to 7 credit hours. He added that he has anecdotal evidence that students come into school as freshmen and they discover something intriguing about STEM from those early classes and they are attracted to STEM majors. He wonders if the task force gave any consideration to how prevalent is it that a new student discovers something in the STEM requirement that really attracts them into the major and if that would be a lost mechanism to attract students into something that is important for a variety of reasons.

Dr. McGowan responded that no, they did not specifically think about this in terms of using GEP courses as recruitment tools for a major (or new major). She added that the motivation for the reduced credit hour option that is presented in table four is that there are perpetual rumors that General Administration could impose a 30 hour GEP maximum across the board for the UNC system. She added that with the changes proposed, the number of credit hours does not increase, but we are still above that 30 hour maximum. “So we were kind of looking at it like how could we get down to 30 hours and cut more uniformly across the board without seeming to pick on any one category – everybody loses a course.”

Senator Bullock commented regarding the earlier question about how will we know whether the change in the USD credits will make a difference in the lives of students. She stated that there are a number of other substantive areas for which we do not have that data either, and that if we want to consider US diversity in that regard, there are other substantive areas that we might want to roll in there also. She added that even within colleges, we have curricula that are required that we do not actually assess to the degree to which it makes a difference in the student's learning experience or their success post-graduation. She stated that it isn't just US diversity for which we do not gather this data.

Vice Chancellor Mullen commented that you could potentially look at doing something substantive with the freshman survey in the spring and the graduating senior survey.

Senator Berry-James commented that in the Public Administration graduate program, diversity is key to the student learning outcomes. She added that they have seven standards, and three of the seven standards deal with faculty and student diversity, and also diversity in the curriculum. She stated that the way in which we teach and do, the skill set we expect students to have, and what we hope that they learn after they come through the program is really important.

Dr. McGowan added that she thinks it is important in a variety of fields. She stated that one of the things she learned through participation on the task force is that there are different aspects of diversity that resonate particularly with different fields. She added that the task force representative from the College of Design commented that in their field, they really need to think about ability and having accessible spaces. Dr. McGowan stated that one of the recommendations with this, in terms of putting the credit hours on it, is that if we can get resources towards new course development, we could address perhaps a wider variety of topics in diversity than are currently addressed, which would be a good opportunity for our students.

Senator Sederoff commented that it seems that is very fundamental that our University should be teaching this subject matter and that the evaluation process should be secondary. He stated that it should not be discussed whether this should be taught, but whether the systems we are using are doing a good job in teaching it. Teaching the history of diversity seems so fundamental it should not be a question of whether we should have it or not.

Senator Bullock commented that she would be in favor of these changes, even not knowing what it will look like. She cited the example of teaching a course in Maymester and the vast majority of students who take the class are engineers and are in STEM disciplines. She stated that many of them are taking this course when they have already participated in graduation and

still have a three credit diversity requirement to meet. “The course is taught at the end of the academic year and it fills up quickly with students who didn’t attend to the diversity requirement because either there’s no credit and other reasons.” She added that based on the evaluation and feedback, the comments indicate that they wish they had been able to take a course like this earlier on. Senator Bullock stated that it is important to look at data regarding who takes these courses and why they take them – often it is because they cannot graduate until they have completed the requirement.

Dr. McGowan responded that this brings up a very important point that this is obviously something that we should be teaching and valuing as a University. She added that while adding a three credit formal requirement to this does do a better job of communicating the value that the University places on this, it doesn’t go far enough. She commented that we should really make diversity a more integrated part of the student’s curriculum, since this is not just an academic skill. She added that this isn’t just about getting credit hours and checking off a box, it’s about getting students exposure and experience and knowledge that really is going to benefit them and make them a better citizen.

Dr. McGowan continued with the presentation, building on the primary recommendation that was discussed previously. “We still say a three credit hour course that really focuses more on the scholarship aspect of diversity.” She added that this includes many of the courses that are already on the list and expands the offerings to serve more of our students. Adding to this, she stated, what we are calling the diversity competency requirements, which are the elements of how do you live and work in a diverse environment. For many students, NC State is the most diverse environment they have ever been in, so when they get to campus it can be a bit of a shock to them. Being able to navigate that is an important skillset that our students need throughout their academic career.

