

North Carolina State University
Minutes of the Spring 2020 General Faculty Meeting
Tuesday, March 17, 3:00 p.m.
Virtual Meeting

<https://mediasite.wolfware.ncsu.edu/online/Play/61f9a323d31845f29e2897a1d892bf6e1d>

1. Call to Order

Carolyn Bird, Immediate Past Chair of the Faculty

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

2. Remarks from the Chair

Carolyn Bird, Immediate Past Chair of the Faculty

Dr. Bird greeted the participants and stated, “When the Executive Committee met with the Chancellor and Provost to plan this meeting, we had no idea how deeply and thoroughly our University community would be impacted by the Coronavirus. But we are extremely pleased that we were doing some advance thinking about this topic. I want to echo the appreciation of the Chancellor and the Provost for everything that you have been doing to prepare and to respond to this rapidly evolving situation. I know that the Deans, the Associate Deans and Department Heads also appreciate everything that you have been doing.”

3. Approval of the Minutes of the October 08, 2019 General Faculty Meeting

Associate Chair Phil Sannes recognized a motion for approval of the minutes. The motion passed to approve the minutes as submitted.

4. Remarks and Discussion

Randy Woodson, Chancellor

“I want to thank all of you for your hard work. I am tremendously grateful for the leadership of the Provost these last few weeks as things have changed rapidly and the conditions under which the country is working to try to respond to the spread of the Coronavirus, or Covid-19. It's just such an almost a daily occurrence that we have a change in the way we're thinking about our work. So thank you for being flexible. I know you all agree that first and foremost, the education our students is why we're all here and what we're working hard to preserve. We've had some critical decisions that had to be made today and were announced today at noon that the Provost and others will say more about. But suffice it to say, the critical nature of that announcement was the fact that we're closing our residence halls to all but a few students that have special needs and special exceptions to keep them on campus, severely reducing dining on campus and limiting overall just the number of people that are on campus.

To be clear, though, NC State is not closed. University facilities will remain open and accessible to all of you as faculty that are working to use your office or your classroom to deliver content out to students. And thank you for everything you've done to try to get continuity to our academic plan

and prepare for delivering online beginning the 23rd. That is next Monday.

The other big issue that we had to deal with that we announced today was to say that all instruction would be online and that we would not be in a position to offer any face-to-face instruction to our students. And that actually had more to do with the change in the CDC's guidance as well as the President of the United States have asked us to limit face-to-face interactions to 10 or fewer people. And that really just makes it almost impossible for us to deliver classroom instruction or laboratory instruction, even on a small scale. I realize that puts a number of you in a challenging situation, as well as our students. And we hope that you will work with us on this to try to get the content out of students and ensure that we are monitoring their success and their performance and doing so in a way that allows them to continue to stay on track academically. In particular, we want to pay close attention to those students that we had hoped to graduate this May.

We are doing everything we can to get them through this semester so that they'll be successful. Now, finally, before I turn it over to the Provost, I want to thank the leadership of the University. In particular, Amy Orders, in the area of emergency management; and you're going to hear from Julie Casani, in our student health center - just phenomenal leadership at probably one of the most difficult times in our University history. These are uncharted waters. We've never been down this road before, at least in living memory. And we're all uneasy about it and we're all doing everything we can to keep this community together.

And one last final point, all of us, at least I hope all of us fundamentally believe that an education at a residential University like N.C. State, a place where scholars come together with faculty and groups of students to learn to learn from one another to share experiences; the hands-on education that we offer. We know in our hearts that this is the best way to educate young people in higher education. And that doesn't change going forward. We're in uncharted waters, as I said. We've got to get through this semester. But we want to return to the spirit of residential hands-on, interactive learning environment as quickly as we can. And with that in mind, I would ask each of you, I know you're working harder and differently than you've ever worked before in terms of delivering educational content. But I hope I hope all of you will take the extra step to stay connected to your students. Our students love this community and they're feeling as dis-enfranchised as we all are by not having this community to be a part of. Reach out to them, make sure they're getting the information they need to be successful. I'm going to ask other leaders that have normal interactions with our students to do the same. So just let's keep this community together. We want our students, by the way, to come back next fall and we want them to come back feeling like this University has done everything it can to help them succeed, and I know we will. Thank you so much."

5. Remarks and Discussion

Warwick Arden, Executive Vice Chancellor and Provost

"Good afternoon, ladies and gentlemen. I'm not going to repeat a lot of the points that the Chancellor made. I do want to begin by thanking the faculty, the instructional faculty of this University that I've been working incredibly hard now for several weeks to transition from being a predominantly on-campus instructional model to a distance instructional model that is likely to go through the rest of the semester. As the Chancellor has said, we greatly value on-campus instruction and everything that that brings. But the ability for us to continue to provide a quality

education to our students over the remainder of the semester and through this difficult period is absolutely critical. And so I'm deeply indebted to all of you for working so hard to that end. As the Chancellor had mentioned, we had several announcements go out today. Some of the major ones were reduction of overall campus numbers, numbers of people on campus, both faculty, staff and students. We're reducing the number of students that are residential on campus significantly with only those that apply for and receive an exemption to be in residences on campus.

We have eliminated face-to-face instruction for the remainder of the semester. It was very clear in conversation with my colleagues at other Universities that the presence of face-to-face instruction was going to make it more difficult to limit the numbers of students on campus and the number of people on campus for a number of reasons. I know this poses several difficulties. Katharine Stewart, Vice Provost for Faculty Affairs, will talk more about this as we go along and how we plan to handle some of those issues. But we believe this is the right decision for us at the moment. And then lastly, we're putting out some guidelines for really who should and should not be on campus at this point in time. So this is a rapidly moving situation. We've got a dedicated team of individuals working very, very hard to support you and to support our student body. And we're going to be hearing from some of those individuals in just a moment.

Like the Chancellor, I do ask you to be very, very sensitive to our student needs at the moment, not only in terms of providing extraordinary instruction online, as I know that you will be doing, but to make every effort to see that they can complete their courses, receive grades, and especially those students that are coming up for graduation, that we do everything possible to help them graduate in a timely fashion. So with that, I'm going to introduce our panel for this afternoon and then both the chancellor I will be available for more questions later.”

6. **Remarks and Q&A**

Student Health Services

Julie Ann Casani; M.D., M.P.H., Director and Medical Director of Student Health Services

“Thanks, everybody, for inviting me here and for allowing me to speak to you today. I will tell you, and some of you know this; for 17 years, I did public health disaster preparedness in two states. And in spite of years of planning for pandemics, I honestly never thought we'd be in the situation we're in today. That's how extreme it is. But here we are, nonetheless. I'm not going to go into a lot of details about Covid-19. I think probably the entire world has become epidemiologists over the past month or two.

