

North Carolina State University
Minutes of the Fall 2018 General Faculty Meeting
Tuesday, October 30, 2018
Talley Student Union, Governance Chamber
3:00 p.m.

1. Call to Order

Chair Bird called the meeting to order at 3:00 p.m.

2. Remarks from the Chair

Chair Bird welcomed the faculty and introduced the Officers of the Faculty Senate.

Chair Bird stated, "Back in Fall, 2017, we announced the opening of the Faculty Research Commons in DH Hill and at that time it was a secret. I am really pleased that every time I come into DH Hill, I see that people are using that space. It is a beautiful space." She added that faculty can go online and reserve spaces there. She added, "The other thing I wanted to bring to your attention is we had a presentation last week at Faculty Assembly about faculty and staff benefits program. They have some really wonderful resources that you may not be aware of. I wasn't aware of one of them that I would like to call your attention to called 'Work-Life Solutions, a referral/concierge service.'" She stated that this is a great timesaving service and recommended that Faculty take a look at that.

Chair Bird reminded the Faculty that the University is currently in open-enrollment and encouraged them to log in to the Portal and select their healthcare. She also pointed out the discounts and perks available online to Faculty and Staff and provided the links to those resources.

Chair Bird recognized former Chairs of the Faculty and asked them to stand. Former Chair and current Chair-Elect Hans Kellner was in attendance. She thanked him for his service to shared governance at NC State. She announced to the Faculty that he is also Chair-Elect of the Faculty, and will assume his role as Chair in July, 2019.

Chair Bird recognized members of the Faculty Senate and asked them to stand. She expressed her appreciation for the Senators' dedication and service to the Faculty Senate and reported to the Faculty that they were very well-represented by this group of Senators.

Chair Bird recognized Kimberly Ange-van Heugten for approval of the March 20, 2018 General Faculty meeting minutes.

3. Approval of the March 20, 2018 General Faculty Meeting Minutes

Associate Chair Kimberly Ange-van Heugten recognized a motion for approval of the minutes. The motion passed to approve the minutes as submitted.

4. Remarks and Discussion – Randy Woodson, Chancellor

Chancellor Woodson thanked the faculty for their attendance and reported that this week was a very eventful week in the University system. He stated that he is pleased with the topic of this meeting, student well-being. “Increasingly, on all of our campuses, we are seeing the emergence of a lot of student health issues associated with mental health and the need for counseling.” He added that NC State is highly regarded for the work of our counseling center. “The Provost and Mike Mullen have made a priority of investing in these operations to ensure that our students have the resources that they need to be successful.” Chancellor Woodson pointed out that this is not only in the space of mental health, but in diet and nutrition and health and exercise. “We have many great programs here; award-winning programs. The work that Rave! catering and others do in our dining facilities have really gotten a lot of attention around the country for providing students with healthy choices and educating them on what those all mean. The same is true for our recreation facilities.”

Chancellor Woodson added that as faculty, often we are confronted with issues and situations in which we are not the professionals. “We don’t often know what to do, or how to help a student and how to manage a certain situation. I hope today you get a lot of opportunities to get some clarity there for your own perspective as a classroom instructor, and you see some opportunities to educate yourself but also where you can go within the University when you’re confronted with the challenge that you feel like you need help on.”

Chancellor Woodson stated that he would be around after the meeting to answer any questions the faculty might have in regard to the recent changes in the University system. “I can tell you that the Board is, at least in the conversations that I have been having with Board members, I know that they are thinking in ways about the kind of leadership that we need in the system that will not be out of left field or right field or any field that you might imagine, but they are really talking about people who are steeped in academic experience and can help us get beyond this.”

Remarks and Discussion – Warwick Arden, Executive Vice Chancellor and Provost

Provost Arden brought greetings to the faculty and thanked them for their attendance. He reported that we have a record number of students on campus. “As you know, we had a record number of applicants for our first-time freshman pool this year – almost 30,000 applicants. We admitted approximately 4,900, which is a record.” He added that this group has an extraordinarily strong academic profile; they average 1320 SAT and a 4.59 weighted high school GPA. “This is very strong and well-prepared class.” He stated that this class is also the largest percentage of females in history, at 49% and is increasingly diverse.

Provost Arden reported that the University has focused on trying to include students from all over the state of North Carolina, and stated that it is rewarding to see that 28% of the freshmen are from tier one and tier two counties, which remains very important to us. He added, “We also will admit a record number of transfers. We had a record number of transfer applications, 4,600,

and we will admit close to 1,400 transfer students. Fifty-six percent of those will come from our community college system.” Provost Arden reported to the faculty that the University has begun a unique collaboration, called the Community College Collaborative, or C3, which is a dual admissions program with eight regional community colleges. “We are really excited about that and some of the opportunities that may serve as well.”

Provost Arden reported that the University has a record profile of students coming in. “Our student success rate has already exceeded our 2020 goal. The unofficial six-year graduation rate is now 81% and our four-year rate is 58%. We do not have to go back too far that our four-year graduation rate was in the low-40’s. So kudos to everybody and to the faculty across the university who have been working really hard to make some major changes there.”

Provost Arden provided an update on faculty numbers. “Last year, we hired 81 T/TT faculty across the University, and we had 55 leave for one reason or the other, which means a gain of 26 T/TT faculty. That is a record gain in faculty in one year.” He added that since 2012, the University has hired 488 T/TT faculty. “When you consider that we have barely 1,400 TT faculty, we have turned over more than one-third of the TT faculty on this campus in the last seven years. That is pretty remarkable.”