This additional recommendation, she added, would require much more planning to formalize, but some of the things that were discussed were trying to leverage the resources that NC State has already committed to this, like the orientation classes. She commented that there are also workshops across campus offered by various entities, as well as opportunities to participate in service projects, service learning courses and research and internship experiences as long as they are focused on diversity. “This would be an important value-added and experiential piece to help round out the student education and make their education more robust and meaningful.”

In terms of that, she added, a lot more legwork in terms of implementation and determining which opportunities we already have that are appropriate for that and which new opportunities are needed. “How do we know when students have fulfilled this? I do not think a single one-hour

workshop where you check off the box and then you are done for four years will work. I think it needs to be more than that. So how many hours and how do we track this without being an undue burden on academic advisors? I think this is a piece that really could add value to a student's education so is there a way we could streamline the process as far as the fact that how far students are progressing in terms of meeting this requirement?"

Questions/Comments

Senator Berry-James asked if the task force had looked at the AAHE (American Academics & Higher Education) curriculum guidelines and rubrics, etc., around cultural or diversity competence? She stated that they have some very important rubrics that have been talked about and used in the field. She encouraged the task force to look at these helpful tools.

Dr. McGowan responded that they have looked at various guidelines and rubrics and she stated that it would require many with knowledge of what is available to help the task force navigate what could work at NC State. It would need to be determined whether it was something that is existing to help with this or is something else needed in order to implement something more suited to our environment.

Chair Bird commented that a few years ago, one of the University Standing Committees, maybe UCCC (University Courses & Curricula Committee), was looking at a service learning requirement. Chair Bird stated that she doesn't know what came out of that, but wondered if there is a way to dovetail these together so there is a continuum where you have the scholarship of diversity and then the competencies coupled with service learning.

Vice Chancellor Mullen responded that what happened in UCCC a few years ago, based on a task force on service learning, was to provide mechanisms so that we could now show on transcripts and in the catalog whether a class was a service-learning or a community-based learning class. He added that all the work was done to define the courses but at this point, only eight of those classes are currently listed. He stated that they were hoping to flip the model a bit and start thinking about alternative service breaks that focus on our own back yard and how do we get students more involved in a variety of projects locally. He added that there are likely more than eight classes out there, but these are the ones that faculty has identified. He wondered how could we then leverage that into this situation. "It was never a requirement for service-learning, but it was an opportunity to actually identify service-learning as something we do. I was surprised to learn there are only eight."

Dr. McGowan commented that one recent change is that starting this semester, freshmen are

required to live on campus. As a result, housing has actually been looking in terms of developing a curriculum for their residential students. One of the aspects of their curriculum is diversity. She added that there are resources and mechanisms already in place so that if we are intentional about it, we can plug into and leverage those to highlight this aspect of diversity. That way, students would be experiencing it throughout their curriculum at NC State, not just a one-and-done.

Senator Barrie cited an example from the department of architecture, stating that some years ago we had conversations about sustainability, mostly around environmental sustainability. "We recognized that at that point, we were mostly offering it in a number of specialized required seminars or in a specialized course. It was decided instead that we should cultivate a culture in which sustainability, from environmental to economic to cultural sustainability, should be embedded in every course and become part of the culture."

Senator Young commented that in the area of business ethics, there was a big discussion about should there be separate dedicated courses or should it be embedded throughout the curriculum for all courses. He added that AACSB (Association to Advance Collegiate Schools of Business) came out with the recommendation that it should be embedded instead of isolated and separate courses. He wondered if the task force is following a model of "waiting for a champion" from these separate disciplines to rise up and say I will develop one, or are you going to be developing the items under diversity competence. He asked if they would be reaching out to faculty and saying here is something that will fit into your specific courses that may not be obvious on the face of the course description.

