

NORTH CAROLINA STATE UNIVERSITY
Minutes of the Faculty Senate
Executive Summary
September 15, 2020

1. Call to Order

Hans Kellner, Chair of the Faculty

Chair Kellner called the third meeting of the sixty-seventh session of the NC State Faculty Senate to order at 3:02 p.m.

2. Announcements

Hans Kellner, Chair of the Faculty

3. Approval of the Minutes, Regular Meeting No. 3 of the 66th Session, September 15, 2020

Phil Sannes, Associate Chair of the Faculty

Chair Kellner called for a motion to approve the minutes for the third meeting of the 67th Session of the NC State Faculty Senate. A motion and second were made and the minutes were unanimously approved.

4. Chairs Remarks

Hans Kellner, Chair of the Faculty

5. Provost's Remarks and Q/A

Warwick Arden, Executive Vice Chancellor and Provost

Provost Warwick Arden brought information to the Faculty Senate regarding the current status of the Covid-19 impact on and campus and throughout the NC State community. He spoke about planning for the upcoming spring semester and how the campus will look as we move forward. He also updated the Senators about current personnel searches, the status of Strategic Plan task forces work, as well as information sessions regarding post-tenure review.

6. Remarks from the Chief of Staff and Secretary of the University

Paula Gentius, Chief of Staff and Secretary of the University

Newly-appointed Chief of Staff and Secretary of the University, Paula Gentius, introduced herself to the Faculty Senate and spoke about her role at NC State University.

7. The Pack for Emergency Employee Relief Program (PEER) Update

Rajade Berry-James, Chair-Elect of the Faculty; Associate Professor of Public Information, School of Public and International Affairs, College of Humanities & Social Sciences

Chair-Elect Rajade Berry-James provided an overview of the PEER program that has been proposed and will be submitted to administration for consideration. This program is being proposed in order to financially assist Faculty and staff in trying economic times through interest-free loans utilizing the University payroll system.

8. Faculty Resources for Online Teaching

Donna Petherbridge, Associate Vice Provost for Academic Technology and Innovation, DELTA; Teaching Assistant Professor, Leadership, Policy & Adult and Higher Education, College of Education

Donna Petherbridge and the team from DELTA provided an overview of available online teaching resources available for Faculty and answered specific questions from the Faculty Senate regarding any issues they have experienced with the online teaching toolkit or other concerns.

9. Old and New Business

None

10. Issues of concern

Faculty Issues of Concern can be submitted at any time to a Senator, the Chair of the Faculty, or to Faculty_Senate@ncsu.edu

11. Adjourn

The meeting was adjourned at 4:45 p.m.

NORTH CAROLINA STATE UNIVERSITY
Minutes of the Faculty Senate
September 15, 2020
3:00 p.m.

Regular Meeting No. 3 of the 67th Session

Via Zoom

September 15, 2020

Present: Chair Kellner; Chair-Elect Berry-James; Parliamentarian Funkhouser; Senators Ashwell, Bass-Freeman, Bernhard, Boyer, Carrier, Collins, Darhower, Duggins, Erdim, Flinchum, Gerard, Gunter, Isik, Jacob, Jordan, Kirby, Kittle-Autry, Koch, Kuzma, Kuznetsov, Little, Lunardi, McGowan, Nelson, Nicholas-Parker, Pinkins, Reiskind, Riehn, Taylor, Thuente, Vincent, Williams, Yoon, Zagacki

Excused: Associate Chair Sannes

Guests: Roy Baroff, Faculty and Staff Ombuds; Katharine Stewart, Vice Provost, Faculty Affairs; Courtney Thornton, Associate Vice Provost, Academic Personnel & Policy; Marc Hoit, Vice Chancellor, OIT; Paula Gentius, Chief of Staff and Secretary of the University; Donna Petherbridge, DELTA; Stacy Gant, DELTA; Thomas Miler, DELTA; Adrian deSouza, DELTA; David Howard, DELTA; Sharon Broere, DELTA; Karen Marschalk, DELTA

1. Call to Order

Hans Kellner, Chair of the Faculty

Chair Kellner called the third meeting of the sixty-seventh session of the NC State Faculty Senate to order at 3:02 p.m.

2. Announcements

Hans Kellner, Chair of the Faculty

See the back of the agenda each week for committee activity and announcements.

Chair Kellner made the following announcements to the Senate:

“Tomorrow, the 16th of September is the university's Day of Giving. This is a time for making autumnal contributions to the university. There are a number of ways to channel your donations. This morning at the ALM meeting Brian Sischo talked about the finance development going on at the university and it was a very positive thing. And he talked about days of giving at other campuses other universities, and how it can make a difference. He outlined the big donors, a little longer to medium donors, and then there's the faculty donors.

I received an email and I'm thinking that most of you have to all of you have to, from the UNC system. The racial equity Task Force survey is now sent out to the to the Institutions to be filled out. So look at this racial equity Task Force survey and give it your best response. At the at the Faculty Assembly on Friday, Governor Darryl Allison, who is the Chair of this racial equity task force talked about its goals talks about its process. It is very important thing across the UNC system. So be aware that the survey is coming. And don't just blow it off.

The Watauga award of which up to three up may be given each year, is the highest non-academic honor that the university gives to someone who has made a sustained and important contribution to the university in his or her lifetime. These nominations are due by the ninth of October. And so if you have such a person in mind, I encourage you to go for it.”

3. Approval of the Minutes, Regular Meeting No. 3 of the 67th Session, September 15, 2020

Hans Kellner, Chair of the Faculty

Chair of the Faculty, Hans Kellner, called for a motion to approve the minutes for the third meeting of the 67th session of the NC State Faculty Senate. A motion and second were made and the minutes were unanimously approved.