Regarding leadership searches, Provost Arden reported that they are closing in on the Senior Vice Provost and Director of the Libraries position. “We have interviewed four outstanding candidates and I will be meeting with that search committee tomorrow for recommendations. I just met today with the third and final candidate for the Director of NC State-Prague, our Center in Prague. We had three outstanding candidates that I have met with, and I hope to have somebody in place in that position pretty quickly.” Provost Arden also announced that there is a search for the Director of the Friday Institute. “Glen Klyman was the Executive Director there for eleven years and recently stepped down.” He added that three finalists have been identified and all are exceptional individuals and will be on campus during the first weeks of November. Additionally, Provost Arden reported that soon the search for the Dean for the Poole College of Management will be kicking off, as well as the Dean of the Graduate School, Vice Provost for Institutional Equity and Diversity and Vice Provost for Continuing Education. He encouraged the faculty to participate as they are able.

Provost Arden reminded the faculty that next year will be the official planning year for the next Strategic Plan. “We are closing in on eight years into a nine-year Strategic Plan, and we hope to have the new plan in place and approved by the Board of Trustees in the May, 2020 meeting.” He added, “This really is an inclusive process, with more involvement from the faculty across the campus.”

Questions

Inaudible – did not use microphone

Provost Arden responded no, not necessarily. “One of the pillars of the last plan was interdisciplinary and ways that we build bridges across departments and across colleges. While that may or may not be an explicit major goal of the next plan, I think it will be a significant component. Most of the gains that I’ve talked about in faculty hires have been in the realm of interdisciplinary programs. My observation, talking to a lot of young faculty that come to the University, is that they are coming here to work in interdisciplinary frames – they are very driven to do that. We have seen a real cultural change here and so I am hoping we allow for that going forward.

5. Student Well-Being

Moderator: Neal Parker, Faculty Senate Executive Committee

a. Each presenter will speak for 5 minutes

Student Mental Health:

Dr. Mike Mullen, Vice Chancellor and Dean, Division of Academic and Student Affairs (DASA)
Dr. Monica Osburn, Executive Director, Counseling Center and Prevention Services (DASA)
Angel Bowers, Associate Director, Prevention Services (DASA)

Mike Mullen

Vice Chancellor and Dean, DASA

“This is a very important topic and certainly at the top of my mind most days and some nights. DASA provides a wide range of programs and services to all 35,000 students at NC State, which includes a variety of academic support and enrichment programs like tutoring, honors, undergraduate research and living and learning villages, just to name a few. We provide arts programming to the entire campus through ARTS NC State, including music, dance, theater, crafts, and the Gregg Museum. Certainly, the Arts contribute to the well-being of students on our campus. We provide housing, career services, ROTC to students who are interested, we are the folks that take care of the orientation of incoming freshmen and advising services for students who are not quite sure where they are headed at our University. We also provide a variety of leadership and engagement programs, including student government, student organizations, and alternative service breaks, to name a few. We also provide pathways from high school to college, all the way to the doctoral level, through our various TRIO programs.”

“Today, I want to highlight our student health and wellness programs that DASA, in collaboration with our University partners, provide. Wellness is a critical part of student success. As we know, college life can be stressful. Many students come to us already suffering depression or anxiety – they do not just happen when they get here. This is a national endemic and Monica will talk more about that in a moment.”

“Some students develop anxiety, stress and/or depression after they arrive, and we have to deal with that. Some have learning disabilities or other issues that make it more difficult for them to reach their potential. Relationships with other students and faculty can be stressful at times and abuse of drugs and alcohol can cause or alter the circumstances they face on a day-to-day basis. Finally, students that are hungry or are housing-insecure cannot always focus on the task at

hand if they're worried about other aspects of their lives. So we do a great deal to assist students in overcoming these issues.”

“The Counseling Center is directed by Monica Osburn, the executive director for counseling and prevention services, and she has won some huge awards in the last few years. She was just named as the Association for University and College Counseling Center Directors’ Lifetime Achievement award to recognize her efforts. I am really proud of the Counseling Center and the work we have done there. Since 2012, we have hired 15 counselors and psychiatrists – so we have gone from 18 to 33, and we have put in doctoral intern programs and have added group work and residential programs. We have really made strides there.”

“Prevention Services is headed by Angel Bowers, which provides case management services through our NC State Cares team for alcohol and drug and education and suicide prevention. Our department of Health and Exercise Studies, chaired by Beth Fath, oversees the health and fitness GEP 2 credit hour requirement, and I am very proud that we are one of the few universities that actually think about health and fitness as part of our GEP. Student Health Services, with Dr. Julie Casani, provides comprehensive student health services. NC State wellness and recreation is directed by Eric Hawkes. We re-named that this year, and wellness and recreation are working to develop a culture of wellness that promotes healthy active lifestyles to enhance student success. The disability resources office is here to ensure that our students who have disabilities are provided an inclusive experience. We are going to hear about the Pack Essentials program that is going on here on campus, which is a web-resource for students in need of financial, food, housing and other related needs.”

Monica Osburn

Executive Director, Counseling and Prevention Services

To give the faculty information on a national perspective when it comes to mental health issues, Dr. Osburn presented the information below regarding National data trends and statistics:

<https://faculty senate.ncsu.edu/files/2018/11/2018-trend-data-slides.pdf>

Angel Bowers

Associate Director, Prevention Services

“Prevention Services has elements that already existed on campus, but DASA leadership had the vision to pull all of these areas together and put them very strategically-placed across the hall from the counseling center. This change has been a great thing for students with less stigma going into the space to seek support. All of our permanent staff members are licensed clinicians who are using their expertise to work with our students to connect them to the resources that are available.