We all know about flattening the curve and human to human transmission and what have you. But I do want to walk a little bit through where we've been and where we are, and where I think we're going, because I think it's important as we're doing our planning and our responding, that we kind of get a sense of where we are. So it started out in public health by doing by realizing there was an outbreak in Wuhan, and started by doing a lot of testing for surveillance. And so the primary mode of public health during that time was to try to control the outbreak as much as possible. So we did a lot of unique one-off testing to make sure that we could identify contacts, if you will, jump on those contacts and control it through those contacts and keep the spread as minimal as we could.

Eventually during an outbreak, you stop testing because you assume that there is community transmission and assuming everything else has failed up into that, that there's community transmission, and it's so widespread in the community that the effective testing is really to make diagnoses that are going to guide your care or if you have a specific population that you want to protect, then you target testing for that. We're kind of somewhere in the middle right now. And this transition is actually, we're still trying to control it. We're rolling out testing, but maybe not testing widespread. So it's a painful place to be while you're in transition because you still have one foot here and you're starting to put one foot down there. So we all feel the anxiety and you're part of the feeling that anxiety, and especially as we implement more and more controls. Some of these controls may appear to be pretty draconian, but that's exactly the point. We really are still trying to limit the spread, contain it within our community and prevent further illness, especially to the at-risk populations.

So we are a bit of an at-risk population on campus because we have a unique environment. Many of our students, if we were a normal day to day life, our students congregate and congregate in close quarters. They study across three or four or five or six people across a small table. You know, we all do group projects and classes. They do group projects in the library while they're studying and they live in residence halls and dine together in Talley. So it's a bit of a unique petri dish, if you will, for something like that. So, yes, we do have to be more strict about some of the things that we implement and trying to control it.

I will say that in all of my experience in doing this at the government level, the hardest decision we ever wrestled with ever in any outbreak was, you know, when do you close things? Because closure for public health reasons is actually pretty easy. But when you do that, you have to take into account the social implications. And as I said very early on with this illness, this is more of a social disruptor than it is a medical disruptor for most people. And so that's been the pain of trying to make some of these decisions and giving public health guidance and advice to the leadership about these decisions. So what's going to happen is that now that testing has been a bit more released and the importance of travel becomes less important in that testing question, because we're out of phase one and moving towards that final phase, we will have more testing. But that whole question about travel becomes less and less important. And because honestly, you asked the question about travel and is it travel to a store and Brier Creek or is it travel to northern Italy? We really don't know what travel questions to ask anymore and what to limit it to. So travel will become less and less of an issue and it will become more and more of an issue to ask about direct connections to people who are known to have the illness or highly suspected to have the illness. Then rolling out testing.

At some point, I think we will probably as a society say that testing is less important and we just accept that it's in the community. We're not anywhere near there yet. But I think eventually, maybe in a month or so, we will probably be there as a society in the United States. So one thing I think I'm pretty good about saying clearly is that what we thought we knew about Covid-19 early on is still correct in that about 80 percent of the population, especially our student population, have a very mild form of the disease; that the major mortality and morbidity occurs in older people, especially older people who have other illnesses or in people who have any kind of immune compromised status and perhaps people who have underlying respiratory illnesses. So they seem to be more at risk and certainly are more in some populations are more at risk for severe disease.

In some ways, for most of us, that's good news. But we need to control it in this population because it's a mild illness and they're more likely to be out and about and be ambulatory. And so they can spread it to other people who may be at risk. And so that's the point of controlling it somewhat. The final thing I just wanted to add a little bit about student health services, because I know I'm talking with the faculty here. Student health services is open right now to see patients and to see students who think that they may have illnesses, especially if they're very ill. We do have testing available to us. However, I would like to reinforce that testing for screening is not offered. It's not offered anywhere. And that's because the test isn't valid. It's not valid until you have symptoms. So we're not doing testing for screening and we're also not able to clear people for exposure.

And so I think that that becomes important to you, especially if we begin to re-congregate. We're not going to be able to get bills of health. And so I think you just need to put that out there. So I think that that's probably the most important points. And I'm sure that there'll be lots of questions.”

Emergency Management and Mission Continuity

Amy Orders; Director, Emergency Management & Mission Continuity

“We, as a panel, have come together to bring you different operational perspectives as the University transitions in this period. My organization has worked diligently with campus partners on operations, and we felt it was very important for you to understand our community resources, our impact, and our plans. As this situation evolves, we are coming up with new resources and having conversations that make us stronger. Preparedness is an underlying theme of the University, and this wasn't something that had a new sense of necessity to address. Instead, we extend the conversation and invite others to be our partners. I thought it was important to give you just a smattering. In the emergency planning world, the university is very prepared and very broad. But where we focus today is really central to our academic plans, our continuity plans for research and then specifically how operations continue from a centric point of view.

It's very important that we work together in a collaborative framework. This gives you a sense of how diverse that framework is. The University has the mantra, “Pack Ready.” We tell people that we as a University want to be prepared for this type of circumstance. Over the past three years, we've worked diligently with different campus partners to build pack ready plans on a unit level, a department level and the college level. And on the academic side, we extend that to include research and academic continuity as our partners. But the sense of what we bring to you is also a commonality of some of our infrastructure and some of our operations so you have a better sense of what the University can provide. In these plans we've asked the questions; what do you do in the event of an immediate impact or a sustained impact? And this will be the first time we've been asked to talk about greater than 30 days. That's a whole new paradigm. And so when the conversations evolve, we have to look at things such as critical services, critical staff and critical operations.

When we talk about it from a unit level, the University's impact as a whole, there are over one 167

individual unit plans that you, as faculty members, have contributed to; your operations staff, your administrative personnel, even down to students. We've asked them to give us contributions and information. What's needed to make you effective if the situation that is normal today is abnormal or different tomorrow? This makes us more nimble. We're able to dynamically evolve and address your situations fast. This one has evolved fast. So when working at NC State, the question recurring over the past few days -How do I clean? What are my expectations if someone is sick? How do I work with my partner, such as human resources or transportation?

We as a group have developed a website to give you a portal off the University's home page that just talks about inside NC State. What do you need to make your day a little bit smoother? Anything from hours of operation to sanitation recommendations to lab shut down closure considerations. What's best for your operations? There is no one size fits all in this paradigm. It is what's best for you to be most effective and to continue. As we talk about the evolving situation, every day someone has a new question. Today's questions have been more along the lines of if we close residence halls and people come to clean out their information or their resources, how do we disinfect? How do we clean? And yes, that is something for us to think about; staging people coming to campus, cleaning high touch surfaces. All of this is something we're addressing and making sure that we're distributing that information to you to be effective wherever you are.

So the critical service paradigm, as we talked about it in the past few days, has really distilled down to people and services. We look at our academics as another service of the University. We are partners to our students, we are a fabric of a community. So working together. The questions that keep coming back is reviewing mandatory people, looking at your staff, your personnel and your services. As faculty, you might supervise students, you may have administrative expectations in addition to our teaching capacity. And when you talk about balancing act, our students are high priority. Our other priorities are also, and competing interests. So how best to approach that?