4. Chair’s Remarks

Hans Kellner, Chair of the Faculty

“I keep coming back to 1931 when a consolidated university was made from Chapel Hill, State in North Raleigh, and the woman's College in Greensboro; one central administration and everything. The goal in 1931 was to avoid redundancy and as time went on, what it did of course was to create more redundancy as the various institutions got on their own feet and wiggled out of the constrictions of the consolidated University. I just want to call your attention right now to some areas in which we have the potential for overlap and things that we should be aware of things that the system is doing and that we are doing, in some cases, better in some cases, perhaps not. In some cases differently. But in any case, these are things that I think we want to be aware are going on. The first of these has to do, obviously, with diversity. The system wide Board of Governors diversity task force that's going on right now is running parallel to our own diversity task force which is going, which is planning a Diversity Summit next month in October. I'm on the small guidance committee for that. We also have our plan group dealing with matters of inclusion, that will also have their say. So that's an area in which a lot of different things are going on and we don't want them to trip over each other's feet, so to speak. The second thing has to do with distance education, which is what part of our session today will deal with.

At the system, Jim Kaczynski has very good courses that are offered on a regular basis; one coming up to coming up in October at two week and four week, and another one coming up in November, in which you can see the rudiments and ideas of online teaching, if this is a problem, of course, it's always a problem. And then we have our own DELTA, which has superb resources out there and I must say that a number of colleges have taken the initiative in doing the same sort of training and workshops, like in CHASS, and I'm sure education and others have done as well.

Finally, the important issue of budget principles. NC State has had budget principles last revised in 2010, they're published on a budget central page. They're excellent, they're important, and we may need to look over them again. I just heard on Friday that system is also thinking of their own budget principles.

Insofar as those principles will be guiding how the system will make decisions, I think that's a good thing. I think that we should be aware that things need to be done carefully and methodically so that we don't bump heads with each other and trip over each other. All of this, I think, is a byproduct of this long standing tension between the center that was created in 1931 and the peripheries which

there are now 17 different institutions.

We are all thinking about spring. At the executive briefing meeting which now meets twice a week, and which I'm very grateful to be a part of; the chair of the staff senate and I were added to this group in early July. It has proven to be tremendously educational and I hope that I've made an occasional contribution myself. First of all, what my understanding is about spring is that they've chosen the normal calendar, not the condensed calendar such as we have in the fall. Faculty again will choose methods of teaching. There will be on October 8 a schedule published, I believe, Louis Hunt said yesterday afternoon. There are concerns. Everything is a matter of concern, obviously. But let's think about student housing. Right now there are 1600 students living on campus. Normal numbers, maybe 10,500. Okay, so there are 1600 now those who can't get back, foreign students, what have you. This means that a vast amount of the space is empty.

Therefore, the need for staff doesn't exist, and so forth. The goal for the spring, top line, is that we can handle up to 6000. That will involve no roommates; it won't involve one to a bathroom, but it will involve no roommates. But realistically speaking, I think they would be happy to get to 4000. Because right now, our sale is a hard-sell; not because students aren't eager to come back but because they saw what happened this semester, and they don't want to come and then have to leave. So what's needed now is an argument about what's going to be different and what have we learned that will make it more attractive and more rational for students to come back? I don't know the answers, but the suggestions are to, first of all, we have a vast and comprehensive testing system going on, very important. And secondly, something that we haven't thought much about perhaps is enforcement of campus behavioral norms. There are those who really push for enforcement. And those are the things that might make the difference because it's those numbers of students who come back that makes the difference in staffing in the auxiliary enterprises.

The auxiliary enterprises are those enterprises that are completely self-sustaining and that require a campus presence of some sort to grow and work; dining, housing, transportation and the McKimmon Center. We're not having a lot of conferences there this year, as in none, so the staff there is superfluous. And so it's an important thing. Doug Morton in facilities says he is looking for buildings that are little used currently that could be vacated. And that would save money if they could identify those buildings. So if you see such buildings, go for it.

At the same time, the staff has a strong interest in all of this, and it's good that they have a place there at the table. It's an important fact that has been brought up again and again and again that there have been 34 reported cases of the virus among the staff. That's the lowest in the system and it's been established that none of them have been contracted on campus. So that's what we're being told. The campus is safe, but the off campus worry is always there; Greek Village keeps coming up again and again. But with enforcement, they believe things can be sold.

The Board of Governors on Thursday will be dealing with a proposal to change the way in which Chancellors are searched for throughout the system, as you probably know. The proposal is basically that after the search committee has done its work, the President can add two names at his or her discretion. This is a controversial sort of thing. The Faculty Assembly has been debating this for quite a while, and most recently, there's a statement from the executive committee of the Faculty Assembly to the effect that this is not a good idea. This is a considerable lengthy, well-reasoned, well-argued document, and we Chairs when it came through the committee, were instructed to bring it to our administration and then and then to the liaison to the Board of Governors representing our campus. I chose to give it to the new chief of staff, whom we will hear from later, thinking that as a courtesy this would be the right thing to do. And I think it was. I heard President Hans last Friday, and

weeks before, make his case for it. He feels very strongly that this is a good management tool for getting the best candidates at certain schools. He has made a concession, as he sees it, in order to overcome the notion that it's one particular search that he wants to intervene in or that they want to intervene in. So the concession is that this rule will not apply to any search currently in progress. I think the interest there is towards ECU. In any case, he has a reasoned argument that's worth hearing, I think, but in any case, the document from the assembly is there.