“There are four “prongs” of the prevention services programs. In the first few months of classes we have received over 500 concerning student reports. The greatest cause for the reports are suicidal ideation. Another piece of this program is suicide prevention. We have a new suicide prevention coordinator who is looking at our concerns on campus and what are some of the areas where we need to focus regarding education and resources and training for our students to be strong bystanders. Additionally it is of great importance that our faculty and staff are

being well-trained to identify the concerns of students when they come into offices and have these intense conversations with you.”

“Another piece is the alcohol and other drug education. There is clearly a lot of concern in this area. This department is focused on looking at what are the trends happening with our students. All incoming first year students complete a survey that asks about their alcohol and drug use prior to coming to the university. We are able to take that data and reach out to students to talk about resources. This year’s trend focus is going to be on marijuana use with our students.”

“The last prong is the mental health ambassadors. This is a group of 30 undergraduate and graduate students who are trained in mental health and prevention areas and they go all across campus and offer presentations in classrooms, residence halls, and other areas. The peer-to-peer connection is really remarkable.”

A website will be available soon, and the office of Prevention Services will push that out to all faculty and staff.

Food and Housing Security:

Dr. Mary Haskett, Professor, Dept of Psychology, Humanities and Social Sciences
Mike Giancola, Student Ombuds, (DASA)

Mary Haskett

Professor of Psychology

“Pack Essentials provides food and housing security for our students. We had students who did not have their basic needs met so a survey was sent out to over 7,000 students in October of 2017. Nearly 2,000 students responded. We found that 14% of our students have experienced food insecurity in the past 30 days, which reflects the same rate in North Carolina, reflecting the population in our state. We also found that almost 10% of our students had experienced homelessness in the past 12 months. These are students who are sleeping in their cars, in the library, in parks and campgrounds and other outdoor locations. Very few of them have been to shelters for homeless adults since those are not student-friendly places for students to be. This is a significant challenge for our campus. There is also a correlation on student wellness due to these challenges and relates to all of the topics we are talking about today.”

“We are continuing to increase awareness across campus and reducing stigma associated with poverty, so help-seeking is a goal. We are encouraging students to get active in their work with this and they have formed a coalition and are excited about the work to be done.”

She encouraged faculty to read the report and have conversations with other faculty. “You can bring us in to talk to your faculty groups regarding these issues and we are happy to do so. You can participate in activities related to the common reading and communicate your openness to talk to students so that you can be a resource for them. We can help you think about how to have those conversations. We have resources to develop a faculty guide as a formal document to share with faculty and we would like to do some long-range planning for prevention. Steering committee names are listed on the back of your handout so please get in touch if you want to be involved.”

Mike Giancola
Student Ombuds

“I serve as a resource for all students around any issue of concern that they may have – anything that is important to them as a student can be brought to me. I serve as a confidential resource for students so that other than things that are required by law to report, it is a place where students can come and talk. I want it to be a place where students feel that they can come and explore options, understand what the resources are and to hopefully help them to prepare for a discussion with someone else to help work through a conflict at the lowest possible level. Ultimately, it relates to success. I try to empower the students to help work through issues that they are dealing with.”

Sometimes the assumption is that I always take sides with students against the faculty or against another student. It is important for you to know that if this is reported to you by a student, you can say I heard the Ombuds is impartial. That is the work that I do; I approach all situations from a neutral standpoint to help the students see the situation from a broader perspective. Then were I can, I surface concerns and trends to the decision makers at the university so that they are better able to know what those trends are with our students. I think that is an important piece that I’d like you to take away today.”;

“I make it a priority to meet with students very quickly, recognizing that often times when they want to seek out an Ombuds, they do not want to wait to weeks. In most cases, I can meet with a student within a day or two. If you would like more of my cards for your office in order to make referrals, I am happy to get those to you. Many of you have had me in your departments and I appreciate those opportunities as well. I consult with faculty and staff on student life issues so the distinction is that I can help to consult with you and your colleagues around issues that relate to students, offering that same level of confidentiality.”

For information regarding Pack Essentials, please see the website below:

<https://dasa.ncsu.edu/pack-essentials/>

University Recreation:

Dr. Shannon DuPree, Director of Wellness, Wellness and Recreation (DASA)

“In 2015, Dr. Mullen established the University Wellness Task Force, led by Dr. Lisa Zapata. In that group we talked about what is wellness and NC State; what does it look like, is it multifaceted, how do we define it, where do we go from here?”

“The group laid out a plan of where we hope to go and how. We have points of impact, which includes our students, faculty and staff at NC State. The places – we are under construction right now so we can create more opportunities for you to be able to engage in physical activity on campus. It is an ongoing journey to create a culture of wellness, which is our ultimate goal.”

We have identified that the top five academic impediments for our students are stress, anxiety, depression, and sleep deprivation. Knowing that, there is also data that indicated that more than 53% of those students were not engaging in the recommended 150 minutes of physical activity per week. As a department, we were challenged and inspired by that. We know that physical activity increases energy, improves sleep, addresses some of those anxiety, depression and chronic illnesses so we are inspired to determine a way that we can be more strategic in our efforts. We want to be more inclusive and more intentional about how we move forward.”