Dr. McGowan responded that there could be some pieces that fit in with specific courses or curricula, but there should also be pieces that live independently of formal coursework and really are more co-curricular experiences so that students get a more robust picture of diversity. One of the things that were discussed was gateways throughout a student's curriculum to sort of keep students on track as they go.

Senator Sederoff stated that what has been done here is to fit this into a slightly more fundamental theoretical framework. He stated that in life, there are two great questions; what is the nature of things and what do we do about it. He added that the first focus should be on scholarship and diversity and then what are the skills needed to live in a diverse environment, which is the nature of the world.

Senator Feducia asked what other institutions are implementing this approach.

Dr. McGowan responded that there are some institutions that have implemented co-curricular aspects of their GEP, but none with respect to diversity. She stated that Virginia Tech has implemented some co-curricular things now to certain study abroad experiences that can fulfil GEP credits and other things as well. She added that when it happens, it is not necessarily theme-based. "Instead, there are research experiences, service experiences, etc., and some of the pieces that we pulled in here are coming from other models."

Dr. McGowan also added that one of the other pieces of this is to make this diversity competence piece a graduation requirement. "We have a non-trivial number of transfer students who come in and under the comprehensive articulation agreement, their general education requirements have been met as soon as they arrive on campus and they do not have to fulfill those requirements. We feel that this piece is important enough that it should be experienced by all students, regardless of when they started at NC State."

Senator Lim commented that he applauds the focus on diversity. He wondered about the Board of Governors and how the campus would deal with the differences of opinions. "Are we ready to take a stand if it comes down to that?"

Provost Arden responded that it is his opinion that the Board of Governors will not meddle with this issue. "This is a faculty-controlled issue." He stated that he thought we were more at risk from the legislature and the scrutiny of our state-appropriated expenditures on diversity programming. He added that in last year's budget there was a bill that said the UNC system had to submit all expenditures (state and non-state) for personnel and program on all equity and diversity programs across the system. We have submitted that information to GA and it will go to the Board of Governors in December and then to the legislature in January. This is more where his concern lies rather than curriculum management. He added that we are not just doing this because we think it is a good thing to do, although we think it is the right thing to do. "We are trying to prepare graduates to enter the global economy. It is not possible for graduates to enter the modern global economy without having a thorough understanding of the issues of diversity and global context. So if we want their sons and daughters to be well-educated and ready to be employed whatever international companies in North Carolina and beyond, this is an education that we owe to the citizens of North Carolina. We have to stick to that as opposed to simply, this is a good thing to do."

Senator Berry-James asked about a statement made earlier regarding other institutions having the diversity requirement in terms of a course requirement. She noted that the difference at NC State is that we are also thinking about the diversity competency requirement where we include those workshops and service learning projects and other co-curricular activities, as part of the

requirement moving forward. Is that correct?

Dr. McGowan confirmed yes, that is correct. She added that many of our peer institutions do have a diversity requirement and in fact, there are several that behave as ours currently does, as a co-requisite or a diversity flag or something along those lines. She added that it is really the co-curricular piece that they feel would be a unique addition to improve students' experience and prepare them.

Senator Berry-James stated that she feels what has been proposed here would really take NC State where we need to go in this conversation about diversity and the way in which we prepare graduates to work with diverse people and serve the diverse citizenry. So, she added, it is really important that we do not get too hung up on just bringing diverse people together, but that we also include them in the dimensions of good work. She stated that this is really exciting to hear that NC State is having this conversation at this level.

Senator Pearce asked about global knowledge and the fact that he is a little vague as to what it means. He stated that operationally, many will say that these 30 courses count and we can check off global knowledge. "In the past, we had to weaken these things, so if I took a course in calculus and took it outside the U.S., it counted." He added that presumably, that is not what we have in mind here by "global knowledge," and he is a bit vague as to what global knowledge means here.