The Chair of the Faculty Assembly must walk a very careful line since all of his power and all of his influence is personal and exists with regard to his relationship with the governor's, or at least some of them, and above all, with the President. So he's got to be very careful. There has been an emotional issue of concern about this, which is appropriate, and I think that if we deal with it as an issue of concern it will go to a committee and they will then recommend appropriate steps that will come up at the next meeting. If it were to be a resolution, then it would be voted next time and the time after. Except the time after is the general faculty meeting so it could reach a long a long way down the road. According to the bylaws, that doesn't seem like the most practical approach. So what I'm suggesting here is that the Senate consider supporting the statement from the Faculty Assembly, should we choose to support it. We may not support it when it comes out appropriately, when it's sent through the liaisons to it. Things are developing very quickly right now. They always are, and rather than jump out with something that will get lost quickly in a short period of time, I think we should get behind what the assembly is doing. And I think that will help the chair of the assembly too."

Questions

Senator Vincent: When would we get some indication of what the Assembly is proposing? It's a little difficult to discuss whether we support it or not, unless we get some indication of exactly what's in the proposal.

Chair Kellner responded, "I see no reason why I can't send you all this document this afternoon. Actually, I see 10 reasons why I can't. But I'll do it. Right now, as far as I know, the chief of staff has a copy of it, and I hope that she has passed it on appropriately. I will keep the senate versed on what's happening. It strikes me that it is appropriate."

5. **Provost's Remarks and Q/A**

Warwick Arden, Executive Vice Chancellor and Provost

"As you're aware, we welcomed our students back on the campus with an opening date of August 10, and within about a week and a half it was very, very clear that we had some major problems, predominantly and our Greek community. And these were about to overflow onto the rest of campus. So we went fully online. And then about five days later as things began to pick up in the residence halls as well as off campus housing, we decided to send most of our students home from residence halls. At the beginning of fall semester we had about 7500 students in residence halls that began to dwindle over the first week and a half, and we had about 6500. Now we have approved about 1600 students to stay in residence halls for the remainder of the semester. That was through an exception process. We are particularly looking at international students, graduate students, students that do not have anywhere else to go. So all together we have about 1600 students remaining. We have modified dining services to match that, but the campus is still open. So the

libraries are open, campus rec is opening, Talley is still open.

Now, some are critiquing us that we shut down too early and too quickly, compared with some other universities around the country that are “toughing it out.” I defend our decisions completely. I think we reacted appropriately and reasonably quickly to the situation that we had. Between August 11 and September 10 we're a little over 1000 positives. Altogether, it is a majority of the students, with about 40 employees and as Hans has said, nearly all those employee interactions can be related to community transmission versus campus transmission. So if there's good news here, it is that I think the campus environment, particularly the classroom environment. Talley and the libraries are very safe. It was clear that our Achilles heel was student behavior, particularly in Fraternities and Sororities and some off campus housing.

We're not unique here, this has been replicated in universities across the country. And so what is very, very clear is that even further enhancement of our communications around the community standards is necessary and also some enforcement; you know, this is what will happen. And although I can't make it public yet, because it's not fully concluded, there will be some pretty significant actions taken against some groups of individuals who overtly violate our community standard, a very early on and clearly from an epidemiologic perspective, a source of our problems for the entire university.

You have seen an announcement go out from Chancellor Woodson on the second of September, which I strongly endorse, is a message of gratitude and encouragement for our faculty and staff. I want to say, personally, that I am deeply indebted to all of our faculty and staff working so hard to be prepared to go online. And to many of our staff for their extraordinary actions in continuing to take care of our students. At one stage, we had about 1500 students in quarantine or isolation, well over 200 on campus. Moving those students out of the residence halls and into quarantine and isolation and then subsequently moving them back out and turning that over on almost a daily basis is a massive undertaking. And so when you see some of the numbers, they may not seem staggering, but the human resource needs to quarantine and isolate several hundred students and have that change over on an almost daily basis is very, very significant.

So I want to give a major shout out to both our faculty and our staff. Hopefully many of you track our COVID numbers on our public website which is available on our main website. We've taken a lot of trouble to try and reconcile those numbers and update them every few days. This is more complicated than it might seem, and most places that are publishing their numbers are experiencing the same thing. The problem is that not only do the case numbers vary by geographic location, but they vary by whether or not they are on the positives that are recorded by our own student health. So this testing, whether they are self-reporting, whether they are Department of Health reporting, we have to try and correlate all of those things and line up whether we're talking about day of testing or day of reporting and verify our numbers.

Amy Orders in Emergency Management has done an exceptional job along with Dr. Julie Casani in student health in making sure those numbers are current and accurate. If you see them change from time to time, it is because we are reconciling and correcting those numbers as they come in. And that is in fact a lot of work. So as Hans said, obviously our thinking has turned to spring. Where are we going to be and what are we going to do? That's still under planning. What is really clear is that it is going to depend on a number of important factors, some of which we control and some of which we don't. So the rates of community transmission in Wake County, in North Carolina, and in the country as a whole is a critical factor which we have no control over. Whether or not there is rapid cheap and accurate testing available is an absolutely critical factor. I think our residential plan is going to be

extremely important. We have to ask what did we learn. Our analysis of the outbreak this fall, in terms of our student distribution. I think making sure that we have adequate isolation and quarantine rooms. At the beginning of this, we had 166 rooms set aside for isolation and quarantine and at our peak, we exceeded that and we had to go to the State View Hotel and reserve 50 and then 75 rooms. Then we had the Aloft hotel on backup. So we want to make sure we have adequate quarantine and isolation rooms available.

The last couple of things that I think are really important that Hans and others have referred to is adequate communication around community standards. We actually put a lot of effort into this already but clear that we have to up our game even further, and enforcement. I've got to tell you it is frustrating to me and frustrating too many administrators around the country that you work incredibly hard to devise safe plans for campus, and these are thwarted by students or student groups that either haven't got the message about community standards or simply don't care. I mean, parties for 100, 200 people in small areas, no social distancing, no face masks. One could argue that the outbreaks that we saw were going to happen anyway, but it certainly wasn't helped by a lot of these gatherings very early on in the semester. Chapel Hill experienced the same and ended up shutting down quicker than us and many, many other universities are experiencing the same as well. So we really have to up our game in terms of communication around community standards and enforcement of community standards. That's very clear to me, on top of the technologies.