Part of this resource is looking at the designation models and forms. There are forms available to help you through some of these questions. Ask questions. We are answering questions every day on different situations, but it's really effective to know what you're wondering about. Then looking at it from a holistic lens. You are a member of the Pack. You're not just a faculty member; you are one of us. What else do you need beyond teaching that we need to provide a resource, an answer, a perspective, even a virtual hug – you're not allowed to hug right now. So in the context of what we're asking you to do is support one another. Look beyond just your teaching. What do we help you do beyond your academics? Then the resources that you need. If something's missing, we'd like to know. We are here to support you in any way possible, which is information updates, giving some sort of assistance. Even having a very basic conversation about I'm not sure. Five seconds on a phone can be far more effective than 15 emails. And so we're making ourselves available. We're having that ability to have conversations.

In the bigger scheme of this impact from Covid-19, every day changes, every question evolves, every person's perspective has a different lens. We are respectful of everyone in the Pack. And we would like to give you, the faculty members, that much more information to be empowered. Over the next few days, you're going to ask questions such as, can I still come to campus and be in the classrooms? Partners in this panel are going to talk to you about how we can support you, how we can keep things moving forward. And then at the end of the day, we're going to learn a lot of

lessons. And we as faculty members love to tell our stories. We all have great stories. We're going to ask you to tell a story at the end of this. How did you do what you did? How did you help the Pack? Our stories, our best practices are lessons learned are going to make us stronger.

We hope we don't do this again. However, it's always in the cards. You never know what exactly can be the next. So as we anticipate some of the questions that you may have, the panel will be glad to provide information back. I encourage you to take advantage of the resources that this panel of presenters and subject matter experts can give you, give you the information, the insights, and ask the questions that we may not have anticipated.”

Academic Continuity

Katharine Stewart; Vice Provost for Faculty Affairs

“I think first I would just like to add my thanks to what the Chancellor and Provost and others have already said. I know that none of you anticipated that this would be what the last third of your semester would look like. It's certainly not what our students expected the last third of the semester would look like. And none of us really knew what we were in for even when we started this a few weeks ago.

I know that you all have been working very hard to develop your continuity plans. I hope that you have found resources on the Provost's “Keep Teaching” website helpful to you as you've been thinking through those plans. The reality is that as the Chancellor has said today, everybody must move to online education. I know that that means that you're thinking about whether you can be in your office with your webcam to do some lecture recording and lecture delivery, be in your classrooms, etc. At this time, we are going to be permitting that as long as you're not in a room with more than 10 people, and that's not allowed. But we do want you to be able to use those tools as you are getting your materials ready for students. I'm not going to talk a lot about some of those online and distance education tools that are available to you, because I know that Tom Miller will be talking more with you about that in just a minute.

But I do want to address a couple of questions that have come up just recently in the last in the last few days. One of those is related to a question that many of you have had about the extent to which you can change some of your assignments or some of your exams. Your syllabus does have a disclaimer on it that says that the syllabus is subject to change. This would be one of those changes, definitely. Your ability to communicate to students about how you will be changing assignments or grading is still your ability. What we expect is that you will be very clear with students about how assignments will be changing or how exams will be changing, so that they know what to expect and they know how they will be graded. It's also important from an academic integrity standpoint to be sure you're doing what you can to ensure the integrity of your grading as much as possible. In some cases, that may be difficult because proctored exams are going to be somewhat limited. Again, I'll let Tom speak to some of those issues, but I did want to let you know that as faculty, you still do have the freedom to make some of those choices. Please be sure that you are communicating clearly with your students about that. Ultimately, what I would say is that if that's one message I have for all of the faculty, it is to communicate, communicate, communicate. I honestly don't have

all the answers right now. I'm hearing questions from associate deans, from faculty, from department heads. And sometimes I have an answer and sometimes I have to consult with my colleagues to get an answer. I know the same thing is going to be true for all of you. You're going to have questions as we go forward from students, from your colleagues, etc. You're not necessarily going to know all the answers. We are going to keep talking with you. We're going to keep communicating with you. Please keep asking the questions and we will keep figuring out the answers together with you.

And if you do that with your students and you let your students know that you have their backs, that you will not let them fall through the cracks, and we will figure out this out together, I think we can come through this strong and we can keep our students connected and we can keep you connected. Please let us know how we can help you do that. We'll keep providing you as much information as possible as we move forward.”

Online and Distance Education

Thomas Miller; Senior Vice Provost for Academic Outreach and Entrepreneurship

“In all my 38 years here at NC State, I've never felt so needed. So I'm going to talk to about Delta Resources and some of the things that we've been doing to help the faculty get quickly online. And we know it's a big challenge and we're doing everything that we can. I feel like we've got pretty good resources to help you do what you need to do to keep this thing going, keep the Pack running. So, first of all, you know, we started out as Katharine alluded, this has been a very fluid situation. We started with the assumption that we were going to have teaching plans, not implementation by this point in time. But we've worked with Katharine's group on the go.ncsu.edu/KeepTeaching website. We have a lot of resources there. We've developed some new workshops on academic continuity, again, with Katharine's group. We've done a lot of new training offerings. Those have been via Zoom and also some face-to-face. We've recorded all of those and they are available.

If you go to reporter.ncsu.edu and search continuity, you'll find a lot of those resources there and you can tune into the recordings and see what we've done already. Also, we've been doing a lot of scrambling with other schools to find out what they're doing; best practices, and we've begged, borrowed and stolen from them as appropriate. One great resource has been Duke, who had to close their campus in China, and we actually had a webinar with them last week to look at what they've done and we've taken some of their best practices as well.

In terms of support, our primary channel support is the LearnTech Faculty Help Desk at learntech@ncsu.edu, or the phone number you see there. And we have hours Monday through Thursday. These have been based on what faculty need from us, and the hours of have evolved for this. So evening hours, 8:00 a.m. to 8:00 p.m. on Monday through Thursday. Friday we go to 5:00 p.m. Sunday we have hours, 11:00 a.m. to 8:00 p.m. We have increased our all hands on deck. We've got a lot of Delta staff that are not normally Help Desk people, but they're instructional designers, media technologists and so on. And they are there for you on the Help Desk. So what I'm going to say here is if you're accustomed to working with individual Delta Help Desk staff, don't necessarily go to them directly. Go to the Help Desk, the LearnTech email address or the phone line.

We will triage and get it out to the right people because there's going to be people working the Help Desk that do not ordinarily do so. And those who ordinarily do so are going to be overwhelmed if you try to just go to them directly. They are all set up to handle this from home. The phone system is all set up. So we're all in good shape there. We do have an academic continuity consultation template that's available, I believe, on the Keep Teaching website.

On Friday, we sent an equipment needs form to all of the department heads. We've gotten responses back from about a quarter of them, realizing we wouldn't have all the responses back in time. We worked with the library's IT and others to do some preorders of equipment that can be set up. That will be set up in the library for long term faculty loan. Those include 500 webcams, 500 headsets with microphones, 200 document cameras, 100 Windows laptops and 30 MacBooks. The webcams and the headsets, as I understand, have actually come in and they're available starting today. We have some of the Windows laptops and the MacBooks in today as well. Greg is repurposing some of the normal loan equipment that they have for students to faculty long term check out.