“We have recently been incorporating programs around wholeness, fit and well being. One of the programs I would like to emphasize is our exercise medicine program, which we partner closely with the counseling center. For students who are diagnosed with anxiety, depression or any other mental health concern can be referred to our team and prescribed exercise by a clinician. We have seen remarkable stories where students have reduced their medication, or in some cases, are no longer taking medication at all. This has been very inspiring for us.”

“We help students to see the whole picture, then we help them navigate all of our amazing resources that are on campus. We also offer high impact, co-curricular experiences that are outside of the classroom. Our intramural and club sports, our fitness programs and outdoor adventures, our entire team is committed to being more intentional about how they program and provide services and how do we capitalize on the fact that over one million people visit our facility each and every year. We know that wellness is holistic and multifaceted and so we have a captive audience that enters our building everyday; we want to make the most of it.”

We ask that faculty model the way. Most of our programs and services are also available to faculty and staff and you are encouraged to take advantage of those. Visit the website here:

<https://wellrec.dasa.ncsu.edu/>

b. Q and A / Discussion

Faculty Member: How are you related with the health center? Is that part of your team?

VC Mullen: Yes, the student health services and the counseling and prevention services are all located in the student health center. They interact quite a bit and are all under the same leadership with Lisa Zapata and Dr. Julie Casani, who is the director for health services. They are an active part of this and an active part of working with WellRec on a variety of programs.

Faculty Member: I am looking at this and you just told me you were over health services, but if I just got this as a faculty member, is the actual physical address on here?

Panelist: There is a website there. The physical address is not on here but we are reprinting the handout with that change.

Faculty Member: What is the ratio that you are looking for, counselors to students? You talked about 3,000 unique students this semester, with 30-some counselors. Is there a goal?

Panelist: It is a difficult question to answer and there are multiple formulas to figure that out, based on student utilization. We see 10-15% of the student population, usually, and if we are going to pass 6,000 this year, who knows how much that will increase, because it increases every year. What our accrediting body says is that for every full-time equivalent staff member, not just a body, but we have to have a ratio for one of them, 1,000 to 1,500 students. That is the accrediting body ratio, depending on what student demand is, that varies on what the need is.

Faculty Member: So when I hear 100 to 1 that sounds like an enormous load. Is that manageable?

Panelist: It is 1000 to 1. Yes. We do not have 1000 on our caseload, because that isn't how many students come in. Demand increases every year and we do everything in our power to meet the demand. Every year it's more and more of a challenge. What ends up happening is we do need to refer students to the community and think of different types of resources. Unfortunately, our students can experience a wait if they are not in crisis. We make sure there are services available for them to plug in. That is one of the biggest reasons why we all look at each other as a team. We've done really well being able to educate folks in "get people to the counseling center." And that is happening; they are coming through the door in droves. They don't all need to be there, necessarily, but that is starting to be a resource hub of okay, let's figure out where they need to go from there. The same thing is happening now with the CARES program - at least somebody is having eyes on, and can figure out what do these students actually need? We, as a team, try to refer to the most appropriate places and connect the students and not just say hey, go down to that office.

Panelist: I would add that a mental health crisis on our campus or in our state, it doesn't just become the problem of the clinician. I think that is on us, as a campus community, to help come up with additional resources. Our wellness coaching program was established as a response to the needs of our student body and as a way to support the counseling center. Thinking of that upstream preventive approach, how do we help students to build resilience to understand that things will happen; you will face challenges. And these are some of the ways that you can get through those things. I think we are all working to figure out how we can help support the counseling center.

Faculty Member: Is the counseling center open 24 hours a day?

Panelist: Students have access to someone 24/7. We close at 5 pm. We have groups at night and we have a 24/7 on-call service. So they can triage at night and then the follow-up in the morning

face-to-face.

Faculty Member: I am Ingrid Schmidt in the office of global engagement and my question is for Dr. Haskett. You talked about gathering data, and sort of knowing who's out there and Dr. Osburn also talked about getting them in the door. International students have some added challenges, and there are a great number of them who have food and housing insecurity. Some of the great resources with Pack Essentials, they are not eligible for them. Some, yes, but not all. They have an additional stigma to worry about, whether it's going to affect their Visa status. Do you have any recommendations about how to even identify the students who are impacted?

Panelist: Would you like to be on the Steering Committee? We need someone to represent those students, so I am serious about that. We talk about it a lot in our meetings. We know that is a group that is particularly at risk and at a disadvantage, in terms of accessing the services, as you said. There are some resources that Mike Giancola can access them, regardless of their international status. That is a particularly challenging group and I seriously would love to have you to help us with that.

Mike Giancola: You mentioned some of the services that international students can access, with financial aid being the biggest of those. We have resources through Pack Essentials that can help international students, but what we find with many international students, they may not need \$500, they may need \$5,000. That is another issue than to be able to help a student who needs a \$500 repair to their car, or something like that. We do have resources, and I want to stress that they are available to any and all students through Pack Essentials, but there are some complicating factors that add to that situation.

Panelist: Our international students are one of our highest risk groups for suicide as well, and we have put a significant amount of resources in to try and reach them, especially with the added barrier that many international students do not have any knowledge of the concept of counseling or mental health treatment. So we have to work through that before we can get them connected to help. It is a really high-risk population. They can absolutely use the services of the counseling center, and one of the ways that we try to combat that is 1) we have available time at Centennial Campus, which has helped significantly; and 2) we offer a specialized walk-in time for international students, where they can go and meet a counselor and talk about the process of counseling and some of the challenges of being an international student - as a gateway so it's not so scary. This has been helping and we partner with the office of international programs for that.