There was a good article I read this weekend about the University of Illinois touting its technological progress of developed state of the art testing – cheap, in-house testing. They were testing all the students and were so heavily reliant on technology that they really forgot to take into account the human factor. You can have all the testing and technology you want but if students are gathering in mass and not socially distancing and wearing facemasks, it's not going to help you. So it really has to be a comprehensive solution. So we're working towards a solution for spring. It's important to me that we don't repeat what happened this fall. We can't afford to bring a significant student body back and then send them home two weeks later, we can't do that. Hopefully we've learned a lot from this fall, and we're going to be looking toward having a very positive experience for our students in the spring.

A couple of other things that my office has asked that I mentioned to you. One is the Office of Faculty Affairs as informational sessions on post-tenure review. They are Wednesday, September 16th at 2:30 and Thursday, September 17th at 3:00. You can go on to my website to get more information about those events. Those are important. We have reactivated the Vice Chancellor and Dean search for the Division of Academic and Student Affairs. You will recall that we were down to having three finalists in the spring. When COVID hit, we put that search on hold. What is very clear is that we're not going to be able to have in-person campus visits to complete that search. So this is the first search that I've ever tried to complete completely virtually. It has been a little bit nervous because it's a very important position, but I think with everybody's participation and diligence, we can do the right thing here. So the first candidate who is the interim, Dr. Lisa Zapata, interviewed on September 2nd and 3rd. The second candidate will interview on September 21st and 22nd and the third candidate on September 29th and 30th. So I'm looking forward to having a permanent Vice Chancellor and Dean for Academic and Student Affairs.

The Strategic plan, very quickly. We've been continuing to work throughout the summer on the strategic plan. Many of you all know the nine Task Force reports are posted and we are in the third week of a three-week commentary period. So if you have comments on those Strategic Plan Task Force reports, please do go in no later than Monday, and post your comments on those tasks force reports. I generally want this to be a very inclusive process. We were originally slated for about a two-

week commentary period, but we specifically have a three week commentary period because the beginning of semester and I know folks are busy. They've got a lot on their minds. But your input is extremely important to us. From here, we will go to an Executive Steering Committee that works on looking at those task force reports and taking all of your input and distilling them into priorities for the next Strategic Plan. Then we hope to have a Strategic Plan draft to the Chancellor very early in the spring, and a final version to the Board of Trustees by their February meeting in the spring. Given everything that we've had going on over the summer and given the fact that many of us have had very significant other responsibilities related to COVID and the fall return, including some of the task force chairs, I'm actually pleasantly surprised that we are so close to being on target proud Strategic planning process.

And then last thing I wanted to let you know that we have three comprehensive five-year leadership reviews of the Deans coming up this year. Dean Hoversten, in Design, Dean Hinks in Textiles, and Dean Danowitz will all be reviewed in five-year reviews. The one thing that I forgot to mention on the searches is not only have we reactivated the Vice Chancellor and Dean of Academic and Student Affairs, but I'm very shortly about to form the committee and kick off the search for the next Dean of Humanities and Social Sciences. You all know that this is Dean Braden's last year, after 12 or 13 years as Dean of Humanities and Social Sciences, so we are looking forward to a really vigorous search, and hopefully to bring in the next Dean next summer."

Questions:

Andrey Kuznetsov: The first question is about transition to online teaching. So this is a big problem because in some departments including mechanical and aerospace engineering the key support was completely taken from undergraduate classes a couple of years ago. And as a result of that we are now one on one with all this huge problem of transition online with no support whatsoever. And I would say it does have a disastrous effect on the quality of our undergraduate program. So are there any plans to provide some funds for key support for online transition because we are completely left without that.

And the second question. You said about the stopping of the tenure clock for faculty. What about stopping the post-tenure clock? Unfortunately in some departments including ours, post tenure review is used and abused against faculty. So are there any plans to stop the post-tenure clock?

Provost Arden responded, "Thank you, Andrey. Both are good questions. The first is not something I'm really aware of Andre. I'll have to look into it. When you say that support for distance education in your department was removed, was that a departmental decision? I mean, DELTA, I can tell you, has given enormous support to faculty effort over the summer. Faculty have been encouraged to, and in fact remunerated to put effort into online planning for the summer. I'm not aware that there has been differential support for faculty between departments. I know that DELTA has gone over and above to support faculty in the development of online programming. So maybe we need a kind of an offline discussion about this.

Andrey Kuznetsov: Yes, I think we need to meet with that and I would like to schedule an appointment with you. But we're not talking about DELTA. We are talking about our department and we are talking about classes in our department. So the case support was removed two years ago and it's not coming back for the semester for the online teaching.

Provost Arden responded, "I have not been made aware that there have been major problems in conversion to online across the university. In fact, I'm hearing huge amounts of kudos for DELTA and

for the faculty in general for their ability to pivot and provide high quality online instruction. So Andrey, we will deal with that one a little bit offline that may be something that's unique to your department.

With respect to post annual review. I've had this put on the radar and I'm 100% on the fence. By that, what I mean is that we're very, very sensitive to pre-tenure faculty; faculty in their first and second probationary periods and rolling back the tenure clock. Because that's a big thing and you're at a young and very vulnerable time in your academic career. For post-tenure review, you're mostly looking at more mature faculty, faculty who have been around a while. The worst case scenario, you're talking about the development of a program agreed to by the department head.