Dr. McGowan responded that when you look at the category objectives for global knowledge, it is to understand at least one non-US society and there is a list of aspects that would include. The learning objectives themselves are more scholarly and the courses that are approved for the global knowledge list are supposed to meet those learning objectives. There has been some misunderstanding that courses that are approved for study abroad are then also approved as global knowledge, and that is something that has been a point of discussion. She added that CUE would be the body to make those decisions. When we add a three credit hour requirement for this, is taking calculus in England enough, or do you have to do something else? She stated that she thinks that would need to be a conversation that CUE would need to have in terms of what those learning objectives are.

Senator Pearce commented that global strikes him as too broad. He asked that if he took a course in Japanese history, is that global knowledge or is that Japanese knowledge? Does it have to be world history? What is the global part of this?

Dr. McGowan stated non-US.

Senator Pearce responded that he is originally from Canada and had to take a course in Canadian History ... (several voices) But that wouldn't be on the list?

Chair Bird asked Dr. McGowan if she had received the information that you wanted to receive from the Senate today?

Senator Berry-James asked about "next steps."

Vice Chancellor Mullen commented that in regard to next steps, he would be speaking with the associate deans on Thursday about this. "Clearly, I think we need to have some sense that we are on the right track and I am hearing mostly positive here." Next steps, we would have to bring a group together and perhaps CUE and there may be another group to come together to work on the implementation and start addressing questions and implementation. For instance, what are the numbers that we need and where are we short, where are the resources and that sort of thing." So, he added, we will move forward after those conversations and we would want to start after the holidays pulling this together at that point.

Senator Sederoff (somewhat inaudible) fundamental nature of the program is without language and without philosophy needs to be more apparent. And if that is done, it would be much less controversial and there would be a stronger argument from the nature of the courses and the purpose of the courses. He added that this would take it away from being political and it is very much in terms of how we should be training our students globally for the immediate future (inaudible).

Vice Chancellor Mullen commented that he agreed with Senator Sederoff and that he had already spoken with a faculty member who is interested in helping us to move this forward, so there is some interest out there.

Past-Chair Moore commented that the discussion today was about US diversity and she would recommend that the task force consider moving forward in two steps; US diversity first and then global knowledge next. Take it one step at a time instead of both at the same time.

Vice Chancellor Mullen responded, "The task force charge was to focus primarily on USD and the GK came up only in the context of it too is a zero credit hour co-req and what should the possibilities be there." However, he agrees that the urgency is on the USD. He added, "This case here will take a little bit of work and I suspect that my division will have a large hand in figuring out how to do some of this. We are looking at how to institute co-curricular transcribing

and how do we register things and monitor things and make it easier to keep track of what students are doing. We need that for other reasons, so it would fit perfectly into this framework as well.”

Senator Kathariou asked if we are able to use existing resources to save money. She cited several examples of workshops and series of talks and forums and other groups on campus who provide many opportunities.

Vice Chancellor Mullen responded that this is the kind of thing we are talking about but have to work through the challenges of getting more students to take advantage of those events and opportunities.

Senator Smith cited an example from the College of Education that utilized the scholar leader model in order to bring faculty together to teach courses on diversity.

7. Old and New Business – Carolyn Bird, Chair of the Faculty

a. Elections planning update:

- The College of Education has identified candidates to fill all positions for Committees: Faculty Hearing (603); Non-Reappointment (607) and Grievance (604).
- University College came forward with their candidate for the Non-Reappointment (607) and Grievance (604) committees, which was the only vacancy they needed to fill.
- General Constituency now needs one candidate for the Non-Reappointment (607) and Grievance (604) committee, which will need to be filled due to the reassignment of a committee member after the UC/GC differentiation. Chair Bird requested that Senators Boyer and Orcutt please identify a candidate who may be willing to serve

b. Reminder: Refer to your Senator Portfolio prepared by Joni Lancaster to review candidates needed to represent your College on Committees: Faculty Hearing (603); Non-Reappointment (607) and Grievance (604).

c. Meeting with OIRP: Jeannette Moore, Joni Lancaster, and I are scheduled to meet with OIRP early November to begin review and discussion of Spring elections timeline.

8. 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.

9. Adjourn

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

The motion passed unanimously.