Faculty Member: One of the primary messages I'm getting is "let your students know about these resources." I can easily see myself spending 15 or 20 minutes or even more, in class talking about this. I feel a little overwhelmed. Do I just say to students, "Hey, if there's something going on in your life that may prevent you from doing your best work, I know of some resources." Is that the best way to approach it?

Panelist: That would be a huge start. Most of us don't open that conversation; we see ourselves as operating in the academic world, assuming that somebody is going to take care of students'

needs. If we open the door to those conversations, that is huge. In this guide we are trying to put together, we are going to have all of the resources identified so you can give students handouts. You can include that one page handout in your syllabi and there's other language you can include in your syllabi that will open that door - we have some recommendations for you.

Panelist: I will add that I think 20 minutes is great. I know someone from my team would love to come out and take advantage of that 20 minutes and really go over the different resources that are available, if it's not something you feel comfortable doing. Also in course announcements, you have the ability to whether it's add links or share resources or documents - I think that is also helpful as a start. Either one of those things is better than not sharing anything at all.

VC Mullen: As a faculty member, I taught for 25 years before I completely went into administration. I have dealt with students in my own classes who were fragile and who were in my office crying. We are not counselors and we are not prepared, necessarily, how to deal with that. But we are prepared to care and we are prepared to refer. If we have a student who is in really bad shape, we are prepared to walk and/or drive somebody to the counseling center. So I would ask you to look at it from your human side and just simply say that these are students who may be in stress. If you see a student who was in the front row early in the semester and now he's in the back row and hasn't shaved or changed clothes for three days, put in a request to the NC CARES team and keep track of what they're doing. If you want to get active, take the QPR persuade-prefer class through the counseling center. There's a lot that we can do as faculty, but the biggest thing is just to care and to know that if someone is struggling, there are resources here. You don't have to be an expert; we have folks who can help you find the path for your particular student. Take advantage of it. I dare say that every single one of you has had a student in your office in tears, not sure what the next step was. Now you know more about the resources that are available to you.

Faculty Member: We see somewhere between 12,000 and 13,000 students every year in Health & Exercise Studies that have to come through the classes in order to graduate. While I am not trying to suggest that you don't feel the necessity to add that information, our department will see them - granted, not early enough as is evidenced by the number of emails we get trying to add our classes in their last semester of their senior year. But we do see them and we are at a distinct advantage to make them a little bit more aware of the resources that are available. We generally have a little smaller class size and we develop a very good rapport with our students and we are able to notice these changes in behaviors and demeanor and their outlook. I think it's a good point to make that Health & Exercise Studies is here not only for the academic side of it and the exercise side of it, but from the wellbeing side of it as another resource that the students are able to utilize.

Faculty Member: NO MICROPHONE

Senator Parker: To repeat the question; what are the differences between graduate and undergraduate trends?

Panelist: When it comes to issues of mental health, the top three reasons that folks seek treatment is depression, anxiety, relationship issues. They are the top three and have been for the last 20 years. This doesn't change between undergraduate and graduate. We see just as many seniors as we do freshman as well. There are some variations by college, which is interesting but that is probably the only differentiating factor.

Mike Giancola: From the student ombuds side of things, in terms of undergraduate students, it's really across the board from academic to personal conflict to just preparing for a difficult conversation. As it relates to graduate students, about 40% of my graduate students, it has something to do with their advisor or their committee. Not always suggesting there is a problem, but sometimes it's just a matter of preparing for what they imagine is a difficult conversation or just the stress of their dissertation starting to overwhelm them. On the Pack Essentials side of things, as it relates to food, housing and financial security, there are differences. There are students who are living at the margins already, so they're already food and housing insecure and then they have some kind of life event, which puts them in an even greater crisis. We also see students who are doing just fine and say they have not experienced the food and housing insecurity, but some life event happens and they don't know what to do. They are at a place where they are trying to decide do they finish their education or not. These students are freshman through graduate students, it's domestic, it's internationals, male, female, gay, straight, transgender. It runs across our student body.

Faculty Member: I was just wondering what the actual numbers of suicides are and how they break out.

Panelist: It varies each year. I can tell you that most, or all of the ones that I can remember, were not ever folks who ever came to the counseling center. That is a really important descriptor for me, because getting them connected is saving their life. More often than not, over the past five years, they have been graduate students and students who have not acclimated or adjusted as well. Most of them are not necessarily known to us. The numbers of completed suicides that we know about are somewhere between four and eight per year.

Faculty Member: I think our engineering co-op program and other co-ops and internships are extremely good student experiences. I am wondering whether they count against our statistics in terms of taking longer for graduation. My son improved his life noticeably - it was a very good experience.

Provost Arden: Yes they do. [inaudible]

Faculty Member: I came to this meeting because this semester, one of my students disappeared, and I studied the website to look for a resource. When I came across the student of concern report, I found this report rather intense. The report has sections, like the time and date of the incident and nature of the incident. This student simply disappeared and stopped going to

classes. I think that this sort of student would not like to be reported. This is a student who is considering a change of major, stopped coming to classes. I felt like I did not know what to do.