The numbers or data that I've looked at over the years suggest that applies to about 4% of faculty who go up a post-tenure review are found to be not meeting expectations and need a development plan. So, we're kind of not talking apples and apples here; we're talking apples and oranges. So I'm very easily convinced of tenure roll back for pre-tenure faculty. In fact, we have many, many of them and we haven't turned one back yet. I mean, dozens. But for post-tenure review, I'm not convinced that that's necessary. I would be open to the conversation, however, if folks feel that is really something that is necessary. But given that you're talking about more mature faculty that at a different place in their career, you're talking only 4% of faculty, you're talking lower stakes if you're found to be not meeting expectations. I've yet to be convinced that rolling back post-tenure review is really something we should be headed down. But, once again, I'm open to input there.”

Steven Vincent: Yeah, I'd like to ask about if you could bring us up to date on staff. A lot of us are concerned about unemployment and support for staff.

Provost Arden responded, “Good, good question. And I'm very concerned as well. Steve. So you read in the paper that Chapel Hill says they've got a \$300 million potential deficit and they're planning furloughs and layoffs and various things. Our picture is not that. Most of our potential deficits are related to auxiliary enterprises, as Hans said. These are self-supporting enterprises that are particularly housing, dining, parking, McKimmon, athletics, etc. The core academic budget is solid, relying on both state appropriations and tuition. Of those auxiliary enterprises, however, some of them have been hit pretty hard, and we have had to submit tentative furlough plans to the system office. But I want to emphasize that those are very preliminary and are a worst case scenario. We are working hard to try to figure out how we can minimize those impacts by looking at different or additional revenue sources. So, for example, housing. Housing has one of the largest projected deficits. But there may be a way that we can minimize those. If we're looking at trying to meet those differences purely by furloughs, layoffs and salary reductions, it would be pretty devastating. So what we're looking at doing is allocating a significant amount of the state COVID money that we got - \$8.9 million in COVID relief money. We're looking at allocating a significant amount of that to housing.”

“Housing also has some pretty big debt repayments from projects such as Wolf Ridge. We're looking at delaying those debt repayments by a year or two. And so we are working hard. I mean, peoples' jobs are important to us. I recognize that and I'm very worried about that. So can I sit here and tell you there will be no furloughs and no salary reductions and no layoffs? No, I can't do that. But what I can do is say is that I don't see the same picture that Chapel Hill is painting. A lot of their deficits are related to the operations of their health system. We are probably looking at more of a \$50 to \$70 million potential deficit, if the spring is pretty much the same as the fall. And we're looking at ways to try to mitigate furloughs and salary reductions as much as possible. So we're working on it now, but yes, there are likely to be some furloughs and some salary reductions on the auxiliary enterprises; not on the core academic budget at all. But wherever we can, we are looking at ways to mitigate that and

not lose significant staff hours over the upcoming semester.”

Hans Kellner: This morning, the Chancellor said at the ALN meeting that NC State apparently was ranked by Forbes Magazine as one of the 10 best employers in the state of North Carolina. None of the others are academic institutions, I think. SAS comes first. So that surprised me and shouldn't have perhaps, but I found that to be a good thing.

6. Remarks from the Chief of Staff and Secretary of the University

Paula Gentius, Chief of Staff and Secretary of the University

Thank you, Chair Kellner and good afternoon, everyone. Thanks for the opportunity to say a few words. Chair Kellner, thank you for sharing that Chancellor search statement with me. I was able to share it with the Chancellor and he was very much aware. So we're good with that, I think it would be wise to share it with the Faculty Senate so that they can have a copy and see what's going on there. So we'll be looking very closely and listening in very closely to the Board of Governors meeting to see how that goes. So thanks again for bringing that to my attention.

I'm pleased to be with you today. It's been five weeks and three days since I became a member of the Wolfpack here at NC State. So what I can tell you so far is that it's been quite a ride. I think I came at the height of the start of the school year, the height of COVID being on campus, and of course right before the Board of Trustees meeting. So all of that combined. It's made my time here very exciting.

I did have a pleasure of meeting your Chair, Hans Kellner, via Zoom earlier, after my arrival, and had an opportunity to meet some of the faculty members as well. So I look forward to meeting each and every one of you in person when the opportunity presents itself and hopefully that'll be soon. In the meantime, I do want you to know that I'm here to assist the Chancellor and the Board of Trustees in the execution of their work here at NC State University. Similarly, I'm here to assist you however, I can within the confines of my abilities. To me, it is very important that we know that good governance is critical to quality decision making. Your role as members of the Faculty Senate promotes good governance and I thank you all for your service to NC State University.

Soon we will be looking for your input on how we can move the university forward for the spring. And as you can imagine, things are changing very rapidly. So, it is very important that we have the input of the faculty and also the university community incorporated into whatever plans that come about. So you'll be hearing very soon about that. Again, I just want to say thank you all for all that you do. I do have a 4:00 meeting but I'm glad to be able to make a few remarks. Hopefully I can come back very soon and listen in some more. So thank you all so very much. I look forward to meeting you.

Hans Kellner: What do you find surprising or different about NC State University, given your experience with some large institutions in the past?

Paula Gentius: If you read the small article that was written in the Bulletin, one of the things I mentioned was that I was surprised at the warmth of the people here at NC State. I've been at several universities and I can still say that today, after five weeks. I think we have a culture of excellence here. Well, I know we do. We have a culture of excellence here, but the warmth of the people – the faculty, staff and the students, is just striking to me. That was one of the things I picked up very early on, even during the interviewing process, and I still feel it today.

Hans Kellner: Well, thank you. That's good. And I think that sort of goes hand in hand with the thing that the Chancellor mentioned about being ranked as a good place to work. I found through the last round of strategic planning 10 years ago we were beaten in the head and facilitated one morning and asked to write down what words came to mind when they thought of this university. Everyone else had, you know, enterprise and innovation, and I wrote down humaneness. Maybe it was aspirational, but for the most part, I think it is a humane organization, and we hope to keep it that way and make it more so, so thank you and welcome and we will have you here a lot.