There is a website – go.ncsu.edu/laptoprequest. You can go there and make requests of these specific equipment items. What I'm going to tell you is that the document cameras, we're not sure about whether they're going to come in in time to be of any use or not. We looked at different sources there, did have a good source made the order for 200 of those. But they keep pushing out the date of availability. So we'll try to keep you updated on those the document cameras, of course, we'll let you work from a piece of paper. But what I'm saying is don't count on that being available.

The big question that's been coming down the pipe is what we do about exams. Obviously the Delta Testing Center is going to be closed. There's no way to have the Delta Testing Center open and keep any kind of social isolation or distancing in place. Our recommendation, if you can do alternative assessments, open book exams, term papers or things like that in lieu of a traditional exam, please do so. It's going to make things a lot simpler and a lot easier. However, we realize that that's not going to be feasible in every case. And we've been working on other options to do exams. Now I'm going to tell you that these are not perfect. We've done a lot of experimentation and research. We believe that they are feasible. But I'll tell you what some of the issues are with that.

Let me explain what the two options are. I want to acknowledge one of my colleagues in ECE. Keith Townsend in ECE actually suggested this idea of classroom exams using Zoom and it looks like it actually is going to work. We've actually found some other universities that are doing this. Harvard, for example, has gone to this methodology. Basically, what you would do is during your traditional exam slot, you would set up a Zoom's session. You would have all the students log into that Zoom session with their video turned on. The bandwidth issues, given especially that everybody's going to be scared out all over the state. If the students have adequate bandwidth, Zoom is going to have adequate bandwidth. It's managed in the cloud. It's on AWS. We have talked to them extensively. There is no bandwidth issue with Zoom. There may be bandwidth issues at endpoints like faculty residences, student residences, etc. So that is going to be one of the caveats there. But basically, this would work like an exam in your traditional classroom. But instead of seeing students out there in seats, you would see a tile of students all across the screen. You'll be able to look at them, you know, see if it looks like there's any suspicious activity. They will know they're being watched. So there is a deterrent there.

Basically, you would be able with the Zoom to start the exam, preferably Moodle exam, but we will actually come up with guidelines for paper exams if that is needed. And using the chat, the students to be able to ask questions of the instructor. For large classes, we probably want to use breakout rooms on Zoom so that we'd have TAs that could manage looking at 20 or 30 students at a time. This is a work in progress, but so far we have not found any showstoppers to doing this. Like I say, the biggest issue is going to be the end points; the students that are at home, not back on campus, that may not have an adequate broadband connection or an appropriate computer for taking the exam online.

The other solution that we're looking at and by the way, we've actually gone out to all the online proctoring vendors. They are overwhelmed, as you might imagine. They have told us they can accommodate us, but not until perhaps June or July. Well, that's not a great option, but there is a solution, a software based solution, Respondus, that we again are doing a deep dive on. It uses a locked down browser. So during the exam, the student would have their laptop on there, would not be able to browse to other sites or see other things going on. Respondus' monitor turns on their camera and microphone so you do have a recording of the students. They have an AI system that would detect suspicious anomalies like the student whispering a question to someone else or looking on their cell phone. Their AI is supposed to be pretty good in this regard.

We do believe and again, this is a work in progress, but this may be a viable option as well. To be clear, the Zoom option would be during regular exam periods. The Respondus option could be during regular exam periods, but it also could be done asynchronously and that'll probably be the solution. For our online classes that won't be able to come to the testing center that normally have some period of time to take their exams or ideas from those vendors, it would be an alternative between them. The Respondus solution, or we're still trying to work with third party vendors on a limited scale, for those online classes that would be done - the asynchronous exams.

So that's our approach to exams. Things that we need from you; as I said, use the LearnTech email rather than calling individuals, and be patient. We are expecting heavy traffic volume at this time. Help each other when you can. And I've actually seen this and heard this from several of the department heads that have responded. We have faculty experts that have been doing online teaching in every single department on campus. They're a great resource for you. And being on the ECE line, I've seen a lot of faculty step up and say, hey, this is what I do, this is how I do it. And other faculty are learning quickly from them. So you've got the online continuity plans that you've been working on. There's a lot that have been uploaded already. They're a resource that you can look at and say, okay that could work for me. And so please utilize those resources that have already been posted out there. “

Q & A, Moderated by Carolyn Bird, Immediate Past Chair of the Faculty

Carolyn Bird: The first question concerns the mandatory status and the question regards clarification. Can you clarify what mandatory means specifically for graduate researchers?

Provost Arden: If you read into the memo, you'll see that the directives coming to us from the system office are that we change a little bit how we've been thinking about the term mandatory and give a lot of authority to supervisors to determine who should be present and doing what work, where. I know it's a little bit confusing as we're all used to thinking about mandatory in a certain way when there's a snowstorm or an ice storm. We're changing our thinking about it a little bit at this point in time.

AVC, Human Resources, Marie Williams: You are correct in your clarification of what mandatory is. We have received new guidance, and that new guidance indicates that for mandatory employees, they are those employees who are designated to physically work at an onsite location at the University, not an alternative work location off campus that is not University related, but onsite. I had a meeting with the Human Resources leaders earlier this afternoon. And just the quick formula is that if you're a mandatory employee, you're required to work onsite; if you're a non-mandatory employee, you are strongly encouraged to work remotely if your job allows you to work remotely. And we understand there may be some cases in which an employee might not be able to work remotely. I think the essence of the fact is, and we want to focus on that, is that the University is open and operational. And so what we have been emphasizing with our units is that we are open and operational, but at the same time wanting to ensure the safety of our employees. There will be a lot of our employees who will be working remotely, and we totally understand that. But we also will be providing a skeleton staff. So as it relates to student workers, temporary employees, grad students, etc., as Provost Arden indicated, your supervisors, deans, etc, get to determine on a case by case basis who needs to be designated mandatory. But the key thing is that they're designated mandatory only if they're required to work at the University physically onsite.

Chancellor Woodson: The only thing I would add is that the new opportunity we have with the new designation of mandatory is that it doesn't require the designation of mandatory for a full 40 hour work week. You can identify, for example, an employee in your lab or in your group that there is a mandatory responsibility on a certain day at a certain time. And so an employee can be determined to be mandatory and the time that they're mandatory is defined.

AVC Williams: That is correct. For a mandatory employee, and we have provided some examples in our guidance, but you could have a mandatory employee who's scheduled to work Tuesday to Thursday, 8 – 5 and then on Friday is able to work from home remotely. When they're working home remotely, they are considered a non-mandatory employee when they're working remotely offsite. But when they were onsite, they are mandatory. But it doesn't have to be a full 40 hours. So you could have that blending of when somebody is working mandatory on site and when somebody is working remotely as a non-mandatory employee.

Carolyn Bird: How do we manage facilities that require hands-on presence for research and funded work that can't be remote? Is this up to the P.I. to decide how to manage that? Or do we have some kind of policy in place?