Panelist: I understand that the form can look a little cumbersome when you take a look at it. A lot of our reports that come in are two sentences from someone to say “this student hasn’t attended class in a week,” and it has the student’s name. That’s all the information that we get. We will always follow back up with the reporter to get more information from you if there’s not much on the form. We know that you are busy and do not have time to check in. I get phone messages that say, “This is Dr. Smith and please check in on this student - this is the ID number.” So we are in that role and we can follow up and check with the students in those ways. A lot of times what we do with the student is we send a message like it’s just a general check-in like, “We understand that you might be experiencing some stressors that have impacted your academic performance or your well-being.” Do some students not respond to us? Absolutely. But I would say about half of our students will respond on the first email. I’ve had maybe one student tell me like, “Who are you and why am I getting turned in?” The other students have said, “Thank you so much,” or “This means a lot to me; it shows that NC State cares about me.” Most of the students who come in that we say “they disappeared,” they have significant mental health challenges going on that have led to them not returning to class. At that point, we can intervene and get them connected with the counseling center or with some academic support. I strongly encourage you to make a report even if you’re concerned that the student wouldn’t want to be reported because we are really trying to intervene at that early level with a student before it gets much larger. A lot of times, if a faculty member reports that a student is missing, often, other faculty members have reported the same thing too. The more reports we have, the more information that we can move on to connecting with that student.

Faculty Member: This is an issue that I care a lot about. If you can, just go down the line for a quick answer; what do you see as the greatest challenge or barrier or opportunity, as it relates to student wellness, from your perspective?

VC Mullen: Good question. I know this is a topic of great interest to you. The things I worry about will be different than what my colleagues will say. I worry about resources, access, spreading our resources to places where students can actually utilize the resources. You’ve heard some of that here today, but we have struggled with how many more counselors can you buy? The students have been our partners for the last 6.5 years. They have approved every fee increase when we’ve asked them to fund counselors but at some point, the building doesn’t hold any more and at some point, you don’t have office spaces for them. So access and affordability and then how do we stop students before they fall off the plateau by utilizing these other programs.

Panelist: I would say belonging. I experience students as feeling very isolated, very alone in this process. They think they are the only ones that are not feeling well or are feeling overwhelmed or are feeling stressed or have thoughts of suicide, and they don’t feel a sense of belonging. Even if they have a community, they feel like they’re faking it; almost like imposter syndrome. So a way to manage a sense of that belonging.

Panelist: I would say resilience, and a fundamental lack of coping skills or coping mechanisms and being able to connect with some of the resources they had back home or use some of those skills to manage the transition here to the university while experiencing that time with other students. So I guess struggling together a bit; so it's like that connection piece and also being able to build each other up and realize that not every life experience is a crisis and that we are going to experience hard things.

Panelist: The changing demographics of the students. I think we are doing a better job to respond to those needs, but I think as an institution and higher education in general, we've got to think about that question because it will change how we deliver services quite a bit.

Panelist: I think the biggest challenge for students and for faculty and staff is just viewing wellbeing as part of your everyday life. Instead of viewing it as something that I have to do, something I have to add on; doing it as the way you move on campus, your academics, your friends. Everything that makes up your life and time at NC State is a part of your overall well being. I think once we start to look at it in a more holistic way as everything being interdependent, students will be better, as well as our faculty and staff.

Panelist: I think we have incredible resources on this campus. We should not have one student who is hungry or without a safe place to sleep at night. We have not maximized those resources and they are gapped. I think we should be identifying all of our resources and building bridges across them, not just on campus, but Wake County. We cannot do this as an isolated village. We do not have the mental health resources to do it, but we've got mental health resources in Wake County that we probably could access. I think identifying our resources and connecting them is our biggest opportunity.

Chancellor Woodson: I have met a couple of the students who are mental health ambassadors, and they are phenomenal, caring people. Can you give me examples of how you use the ambassadors or how they are incorporated? It sounds like many of the things you are describing about the community here, there are a lot of their colleagues/peers that have been through some of these things themselves and have also been through training with you. They can be tremendous assets.

Panelist: Currently, one of the primary roles of the mental health ambassadors is that they go into classrooms quite a bit. The word is getting around and faculty members will ask us to send over two mental health ambassadors to talk to the students about their experience and what led them to be part of this, and also what the resources are on campus. It is a very casual discussion and every single time, there is a student waiting out in the hall for the mental health ambassador to ask them a question. I really believe sometimes that they wouldn't do that if it was a staff member there. Anytime we have a table set up on campus, there are mental health ambassadors there and they are so comfortable walking up to students who are looking down at

the floor and saying, "These are our services. These are the things we do. Come over to our table for a minute." So they're really pushing the value of mental health and wellness and they're showing up in spaces.

Faculty Member: Are these mental health ambassadors willing to come to a student organization to speak?

Panelist: Absolutely, yes. We go to classrooms, residence halls, student organizations. They will pretty much show up in any university space that they're asked to come in. If you go to the counseling center website, there's a space where you can check, "Request a Program." Just click on that and it sends the request through. You can state, "I want mental health ambassadors to do this."

Panelist: I will also add that in wellness and recreation, we employ over 700 students, so all of our students truly serve as ambassadors of wellness. We make sure they are equipped with the tools and resources to share those messages on campus. We also have a group that goes out to do presentations on time management, stress management, etc. With our wellness coaching, we have 11 coaches and one of those is a professional staff person, the rest being upper-level undergraduate and graduate student coaches. We have about 80 students in wellness coaching now, and most of those are being coached by peer coaches. That peer-to-peer interaction is so powerful and we leverage that as much as we can.