7. The Pack for Emergency Employee Relief Program (PEER) Update

Rajade Berry-James, Chair-Elect of the Faculty; Associate Professor of Public Information, School of Public and International Affairs, College of Humanities & Social Sciences

“Thank you for giving me time to speak about the The Pack for Emergency Employee Relief Program, otherwise called the PEER program. I just want to give you a quick history about this initiative. It is not an initiative that I started. In fact, I was invited to a meeting, and at that meeting there were quite a few people involved from the Faculty Senate and Staff Senate to really look at the way in which we can provide emergency assistance to Faculty and staff who may need it, given some of the challenges that we see. And so in this peer program, we put together sort of some thoughts that have been shared around the table. Basically just real quick, the thoughts are that there is a current emergency financial assistance program for students and we're grateful for that. We also think that we need an emergency financial assistance program for Faculty and staff because these are indeed hard times.

There will be people who need emergency assistance by way of money, financial assistance that is. And so we'd like to start the conversation to create such a program, one that definitely parallels the student Emergency Relief Fund, but is really based on a payroll loan. There are quite a few programs like that in our current UNC system and also around the country. UNC Chapel Hill, UNC Pembroke and Appalachian State University all have emergency financial assistance programs. They would run either payroll loan programs or grant programs, but we're proposing a payroll loan program that an employee of NC State would get a loan through NC State and pay that loan back through payroll deduction. So At this point in time there are quite a few names that have been involved in this initiative and we want to continue to give everyone credit.

I'd love for this conversation about this proposed pure loan program to make it out of the Faculty Senate to assure that we, as Members of the Faculty Senate, think this is a good idea and a step in the right direction and that we should continue to have conversation with the Staff Senate, as well as the University administration to develop, implement and a find a funding stream for a payroll loan program. We'd like to, as part of next steps, get Hans, myself, the Chair of the Staff Senate Pat Gaddy, and Helen dePietro, the Chair-Elect, to sign this document by way of collective support and get it on the Chancellor desk so he could take a look at it, we could think about the way to make this program a reality.

As I mentioned before, I think it's the right thing to do. Just to give you a sense of time, we've been working since March until now to make sure that we had something that was aligned with what the UNC system does; compassionate, like other programs around the country, and really is an opportunity for us to help where we can. And so that's all I have to say at this point.”

Senator Williams: Will these be at least interest-free loans?

Chair-Elect Berry-James responded, “Yes, but Paul, that’s just a yes from a Jade Berry perspective. Obviously, I do think that it would be a helping step, a helping loan, so it should be an interest-free loan in the way that we pay for other services through payroll deduction. And so I’m not often charged interest, not that I know of, but it would be nice if we could do that for our Faculty and our staff, for our Wolfpack.

Jennifer Kuzma: Why not grants? And are there other UNC systems that are looking at grants?

Chair-Elect Berry-James responded, “There might be one that’s looking at grants and that might take a little bit longer than the time that we have. Obviously, Faculty and staff are being impacted by this and I think grants will require us to raise money. I don’t know that we can do that right now. I think that the quickest, most expedient way to provide services to Faculty and staff, members of the Wolfpack is through a payroll deduction loan. We are not talking about loans of large amounts. These are just loans to help people based on emergent needs. And so we had talked about maybe loan applications up to \$1,000, and so we’re hoping that given that program of that size and scope that we’d be able to implement this rather quickly so that this is a just-in-time kind of assistance that Faculty and staff would need.

Chair Kellner, I wish you would tell me if I should pivot differently. I know that we’ve had this sort of draft document around a bit. A few of us have looked at it. Some people have sent me some corrections and I’ve made corrections. I just need to know at this point, should we push harder, should we think about next steps? Where do we stand at this point? And that’s not a question you have to answer right now, but I just thought given that it’s September and the need keeps growing on our campus, I really do think that at least we should have a sort of a range of conversation with administration to make sure that we can do this if we can.”

Chair Kellner: Good. Well that’s a good question and I will give an answer right now. I think we should discuss it tomorrow morning at the leadership meeting and then bring it to the Executive Committee on Thursday and see what Personnel Policy thinks.

8. Faculty Resources for Online Teaching

Donna Petherbridge, Associate Vice Provost for Academic Technology and Innovation, DELTA; Teaching Assistant Professor, Leadership, Policy & Adult and Higher Education, College of Education

“We really appreciate you letting your DELTA colleagues come to this meeting this afternoon and talk to you about the resources we have available for online teaching. Speaking of online teaching, I’m still teaching online. I have been doing so since 2007. Our plan today is I’m going to guide us through some slides that talk about the big picture services that DELTA can offer for anyone who’s doing online teaching and learning. And then I have my colleagues with me who have expertise in particular areas of support training and that kind of thing that can help us answer any questions that you have.

So if you think of questions as I go along, feel free to type them in the chat room or just hold them till the end and we can have a discussion. I know that, like me, you are probably feeling like what I call a Zoombie by this time in the afternoon. I have been in Zoom meeting since 8am this morning staring at a screen going oh my goodness, but that’s okay. So I’m going to share my screen with you and talk to you about the services that DELTA can offer to help you and your colleagues with online teaching.