Provost Arden: There will be a memo from going out tomorrow from Dr. Vouk that will provide more detail. In essence, we recognize that ongoing research is a critical part of what we do as a major R-I University. Moreover, we have significant federal commitments in much of the research

that we're doing, and these are not simply things that you can shut down a lab and not pay attention to. We know that many labs have critical experiments that must be run at certain times. Cell cultures have to be tended to, animals have to be fed. We're very aware of this. So the big picture is we are not telling P.I.'s they need to shut down their labs, but we are saying perform critical experiments, perform critical functions with a number of personnel, and do try to reduce the number of personnel. So this is not business as usual in your lab. If you have a lab that normally has 10 doctoral students and two or three post docs and a research assistant, this isn't an expectation that your lab will be functioning as usual. You need to really ask yourself, what are the critical functions that must be undertaken in this research lab for research continuity over the next four to eight weeks. Is the guidance given by President Roper and the system office. And so there is going to be a lot of discretion needed by supervisors to maintain critical functions with minimal personnel. But you do have the authority to keep your labs open and keep conducting that critical research.

Dr. Mladen Vouk: I can tell you is that the Office of Research and Innovation facilities, critical facilities, are operational right now in virtual mode and will be available to serve the faculty and the P.I.'s and everybody else. We will not only sending out the message, but posting on the website with much more detailed information whether it is laboratory emergency planning and closure checklists in case that happens to be the case, and the other one is how to develop a contingency plan if you don't have it already. And we would encourage everybody to do so, to plan to work on essentials and make sure that the research results and the projects continue to be viable, but to reduce the need to do it instantly, if that's not the case. We will be meeting with Associate Deans of research in the next day or so and getting information from them, what actually works and is needed for your colleges and departments and what fractional functions that you normally use are essential and which perhaps are not needed. So you should certainly contact your ADR's to tell them that because we will be asking them that question. In fact, I'm asking them to give us that information prior to the next ROC meeting. We feel for you and we know exactly what the situation is, and you should ask us. We will have a full operation working. You can call us at any one time and it will be answered during the working hours and probably answer emails after that. One thing to remember, if you're a researcher that is sending proposals in and so on, is that some research sponsors are being flexible with deadlines. Agencies relying on electronic submission, however, may actually timestamp the proposals coming in regardless of whether the agency is open or not. So do not assume that proposals will be accepted based on sponsor operating status. So you should get in touch with us to get that information.

Carolyn Bird: In the interest of limiting people on campus, students have been asked to return to their permanent residencies. What steps are being taken to minimize the interaction between students while they're in the process of moving out?

Provost Arden: So just to be clear, and I'm going to also ask Amy perhaps to comment here as well. When we say students moving out, the memo is very clear that we are not asking students to remove all of their belongings at this point in time. In fact, we want a minimal number of students coming to remove essential items only, and they will be given access to do that in the coming days. One reason for that is we don't want a surge of individuals on campus, students and parents and others. We don't want to increase the density of individuals on campus in the coming days. The resident rooms will be locked, the buildings will be secured and students' possessions will be will be

safe. And so we will allow for students to get critical items when they return. The issue has also been raised that when students do return to their permanent residence how can we be sure that they have Internet access, for example, as will be required for a 100% online? This is a tough one, I will tell you. We recognize that there are many areas of North Carolina where there is not adequate broadband access. And this is actually one of the reasons that we were sensitive to closing residence halls earlier in the process is to ensure that our students who come from all over North Carolina are in a location where they have good broadband access and complete their studies. At this point in time, we believe it is more essential to decrease the population of faculty and students and staff on campus to decrease the risk of community transmission on campus. And we recognize that is going to cause some difficulty for some students. I think it's going to have to be worked through on an individual basis whether the student is able to go home to their true home residence or is going to be able to locate with friends or family elsewhere to gain access as we go to being 100% online, as we go to being largely non-residential for the remainder of the semester. This is going to be a critical issue. We're sensitive to it. We know we won't be able to solve all of those issues, but we will work with students to identify opportunities for them to effectively complete their studies.

Carolyn Bird: There are several questions related to graduate students. And one of them is can parking restrictions be lifted due to limited bus schedules? Who do they call if they're feeling ill, and will graduate insurance cover hospital stays and Covid-19 tests.

Dave Rainer: We did not have an inexpensive option for students to utilize for parking. So there is a \$2 online permit. The prior online permit had been \$10. So we've got reduced enforcement. Currently, we will continue to visit the issue. We may just suspend enforcement. It's under discussion. There have been some questions about the buses running. The buses are running. They're cleaned on a regular basis. Mass transit is running in the triangle and those buses are cleaned on a regular basis. I've ridden the buses. There are not a lot of people on the buses. So you'll actually be socially distanced if you do ride the bus.

Provost Arden: With respect to the student feeling ill. Contact student health, I assume.

Julie Casani, MD: So graduate students have access to student health in the usual way. We're asking that anyone who is requesting an appointment in student health must call first. We're not doing walk-ins. That's really just to protect everybody. But their access, their insurance, everything still covers exactly what it did before this. We have reached out to several of the insurance companies that we are in network with and we have been reassured that their coverage will continue and it will be the same restraints and coverage that they had before Covid-19. So there is no exclusion for it or extra charges for that.

Carolyn Bird: Did that answer the graduate insurance plan that pertained to the graduate insurance plan? I have some hospitalization questions.

Julie Casani, MD: So as far as I understand, there's no changes in coverage.

Provost Arden: Students who are on the graduate student support plan have health care coverage. They have access to student health and that is not going to change from prior to this situation.

Carolyn Bird: Related to students who live off campus, will they have access to the dining facilities on campus?

Provost Arden: The answer is yes. So as the Chancellor has stated, we're open. I would look at this as essential services being conducted by essential personnel. So students that live off-campus, especially students that have dining accounts, for example, will have access. But we have to walk through and think through just how big that demand is. We're not going to have all of the dining halls open that are usually open when we're going to have all the dining facilities, for example, in Talley open. We're going to restrict them. There will be a lot more information coming out on that. But yes, students that live off-campus will have access to certain campus facilities and certain campus services. So, for example, the library, which will be running on reduced operations, but still will provide services to students. Dining as another example. And so we're really going to try to ascertain those needs of our local students and meet those needs. And there'll be more information coming in.

Chancellor Woodson: I think we you know, this is obviously an unknown for us. But like almost all of us recognize that a very large number of our students live locally off campus. The vast majority of our students. So it's really an unknown. Most of those students have committed to leases in the rental units that are in. And so we fully expect that there are a lot of our students who will remain here in the local community. But that being said, there's going to be limited opportunities for them on our campus. And I know that's a challenge for them.

Carolyn Bird: Has consideration been given to converting classes to pass fail for this semester?

Provost Arden: This is a matter of discussion on every campus on the system at the moment, and it is under consideration. But we have to think through it carefully. So we want to be as flexible as we can for both students and instructors. But there are some cases in which students need a grade and we need to be sensitive to that.