Faculty Member: I have a comment to the faculty. We are often times a source of stress and anxiety to these students. I would just encourage all of us to think about our role in their lives as well, making sure that we provide them with the structure, the support and the scaffolding that they need to be successful in our classrooms; making sure we are clear in our objectives and when things are due and those kinds of things. And that we are also aware of our fellow faculty and in our departments. We all probably know of at least one or two people who can be problematic when it comes to their interactions with students, and I think it's our responsibility to be aware of that and not just say, "Well, that's not my problem," but to realize that we have more and more students who have more problems with coping. I understand things are very different and the population of our students is very different, but I just ask all of us to be aware of the role that we play.

Faculty Member: I wanted to thank the Provost for sending out the message after the hurricane, and in effect sort of call the faculty for compassion. We shouldn't have to make it, but I think we need more and more of those messages to get out, not just from the Provost, but from Deans and department heads to all of our faculty; especially the ones who aren't here - to come and hear about this.

Mike Giancola: Through the message from the Chancellor, Provost and Dr. Mullen helped students to know about the resources they could access. Through Pack Essentials, we have now

helped close to 50 students who have expressed need. In many cases, they may have been fine but their families were impacted and their families were the ones who were sending them money to put on their meal cards and things like that. Those messages helped galvanize the community and also gave the students a place to go when the need is there.

Faculty Member: How can we find what I would call the balance point to be both supportive of students and to recognize when a student is in need, but also to encourage the resilience as well. We want to students to also understand that part of life is meeting challenges. What does the data tell us? Are students really more “fragile,” so we have more fragile students, are we simply more aware of it? All of the above?

Panelist: Yes. Our students are coming in with more severe and persistent mental illness. They are able to do that because of medication and access have occurred much earlier to where now they have an opportunity to come to college, which was not the case many years ago. We are doing great things with reducing mental health stigma, so that is allowing folks to come in and get connected quicker. Frankly, parenting has swung so far in a different direction that students are coming with so many less tools than they used to in being able to manage these types of things themselves, and they do not have this “stress tolerance,” of being able to sit with rejection or a bad grade or that sort of thing. I cannot tell you how many students we have seen that cannot get through the day without calling their mom ten times to run every decision by them. They are just not invoking independent thinking. That’s a skill and is something we are then trying to work with them to cultivate.

Chancellor Woodson: I had an interesting call from a mother who had not received a text from her son in two hours and wanted us to send the police to check on him.

VC Mullen: That’s not an isolated story.

Faculty Member: DID NOT USE MICROPHONE (question was regarding facilities)

Osburn: The facilities are wonderful, and we are full. We’ve turned every closet into an office, we are redesigning every which way we can, and we are maximizing resources. One of the great additions has been growing onto Centennial Campus. That was an access barrier for many students so they ended up not getting help. Being able to expand there has been very helpful.

VC Mullen: We have expanded our student health services as well on the Centennial Campus as well, which has been a real game-changer.

Faculty Member: I am amazed by the number regarding homelessness and hunger. Mike, some of the stories you’ve told about students being cut off from their families. I am wondering how

many of our students are coming from poverty. That must be a part of it. I experienced the university as such a middle class world. I am interested in opening my eyes to that.

Mike Giancola: It's a great question. I think the changing demographics fits neatly into this conversation. The good news is the access of higher education is much different than it was 20 years ago. With that comes a different set of students, a different set of needs. We have an increasing number of students who have families, responsible for children, day care and trying to balance academic expenses. Increasingly, we have students coming from counties and they're getting their financial aid check and are using it to support their families as well. So when you look at the layers of this, it's not an easy thing. There are lots of layers and dynamics at play so we have to be careful not to make assumptions. With every case, there's another set of mitigating factors, so it's not as simple as saying our students are coming from middle class or above families. The changing demographics is adding to that. There are also cultural shifts, and some dynamic changes that are happening. Students have to have access to technology in the classroom. They can borrow these from the library, but might be able to only borrow that for four hours and they need it for a longer period of time. So there are a lot of different things that are shifting in the way in which students learn and interact.

Faculty Member: I would like to know about the use of service animals for students and where we stand with that.

Panelist: There is a big difference between a service animal, an emotional support animal, and a comfort animal. Service animal is an animal that is actually registered, licensed and trained for a very specific documented disability. This is the content area that is covered by federal and state regulations and they are welcomed everywhere on campus. Emotional support animals are a different category. There is policy around housing for that and access to emotional support animals for housing, but this is where that pendulum swung really far and nobody was sure what to do with it. As far as other allowable areas, there isn't policy, to my knowledge, that is outside of housing. I know there is very clear policy related to housing allowing that to happen.

VC Mullen: Policy extends beyond housing, but it is relatively new and really we were forced into developing our housing policies a year and a half ago. We had a student apply to bring an emotional support animal and we did not have our policy in place yet. We offered accommodations and tried to work something out, but that actually ended up in a HUD complaint that we had to respond to. We have a policy now that if you have an emotional support animal and it is verified - and there has to be verifiable evidence that there is a real need. The student is 100% responsible for what happens here; the animals cannot run in the halls, there has to stay in the room, they cannot do their thing in the room unless it's a cat with a box, and then you've got the issues of roommates and other issues that have to be dealt with. They are also not allowed to take those animals into academic buildings, the student union, or any other public indoor space on campus. That is different than a service animal.

Panelist: We do not evaluate or assess for students to have emotional support animals. It is not documentation we will provide in the counseling center.

Faculty Member: So how do you verify if someone says they have an emotional support animal that I need if you don't provide the documentation?

VC Mullen: In the housing context, there has to be a verifiable prescription from a licensed counselor on that, not just mom saying their daughter needs a cat. We have had an incident where we had a student with a verifiable emotional support animal in a residence hall and then the student disappeared but we were left with the cat. Then we get a phone call two days later, "can you take care of the cat?" No. Then we had to find a shelter for the cat.