The first thing I want to talk about is simply to teach online, we have to have the tools to do so. And let’s not get too caught up in the names of the tools. You hear them thrown out there so let’s talk

about what they enable us to do. So we have a lot of tools in our Wolfware tool kit that let you do the things that you do as an instructor, such as quizzing, assignments, presentation of your content, of course websites, lecture capture, as we're doing now and Zoom web conferencing software, classroom polling tools which, by the way, can be used, face to face or virtually. There are tools that allow you to ask questions in the middle of a video, tools that will allow you to give announcements to your students, to communicate, to create calendars, tools that accommodate a grading workflow. You will see on this particular chart some of these tools that are new that we're just implementing as a way to respond to instructor needs that have come to us, and tools that allow for remote exam monitoring. So when you're sharing this with your colleagues later, for each tool I tried to point to at least one or in some cases, two DELTA articles that talk about what that tool is in depth, and give examples of how faculty use it. So that when you share this with other people, that it's useful in a broader context. Oftentimes it's just really helpful, and I know for me as an instructor, it always helps me to see examples of how people are using it and why they're using it and that kind of thing.

So the first thing we have for you as a resource for online learning is the tools to get stuff done that you need to do as an instructor. We offer quite a few workshops on Teaching and Learning with Technology. We had about 100 offerings between fall and spring. We're repeating workshops of popular tools and we can also come to you to do custom workshops and training. One of the things that I've done, along with a number of my team members over the summer, especially into the early fall, is if you invite us to a college meeting, like a department meeting, we would be happy to come. We did this a lot with CHASS and with some other colleges and departments too. We'd be happy to come and just have a Q & A with you about what are the challenges you're facing with this rapid transition to online instruction, and how might we be able to help you. Because I think sometimes that conversation in the departmental context is just as important as coming to a workshop.

We do have a workshop ready for you and your colleagues to come to right now and you can sign up for that via the link that I'm sharing with you here. And again, it's easier to get to in the PowerPoint that I shared with you in the chat room, which is the same thing. So a direct link. So we have tools and we have training to get you ready for that online instruction. We also have a Faculty help desk. Because I told you I'm still teaching, I will often call the help desk on Sunday because they are open Sunday, and when you're teaching online, at least with my adult learning population, I find myself doing a lot of things on Sunday afternoons and evenings. So there is somebody there who can help me if I run into trouble between that 11am and 8pm time on Sunday. We have Help Desk hours from Monday to Thursday 8am to 8pm and Friday 8am to 5pm. We're not open on Saturdays, because we're really not finding a lot of calls coming in from Faculty on Saturdays. But as soon as we get to those calls on a Sunday, you can bet we're going to get back to you on those and help you take care of what you need to do related to teaching and learning.

We also have knowledge base articles. That's kind of techie for saying we have a place that you can go look up your question and you'll get an article about how to solve your problem. We also have YouTube support videos so these are great, and we're doing more of that because I feel like more and more we're becoming visual learners, in some cases, and we just like to see a little video of how to do it. I know I do that every time I try to change something in my car like reset a button. I have to watch a little tutorial on how to do it. I feel the same way about technology. So we've got a lot of little five minute clips on how to do something related to the tools that you are using.

We also offer testing services and testing services. I know there's been several conversations about that because I think in the context of what is DELTA, we've been around now for 20 years. Often, people are thinking about us in terms of distance education and learning technology, but we're really right now focused on so much more than that. The testing services piece has been mostly for our

distance education classes, but there are times when we might need to help with solutions for proctoring related to online Courses that will not traditionally called the E-courses. There's some information on the website and Sharon and Cara can answer questions about that at the end because we have some prioritization related to that. We also now, going back to our toolkit, have some remote monitoring software for people who really feel like they need to do that. You're going to find people like myself and some of my other colleagues encouraging other kinds of assessments when possible too. We do offer testing services as part of what we can do as an online service.

Another thing that we offer for you as an online resource is we do give out grants. Now we've just now released our grant funding for the DELTA grants for the upcoming year. And in that particular endeavor, what we're doing is we're helping instructors create what I would call really neat resources for their courses. We have created everything from virtual reality labs in chemistry to tours of the feed mill where students can be there, even though they can't be there. Some really neat things are coming out of these grants. Some of these grants also help with course redesign of large courses and a rapid design of online learning. So we, in the grant world, are getting production time, which includes financial and staff resources to help instructors get what they need to get done, done.

We're really committed to increasing the quality of online instruction. Right now, we're all online. It's a little bit of that remote emergency online teaching maybe hopefully not as stressful as the spring. But we also are very aware that not everybody who taught in the spring and had to live through that is teaching in the fall. A lot of new instructors came online this fall, not thinking they were going to go almost line this fall. So there's a big difference between distance education classes, online instruction that has been planned and worked on over a long period of time, and sort of this remote rapid transition that we have to understand. We have some programs to help people really work on improving courses that are going to be and stay online. Those takeaways from those courses can frankly I think improve any course because they're about creating courses with structure and objectives and outcomes and measurements that are clear and help students navigate the digital resources more easily.

So our course quality improvement program, I think, is a wonderful resource for online instruction. We also have Faculty Fellows, and those are competitive grants that Faculty apply for. We give those folks a stipend to work with us, to teach workshops for us, to help their colleagues. I just think there's so much power in when we, as colleagues that are teaching, help each other with this space that I'm a real believer in that program and DELTA is very supportive of how we're working with the faculty there. I also love our Faculty Fellows Program as an online teaching resource because they're interdisciplinary and we're getting them to work together and there's such neat cross pollination of ideas between different colleges and disciplines. We all know that sticky problems are not problems that one particular discipline can solve. I think that's true in the teaching and learning space as well.

As for following us to get updates on news resources, I've got a number of links here on how to get the new stories coming out. You can follow us on Twitter, Facebook, and YouTube. Not on Snapchat yet or anything like that. But maybe we should be, I don't know, we'll get to these other spaces, too, but we want you to know that we are here. We are here to help you. We know that we are in very trying times right now and this is stressful for everybody. It's been quite a lift for our staff as well. We've had days with double digit growth on our help desk calls for example, with no new staff. And so we get it. It's our first pandemic too, and we're really not enjoying it that much. But we are keeping pros and cons of things that we think are working well that will take away with us about how we can make Digital education and online teaching support and services better for everybody in the long term.