Louis Hunt: We are working at this. We've got some plans in place. We have been working with OIT to help us develop some stuff, working with Katharine and Duane and talking to other institutions. We do have some plans. We also don't want anything in place too quickly. We want students to be thoughtful. We want them to give everything a chance to take place and get comfortable before they make any decisions. So we do have some good plans and planning in place and we'll be rolling that out I think over the next week or so.

Provost Arden: An important point to make at this time is although the memo that went out from the Chancellor today was very comprehensive, there are a lot of details that we have to work through and provide further information. So over the next several days, we will be sending out communications specifically to students, to our employees, communications about research with more detail, more specifics. And so please do look for those communications over the coming days.

Carolyn Bird: When will we hear if we can continue summer camps? When will a decision be made about summer undergraduate research programs and the housing related to those programs?

Summer field classes and any decisions, given close proximity holding those summer field classes? And when will decisions be made about summer session?

Provost Arden: The only decisions that have been made about summer today is that all summer study abroad has been canceled. And the reason for that and that early decision is that we have to frequently have contractual obligations with a number of different institutions and providers that we would have to enter into early. Students have to be making long term plans and plans about summer travel and summer study. If they are not able to travel and study abroad in the summer, then they need to be able to make alternate plans for either summer courses online or otherwise, or summer employment. And so we felt we needed to get that decision out very quickly. I made that decision yesterday with the Director of Study Abroad. Other than that, we haven't made definitive decisions about summer. What I can tell you now, and it will be a little while before we come to those decisions. I find it difficult to envision a vigorous summer camp program this summer. I also find it difficult to envision a vigorous on-campus summer program this summer. But we're not ready to make those statements. We're not ready to make those calls just yet. So, Louis or Amy or Dr. Casani, do you have any comments? Considering where we are now, I think we really need a little bit more time to be able to evaluate those things. But I certainly have trouble at this point in time, looking at the trajectory of this disease and other countries, thinking that we would be having a vigorous summer camp program where we literally have thousands of K-through-12 students coming on to campus in the summer.

Carolyn Bird: Looking forward, but a little bit closer at hand, what is the thinking about graduation?

Chancellor Woodson: We're only a week or two away from making that decision. The president of the system has asked us to be thoughtful about it and to be together so that we're not having different messages going out to students all over the state. So that doesn't mean that we'll all do the same thing. That is the same make-up kind of opportunity. But it means we need to make that decision. Just like the Provost has said about summer programs, it's hard for me to envision at this point in time that we can have a spring commencement and all the commencements across the University. Having said that, we would have to think hard about how we make that up. One thing that the Provost and I have talked about - no decision, so be clear, we haven't - is the possibility of having combined larger commencement opportunity for students in our December commencement, inviting back those students that have graduated in May to participate. We would have to look hard. It is not an easy decision. But I think it's fairly clear to most people listening today that a spring commencement is increasingly unlikely. But I've promised President Roper and all other Chancellors have agreed, that we won't make that announcement until we're all together on making that announcement.

Carolyn Bird: The next question is about post docs and what emotional support is planned for foreign post docs who can't go home and don't have access to student health?

Provost Arden: This is a critical issue. And I know that it's a political issue. And the reality is that we are going to have many international students, not just post docs, who are going to have difficulty traveling home or if they do, cannot or will not be able to return to campus. And I know that they are really struggling with many of the issues that they're facing in their home country, as well as the

emerging issues here. So we're very sensitive to that. We have a philosophy that we will not turn students away from our counseling center; that those who need to be seen at the counseling center will be. I'll qualify that by saying we are going to a lot of counseling by distance as opposed to in-person counseling. But we will continue to try to make those opportunities available. Our Office of Global Engagement, through the International Student Office, will be reaching out and continue to be reaching out to all international students and all international post docs on campus to assure that they have the support, both emotional and physical support, that we can offer. You know, it's not a panacea. We can't identify or remedy everyone's issues. But this is on the radar very squarely for the international student office, for the counseling office and for the NC State community. We're very sensitive to this.

Chancellor Woodson: The only thing I would say nice and I tried to allude to this in my opening comments. I think we all, as leaders and I include the principal investigators of laboratories the post docs that are working with them, we all need to take on a little extra burden, a little extra responsibility of reaching out for that virtual connection with people in a period when we may not be together in large groups. I just would ask everyone to check in with their students and with their post docs and be mindful that they're going through a lot of uncertainty. We hope and pray and do everything in our power; we hope that this is a temporary issue for all of us and we're back to some sort of semblance of normality. Even though we know this virus is going to be with us for a long time, I believe that this country and the world will have to come to learn to live with this virus and will be able to get back to a normal type of operation, even knowing that the virus is with us. But until then, and our post docs are here for extended periods of time; we want them to remain here and we want them to feel supported. So I just hope that all of us will take the people that are close to us, that work for us, that work with us and take that extra step to reach out to them electronically. And let them know that we're thinking about it.

Julie Casani, MD: We see post docs in student health, and so those services would still be available. We just got straightened out their ability to schedule their appointments online. But we've moved to no, I'm scheduling for anybody, so they'll still have to call. But we have seen students with anxiety and we have seen a fair number of international students who come in with various complaints and ultimately are concerned about themselves and their families back home. And that's what we wind up talking to them more about. So it's open.

Carolyn Bird: The next question is about continuity plans and faculty are interested in seeing other faculty continuity plans. What is the possibility of that within our university for our courses?

Katharine Stewart: I think there's a couple of ways to think about doing that. The first is that, of course, we encourage all faculty to share their continuity plans with their colleagues, as Tom said. Particularly your colleagues in your department are likely to be some of the greatest sources of wisdom for you about how about how to adjust your courses, particularly within your discipline. I think the other thing you can do, if you'd like to look at some examples from a wider variety of disciplines is go to Keep Teaching website. Again, that's go.ncsu.edu/Keep-Teaching. On the 'create a plan' section of that website, there is a section called 'example plans.' We are curating examples of those plans and they come from a wide variety of disciplines. These are faculty plans here at NC State that have been created in the last month. If you'd like to submit your continuity plan to be included on that spreadsheet, we would really encourage you to do that. There's a million different

ways to do this, and the more examples we have, the better. So take a look at the plans that your colleagues are sharing within the department. Look at the plans on the Keep Teaching website, and if you'd like to submit your plan, you can e-mail your plan to faculty-development@ncsu.edu and we'll get your plan up on the website to share with your colleagues.

Carolyn Bird: This question concerns what is the status of the College of Natural Resources and DASA Dean searches.

Provost Arden: So let me deal with the College of Natural Resources search. We are bringing that search to conclusion very shortly. And within the next several days I'll be making an announcement regarding the appointment of a Dean of the College. So please look for that announcement. We are able to complete the on-campus part of that interview process before all coronavirus became a very, very prominent feature for us. With regard to the DASA search, we are in a slightly different situation. We've conducted the off campus interviews, have identified three finalists for that position, but we are delaying bringing those finalists to campus. All three finalists have been contacted and all three are very pleased, quite frankly, that we have delayed the on campus part of that search. It would be my intent that we bring those individuals to campus probably in late summer, I'm hoping, and then bring that search to closure. I don't think that it's fair to them or anybody else to expect them to travel, come to campus, meet with folks. Much of the campus will not be here so it would be kind of an empty experience, quite frankly. And so I'm really indebted to Dr. Hunt and his colleagues who Chair that search process that we were able to get to the point of identifying finalists. But now those folks are awaiting a time slot to come to campus later in the summer.