Panelist: I can definitely say in the last couple of years that we have seen a huge increase in students who are requesting that service. So our referral resources case managers in the counseling center have a list of providers that will do that assessment and offer that documentation if a student needs that.

Faculty Member: It was mentioned that there were some outreach events to go into Wake County perhaps. It seems like everything that we do is reactionary. The students come here and these problems are not all manifesting as an initial episode here as a result of being on campus, so they are coming here with those needs. What could the university do that would then help the community that we are serving - state, local, etc. - but are there any opportunities for NC State to actually solve some of these potential issues before those students arrive on campus?

Panelist: I think our extension agents do that all of the state right now. I think we are doing a lot of that work, but just the recognition that these challenges are coming fast and furious at us. Maybe another bit on the community piece, on the Pack Essentials website there is a listing of campus resources and also community resources that we partner with and network with. So the relationships are there through a lot of the extension work that the university does. I hear your question though and your point is a good one. We are trying to balance that out.

Panelist: From a mental health perspective, what we've learned over the years is that it takes every fiber of a student's being to walk through the door of the counseling center. There is still so much stigma and so much fear of being judged and being unsure of what the process is. So for them to come to us is a feat. We have talked to students over and over who have walked up to the doors or to the building multiple times before making their way in. So the thought of going to a community provider is just completely daunting. What we try to do is get them in the door, get them stable, and then create a bridge to where they have enough econnection that we can then refer them to the community. We recognize that we cannot be all things to all students at all times; we are just not set up like that. We are a short-term model, but if we can help them make the connection on campus, hopefully we can plug in to community resources. The other issue with the community resources is that the wait is far longer than ours.

Faculty Member: One of the ways that we are bringing some of the community services onto campus is that I have a SNAP outreach project called More in my Basket, and we partner with TRIO and Mary Haskett's team, where staff provide eligibility screening and application assistance for students who are food insecure. We help them get SNAP benefits for those who qualify. They cannot be living in the dorms and have a meal ticket, but we have assisted several students. So we are bringing in some aspects the community service onto campus.

Faculty Member: Jeff Braden, Dean of the College of Humanities and Social Sciences. To your point, I think one of the best stories we have to tell is how engaged our faculty are at this institution. I know my college best in helping to solve these problems within the community. I make a distinction, with all due respect to agriculture, between extension, which is a sort of expert/novice model, and engaged scholarship and research. Natalie Ames, Mary Haskett, Sarah Bolin in Sociology - all do work with communities that is collaborative in that it helps us drive our scholarship and research, while at the same time helping communities define and address problems. I am really proud of the work that we have done around hunger, around social justice, around many of these issues in the community. I wish Mary were here to respond, because there is no handoff. This is seamless and is truly collaborative.

Faculty Member: My name is Justine and I work in the division of Academic and Student Affairs. One of the things that is a resource is the Food Pantry that Dr. Haskett has talked about. The research that she had done in collaboration with many on campus about food and housing insecurity, but we also have a Food Pantry on campus that is located over at the corner of Dunn and Pullen in what used to be the old convenience store. They are a great partner if you want to get involved or if you know a student may need something, to be able to refer them to the Food Pantry. We staff that with primarily students and they are very much a part of helping to care for one another in that peer way that you heard Angel and others talk about. It is a resource that is available to students, faculty and staff on campus. We are proud of the work that we have done and the support that we have had from the institution.

Faculty Member: I heard about the intake survey that you do for the incoming freshmen, and then I learned about the health ambassadors. I was wondering in what other ways are you doing outreach so that students are aware of the services. Also, do you do any type of target outreach around periods of time that might be high stressors, like midterms or approaching the holidays and that type of thing?

Panelist: We have a lot of outreach happening throughout the year. Once students are admitted to the university, we work very closely with New Student Programs to start communicating information. We participate in all of the orientations that happen on campus, introducing the concept of wellness. Once they get here, we provide two different outreach events per month. We provide sessions throughout the year, but also during finals week and midterms, we do "finals survival week," or a "putting stress to rest" kind of session. We do anything from relaxation stations to aromatherapy and support dogs. It is really a collaborative effort. We work

with counseling and dining and other groups on campus. We work really closely with undergraduate students and in recent years, we work more with graduate students as well. We now offer different things on Centennial and being creative about how we reach them during their difficult times.

Panelist: From the counseling center standpoint, we completed over 1,200 outreach programs last year, so connecting that with the 6,000 students that we see, we have our licensed clinicians also going out and doing programs with students. Those include being in the spaces where they are. That has really changed our focus over the past couple of years, by not waiting on the students to come to us. We do pop up sessions, we go into classrooms, we are in the spaces where students gather already. For the incoming students, there are two other programs that we require for all first year students - first year freshmen and first year transfer students as well - that they must complete sessions about hazing and sexual assault. Those are also required, along with the alcohol session.

6. Old Business

Carolyn Bird, Chair of the Faculty

- a. Report on Faculty Senate activities to date

7. Issues of Concern (IOCs)

- a. Issues of Concern are assigned to the appropriate committee. Minutes from each Committee (Academic Policy; Governance and Personnel Policy; Resources and Environment) are posted on the Faculty Senate website so progress on IOCs can be monitored by all.
- b. New Issues of Concern may be presented by emailing Faculty_Senate@ncsu.edu or by contacting one of your College's Senators.

8. Adjourn

The meeting adjourned at 4:58 p.m.