So like I said I was going to go through this presentation pretty fast because it's kind of boring to listen to someone talk a lot, and just turn this into a Q & A and see if you want to take a deeper dive into any of the resources that we offer or ask any of questions of myself or my colleagues, while we're here, and again, thank you for having us.”

Questions

Chair Kellner: Can I ask someone from your contingent how you would describe what the system distance education group is offering and how these two things complement each other. What's your relationship with what's going on out there in the Spangler Center?

Donna Petherbridge responded, “Well, thank you for your question and I'll get Stacy to augment my response because one of her team members is very closely involved in working with that group. As a matter of fact, the training that they're doing, the workshop materials for the larger UNC system, was a lot of the material that we gave to them to use. Keep in mind, we have a university system with 17 campuses. At NC State, we have DELTA, and I am very proud of what we're able to do and how many people were able to support, but we've got Elizabeth City, we've got Pembroke, we've got smaller schools that do not have that kind of resource. So we gave our materials and even some time and production support this summer to create things and get things to the UNC system so that smaller schools could benefit from the work that we do. So I'd say we have a good relationship; we contribute what we can and we think it's important to partner and keep sharing. Stacy, would you like to add anything to that? I see you shared an article about what we've been doing with the UNC system.”

Stacy Gant: Yes, Donna. I think you summarized that very well. So I don't really have anything to add to that. I encourage you to look at the article to learn about their workshop on online and hybrid course design.

Provost Arden: Donna, first of all I want to thank you and your colleagues for the enormous amount of work and effort over the summer to help faculty get ready for being online and providing our students with a quality online experience. You guys have done an absolutely amazing job. Of the questions that I get, or have gotten from students and parents, one of them is a little bit of frustration about the number of different platforms they have to navigate. In other words, they can be sitting home taking five different classes and having to navigate three or four or five different platforms. What do you see as the future here? Do we have an obligation to our students to say, you know, this is the platform that we're using, and have one platform or is there room in our portfolio for more?

Donna Petherbridge responded, “I think you're asking a question that's needed and it's got a complex response to it because in our portfolio of tools that we offer the university to create and deliver their content, and assess their students, that does not take into account the Faculty choice that instructors have to pick their own textbooks and to pick their own even tools to supplement their class. Often those textbooks come with their own platforms, their own learning platforms. I see this not only from an instructor perspective, a DELTA perspective, but as the parent of a college student perspective; three or four different textbooks, three or four different classes – might have Cengage for one, might have something else for others. I think it's important for us to have a cross-campus discussion about the area in the field. And I think David, I might want you to speak up here a little bit about our conversations with a bookstore related to this. That at least let us get a handle on what's out there and what people are using, but it's going to be tough to say, we can only use this one thing when we have that freedom of choice for instructors to pick a textbook that might come with an assignment or

homework platform that's different from the next class that has an assignment or homework platform that's even outside of the Wolfware portfolio that we have.

So we've been looking across campus at course cost reduction efforts, like how do we keep students from paying for access codes to A, B and C, and can we get a handle on that. We've had some conversations with the bookstore about All In to get the prices down for students, but still that doesn't solve the issue of there are multiple platforms that come with these multiple publishing companies. I know some universities have picked to maybe one or two, and they've told their instructors from this catalog, you stay here so that students aren't all over the place or maybe within colleges like a particular vendor makes sense to you because it's part of the curriculum or content for your college and you stick with that. But it's a really complex question and I don't have a great response for that today. It's something that Tom and I talked about, and like I said, David and I are in meetings with our colleagues in the bookstore and others.”

Thomas Miller: “I'm very much in favor of the freedom of the Faculty member to choose textbooks and ancillary materials and things like that. As we do more and more in the online world, much of that that used to be paper that you would go and purchase through the bookstores is now online content that has some kind of access code and sometimes a fee associated with it. But I do see that we've got some big problems associated with that. Some of the things that I've seen coming through about parents and students concerned about getting technical support for these platforms, their cost issues with the platforms, etc. So I do think we really need to think about putting some kind of regulations out, syllabus disclosure, which they're there. But maybe going beyond just that something is required, but how student is going to get technical support, making sure that those platforms that are being required meet those regulations and that somehow when calls come into our help desk about a particular platform that a student is having an issue with, we may not have the answers but at least we know that the platform exists and we might know how to direct those inquiries to a Faculty member or a TA to get the answers. Right now we're often in the dark on what's actually being used in some of these courses. So there's, there is more that can and should be done. I think it's going to become a larger and larger problem as we do more and more of our content online.”

Provost Arden: “Thank you. I knew this wasn't a simple answer. It is one thing that I know that it has been on our radar. Personally, I'm quite concerned that more and more publishers, as we go to an online environment, are bundling materials. So there's the online textbook, then there are practice exams, then real exams, then homework turn-in and homework grading often for fees. For many students, they are having to navigate and deal with multiple different platforms and there are often very significant fees, as many as hundreds of dollars per semester for students that are associated with this. Quite frankly, there's not a whole lot that the publishing companies are not going to do to capture the market and then try to provide a kind of a one size fits all for students in a given course. So I put it out there not because I expect simple answers, but I do want to get it on the radar of the Faculty that this is a very significant and an emerging issue that makes it complicated and more expensive for students.”

Donna Petherbridge: “I am answering a few questions in the chat. I would just encourage any of you all who have follow up questions, let us know. And if I can't you and get you an answer today, I'll be honest about that and follow up with you later. So thank you so much.”

9. Old and New Business

None

10. Issues of concern

Faculty Issues of Concern can be submitted at any time to a Senator, the Chair of the Faculty, or to Faculty_Senate@ncsu.edu

11. Adjourn

The meeting was adjourned at 4:45 p.m.