Carolyn Bird: Related to that, how are we limiting visitors from outside of the University, limiting their presence on campus?

Provost Arden: There are several things that we will be doing, several specific things that we will be doing. So, for example, many of our buildings will be card access to the faculty and students, for example, who are usually there. For the libraries, we are going to access for NC State faculty, staff and students and a limited number of students from other institutions. We will no longer be open to the public for our libraries. Other than that, there's not a lot of reason for folks to come to campus. We're essentially going to have minimal operations with essential staff.

Dave Rainer: I would just like to reinforce what you said about the libraries. The libraries have, in fact, implemented a card access program. You need your card to get through the turnstiles at the library. I would anticipate that there aren't a lot of reasons to come to campus, as you alluded to. So I would not expect that there are a lot of guests coming, nor would I encourage people to bring guests.

Provost Arden: There are there are a lot of this is further down in the weeds. But for example, we've obviously completely suspended our international visitor and scholar program. So concerns with respect to folks coming and visiting the university from other locations has been suspended. One of the areas that we're really working through is, for example, McKimmon Center. McKimmon is in the business of conferences. But our current directing are that all meetings of greater than 100 individuals are not permitted. So we're working through, determining what gatherings in

McKimmon would still be permitted and what would not. And there are a large number that are not. Many gatherings on campus that would bring members from the public are already being canceled because of the gathering laws or otherwise. So there's not a lot of incentive for members of the public to come to campus over the next four to eight weeks, quite frankly.

Chancellor Woodson: I think one of the challenges and certainly a consequence of this issue we all face is this is a time a year that many departments would be bringing candidates for faculty positions to campus. And that's a really challenging thing for us because, number one, we're recruiting. We want people to join us. This isn't exactly the best time to be selling the University as a potential home. But the reality is they would all be coming from other Universities that are equally struggling with all of these issues. So it's just a difficult time for all of us.

Carolyn Bird: The next question concerns limiting people on campus and the administrative pay that was mentioned. So who would people contact to get better clarification regarding administrative pay, mandatory and mandatory staff?

Provost Arden: Essentially, the supervisor and the local HR personnel are the key individuals.

AVC Marie Williams: As you know, the Office of University Human Resources stands ready to assist any of our faculty and staff during this extraordinary time. I've been in constant communication with our HR leads in the college divisions and administrative units. And so we stand ready to field your questions. As Dr. Stewart indicated earlier, we may not always have the answers, but we will do our best to turn around your questions to you as soon as possible. So, yes, contact your supervisor, contact your college lead, and they will also contact me and our team and we'll get those answers to you soon as possible.

Chancellor Woodson: I think one of the things that is throwing everyone, with regard to this mandatory issue, is that we've used the word mandatory differently in the past for different circumstances. So there are employees all across our university that think they know what mandatory means and whether they're mandatory or not. I've had people in my own office say, well, I'm not mandatory. And I said, well, actually, you work for me and I haven't made that determination. That was a fun conversation. The point is that this is all new uncharted territory for us. And it may be unfortunate that when we got this language from the system office, they used the word mandatory because it has a whole other context within the previous life of the university. So the real answer to the faculty member's question is it's really the supervisors responsibility to determine who is mandatory, and when they're met, mandatory, because it may not be for the for the full two week period that this is approved. This only goes through March 31st. So I'll just remind you that we've got a lot of work to do on this, but it really is at the heart, the supervisors' responsibility. Having said that, we want people to be very sensitive to our employees. I mean, they have challenges at home. They have family situations that they're worried about. And so we've got to be sensitive to the needs of our employees. But the mandatory definition is really a definition left to the supervisor to make.

Carolyn Bird: Related to that, there is a question about mental health resources, trying to understand what is available beyond the employee assistance program for faculty who are now

managing the children and elders at home at the same time that they're teaching and managing their scholarship?

Amy Orders: So there is a balance of community resource. NC State as part of a community. At the county level and even in the city or townships, there are community resources. There are crisis management, community partnerships and just like a virtual community resource where people come together over the phone to talk in small group sessions. I think it's essential that we partner with those available resources, extending NC State. What we have here is a start, but it is not comprehensive. It is a partnership with our outside resources. For example, Wake Tech has awesome counseling services – telephone triage services with mental health providers. There are groups on campus. Dr. Tina Nelson-Moss has worked with them for partnerships on campus. So I think if you look for community resources, that will be populated on the home page, off the home page by link in the next few days. There you'll see a litany of other services available.

Carolyn Bird: There was a question about precautions for janitorial staff. What is being done for their safety?

Amy Orders: Environmental health and safety and facilities, both facilities and housing, have partnered for weeks doing extensive training, extensive personal protective equipment, dry run of scenarios, just practicing how we can best operationalize quickly. We've also talked about just communications and perceptions and trying to work through what peoples' concerns were. Part of this is we are all a part of this fabric and clorox wipes are very simple for our first tier cleaning. However, we need to be more extensive in some situations. So some of it is education and understanding what we as a campus need to address, we as an individual can address, and then housekeeping for the more elevated situations.

Carolyn Bird: The University just launched strategic planning effort. And the question is, will the University's strategic planning process continue?

Provost Arden: Yes, it will continue, but the timeframe is likely to be shifted. So at the moment, as you are aware, we have convened nine task forces that are all meeting, and we have asked for taskforce reports by June 1st with the objective of working over the summer to form a concise, unified strategic plan to present to the Board of Trustees early in the fall. All of those task forces at the moment are meeting by Zoom. But I'm going to likely extend the deadline for task force reports later into the summer. I recognize that the original schedule we set was a vigorous schedule which will now be significantly disrupted. I think at the end of the day, this is something that we need to be patient about and do well rather than do in a hurried manner under adverse conditions. And so I know that I'm going to be flexible with getting those task force reports. The Chancellor told me he's going to be flexible with getting the final strategic plan draft. So, yes, the strategic planning will continue, but on different pace.

Carolyn Bird: We have another question asking why we don't close the University and how is the University prepared to handle the spread of the illness for those who are required to work, and will their health care costs be subsidized. And how is the University taking responsibility for those who may become ill?

Provost Arden: So when you say close the University, that sounds good from the perspective of no one on campus and therefore, we can't have a problem, by definition, if no one is here. But at the end of the day, we really have to think about our constituents. We have many international students who don't have anywhere else to go, who are residents on campus, need dining, need others. We have many students from over North Carolina who, as we talked about before, don't always have Internet access or have other extenuating circumstances. We have critical research that needs to be continued. And most importantly, we have courses that need to be delivered and students that need to make academic progress towards graduation. So it's easy to think about closing the university, but when you break it down and think about the components of the University that we are trying to address and the individuals who comprise the university to whom we're trying to be sensitive, closure is not necessarily the best scenario, but in fact, may disadvantage many significant groups of individuals. With respect to how we're going to address all of the issues, including financial support of individuals, I think we will do everything that we can as an institution to support our community. But I think it is important to recognize that this is a pandemic and that we as an institution do not have unique responsibility for solving everybody's issues. I don't want to be harsh about that, but there is a community responsibility here. And we neither have the human nor the financial resources to address the needs physically, mentally, emotionally and financially of every one of the 45,000 people who comprise this community. It is going to take us working together as a community and forming bridges, making contacts, forming alliances to ensure that we deliver everything that we can to support our campus community. But it's not a simple one size fits all, and it's certainly not something that we can easily put in a University policy. So, you know, work with us. Be patient. We'll work through this. We'll work hard to look after our campus community. But this is going to be more than purely an NC State issue.

Amy Orders: Conversations have been very authentic to what we can do in due diligence and be very mindful of the impacts our decisions have made. And we also, in consultation as a group, have a very concerted pulse on the situation. And Dr. Casani is very transparent, helping us talk about the probabilities or the circumstances in a realistic atmosphere.

Julie Casani, MD: I think also it's interesting to get the question about why don't we just close, juxtaposed to what are we doing about the mental health of our community? Because one of the biggest caveats in response to a disaster, or in an emergency, is to begin recovery immediately. And one of the biggest steps in recovery is back to normalcy of some kind. And so maintaining some degree of education structure, maintaining some degree of life structure is actually very important to people's resiliency and being able to continue during really harsh circumstances and a lot of fear and concern and personal awareness. So I think it's an interesting juxtaposition that I think having some degree of educational structure, having some degree of social structure, is very important to making sure we all get through this.

Carolyn Bird: For people who are interested in staying informed, what other reputable or resources would you recommend other than the Centers for Disease Control and the World Health Organization?

Julie Casani, MD: None. Those are those are the best resources. They are updated frequently. They're based on fact. There are times when it lags. I mean, they are also in the middle of this very

stressful situation. But I think in terms of good science, those are still the best for information and resources. They're the ones I look at every day.

Carolyn Bird: So for those of you who are with us today, the rest of your questions are very specific. And so what we're going to do is direct them directly to the subject matter experts and they can respond to you either individually or create a set of FAQs for you.

I'd like to thank the Chancellor, Provost and all of our experts for the information that they have shared with us today.

7. **New Business**

Carolyn Bird, Immediate Past Chair of the Faculty

a. **Candidate for Chair-Elect of the Faculty**

RaJade M. Berry-James, PhD; Associate Professor of Public Administration and Resident Faculty in the Center for Genetic Engineering and Society; School of Public and International Affairs

Hello. I am Jade Berry-James. I am a member CHASS, as well as a member of the faculty in the School of Public and International Affairs in the Department of Public Administration. I've been at NC State since 2010. It was then that I came from another research institution. I have had a great career. I have been in higher education for the past 32 years. For the first 12 years I attended every single faculty senate meeting of my short 12 year career as an administrator. From then, I went on to join the faculty. I've been a member of the faculty for 20 years and I've had an excellent career in my view. I've been able to meet so many people around the world, as well as people in particular states. Some of you may already know that I'm from the state of New Jersey. It's a great state. I came by way to NC State from Georgia and then Ohio. And so now I'm here in NC State.

One of the first things I always do is look up a state motto because I think mottos are very important. And so the state of North Carolina has the motto, "To be rather than to seem." That's a really important motto. But no other motto connects me better to NC State than the motto about thinking and doing. So as a professional, I've also identified a motto in my own career, which has been "She who learns, teaches." Everything I do prepares me for the college classroom. I love to be engaged not only in the issues that my students are interested in or in the issues that are at the university, but also issues around the world. I'm on a few panels and programs and I'm in a couple organizations that have a real meaningful impact in who we are as an institution at NC State. And so engagement is really my kind of thing. But there are a couple of things that I really do believe in. I want to share with you what those things are.

First of all, I believe in faculty governance. I know for a fact that governance is really important. As a member of the faculty, I have the opportunity to create a world class curriculum. I have an opportunity to help dreams come true. Students come and study with me from around the world and in many different organizations or institutions that I've worked at. I've had students around the world who have made a big difference in college classrooms and have gone on to work in the private sector, in industry and also who worked in the public and the nonprofit sector as well. And so I really do enjoy doing that. I realize the power of influence that I have as a member of the faculty. And so a lot of times what we do is develop resources. We also develop opportunities for students to be successful, for them to make their own dreams come true.

But more importantly, when you think about it, it's really the determining substantial influence that faculty have over the lives of students and the programs that they create. And so what does this matter in terms of Faculty Senate? Well, it matters a lot. I mentioned to you that I had attended for 12 years, every single Faculty Senate meeting. And at that point, I realized and learned about shared governance. Even as an individual member of the faculty, I have the opportunity to help the administration make dreams come true. I have an opportunity to make sure that faculty voice is connected to important and effective decision making. I have an opportunity to share my time and talent with members of the community. And so those are the kinds of things that I like to do in a spiritual sense.

People will identify with the phrase that I give myself away, but in a meaningful sense that means that I'm engaged in things that really matter. And so I'm running as Chair of the Faculty to make sure that I can share my time and talents in a very meaningful way. 'Think and Do' is meaningful to me as a program evaluator because it really helps to identify the kinds of results that are necessary. We all have expertise. We're all subject matter experts, and I really think that we all can get the job done.

So thanks so much for considering me as Chair of the Faculty. I do want to tell you that I've had some experience on campus in this very room. I was elected as Chair of the University Diversity Advisory Council on campus. I have been the Director of Graduate Programs. And on this very campus, I have served the Faculty Senate effectively as a member of the Executive Committee, as co-chair of the Academic Policy Committee, as a member of the Resources Committee, and as a member of the Personnel Committee. And so I hope that you'll send me a lot of questions about, you know, why are you doing this and what does this mean to your research and how does this make a difference? I hope that you'll do that because I think it is really important. I want to tell you that in the spirit of what we're going through right now, there's some hashtags that I'm really proud of; #keepteaching. I'm also proud of the hashtag that originated from NC State that says #onlinematters, and the one that I have been using at NC State that says #leadershipmatterstoo. Thank you so much.

9. Adjourn

Carolyn Bird stated, "I would like to thank all of you for joining us today. We had a great conversation about a very important situation that we're dealing with. And thank you very much."

Provost Arden added, "I'd just like to quickly thank Dr. Bird for her leadership and for stepping in here. Most of you know that Dr. Kellner has just returned from Europe and is therefore on a 14 day self-isolation. So much of this agenda was developed with Dr. Keller, and we thank him. We hope his isolation goes well. But thank you, Carolyn, for your leadership here today."

Meeting was adjourned at 4:45 p.m.