

**Faculty Senate Meeting Agenda**  
**Regular Meeting No. 7 of the 67th Session**  
**January 12, 2021 at 3:00 p.m.**  
**facultysenate.ncsu.edu**

**Regular Meeting No. 7 of the 67th Session**

**Via Zoom**

**January 12, 2021**

**Present:** Chair Kellner; Chair-Elect Berry-James; Parliamentarian Funkhouser; Senators Ashwell, Bass-Freeman, Bernhard, Boyer, Carrier, Collins, Darhower, Duggins, Erdim, Flinchum, Gerard, Ghosh, 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

**Guests:** Warwick Arden, Executive Vice Chancellor and Provost; 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; Paola Sztajn, Special Assistant for Faculty Research and Development, Office of Research and Innovation; Boo Corrigan, Director of Athletics; Sheri Schwab, Vice Provost for Institutional Equity & Diversity

**1. Call to Order and Announcements**

*Hans Kellner, Chair of the Faculty*

Chair Kellner called the meeting to order at 3:05 p.m.

**2. Approval of the Minutes, Regular Meeting No. 6 of the 67<sup>th</sup> Session, November 10, 2020**

*Phil Sannes, Associate Chair of the Faculty*

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

**3. Chair's Remarks**

*Hans Kellner, Chair of the Faculty*

Chair Kellner spoke about a number of things with regard to communication. "One of the problems of the Senate and faculty governance in general is that the word doesn't get out about what we're doing. And it doesn't get out from you to the broader faculty, it doesn't get out from the executive committee to you it doesn't get out from me to you to the broader faculty or to the executive committee, it just doesn't pass along.

He added, "About a month and a half ago, I sent the Senate a little text called takeaways from the chair, which was to account for my activities. I resisted doing this because it seems, then that it's all about me. But in fact, the Chair of the Faculty is the designated actor in a great many activities of faculty. I went through my calendars between now and the last takeaways that I sent you in at the end of November, and even though the university wasn't in session, even though it was a quiet and dead time, I was at 26 meetings."

Chair Kellner continued, "I want to make an announcement to you all to please take seriously and spread the word about filling out the University Standing Committee preference survey that Amy Jinnette has sent out. It's fair to say that our policy government's governance in academics and beyond, housing, for example, is really guided by the University Standing Committees on the one hand and the Academic Advisory Committees on the other. The difference between them isn't all that great, except one is easier to get rid of than the other. These committees are staffed primarily by faculty chosen for the standing committees. These are all spelled out in the regulations of the university, who comes from where and so forth. They all have Senators. They all have representatives from the Faculty Senate appointed by the Chair. And so I hope you all take your assignments. Those of you who have these assignments, I hope you take them all seriously. And we'll come back and be ready to bring the workings of your committee back to the Chair. This is an important want in which policy advice is worked out, under the office of Katharine Stewart and her staff. Have people fill out the forms if they're willing; this is where the coalition of the willing comes from – the people who start off in University Standing Committees, and meeting people from around the university."

He added, "Now you may also remember that at the end of last spring there was a call for the re-institution of the University Budget Advisory Committee. Vice Chancellor Maimone set one up and I must say that this group meets often and the length of the weeds that we get into is really impressive. I think that the faculty who are on that committee have a real important interesting role anyway in questioning things that are sometimes over our head. I will point out that the last meeting Paul Williams asked some questions about the sudden rise in the debt level in the university, which certainly struck me, and he was responded to by Mary Peloquin Dodd, who pointed out that a lot of that had to do with a refinancing. So it's details like this that we can pick up out of our studies of auxiliary enterprises; athletic budgets and so forth. So this is a significant addition this year."

Chair Kellner concluded, "I've had about eight or nine meetings with the Provost in groups and one-on-one, and one of the things he will probably mention has to do with the new Dean of the Division of Academic and Student Affairs, Doneka Scott. She has an impressive resume and is currently at the University of Oregon. I have not yet contacted her, but I intend to do that quite soon. She doesn't come on board until the 15<sup>th</sup> of February. The Provost also said some things in the Executive Briefing that meets every week about in the future we may not need all of our buildings, we may not need all of our faculty and staff to work on campus all the time. I would like to hear him address this more and see where this goes."

#### **4. Provost's Remarks and Q/A**

*Warwick Arden, Executive Vice Chancellor and Provost*

Provost Arden announced that the University Standing Committee survey will be open through February 1<sup>st</sup>. "This is a very important part of our governance. Please do encourage your colleagues to fill out that preference survey that will help us greatly in putting those standing committees together."

He stated that classroom instruction will start Tuesday the 19<sup>th</sup>. “We will be welcoming about 4,000 students back into residence halls and approximately another 500 into Greek life. That's about half the number of students that we had come back at the beginning of the fall semester and certainly much less than 10,000 student capacity. There have been a lot of adjustments made. There will be individual rooms per student; there'll be no double occupancy either on the hall-type housing or the suite-type housing. There will be much more emphasis on face masking, much more attention to ensuring that people follow the community standards. We're also having a very vigorous return to campus testing, Covid testing, for faculty, staff, and students. You can all go to the Protect the Pack website and look at the details.

Provost Arden stated that there will be a very vigorous ongoing surveillance testing throughout the semester, and that the testing is already occurring, either directly through our Student Health Center or through a contract with a company called Radius. “The locations are in Witherspoon, Clark Dining Hall and the drive-thru facilities. We've already done more than 6,000 tests in the last week or so. There is a positivity rate of between 2% and 3%, which is relatively low compared with the community standards. And so we're testing all the way through until the beginning of next week, and then we'll switch to surveillance testing. That will be for all students living in residence halls and Greek village and they will be tested weekly. Critical essential faculty and employees, students who are employed on campus and teaching graduate assistants will also be tested. And we're encouraging widespread testing, even if you're not in what we call a required or a central group to be tested. You can be tested at any time free of charge through the sites that are available on campus. We believe both the return to campus testing and the surveillance testing will give us a real advantage in removing those who are positive from campus very, very quickly. We are finding a very significant proportion of asymptomatic positives, as folks who have no indication of illness but are still Covid positive and spreading the virus potentially to others. So widespread return to campus testing and widespread surveillance testing. There will of course be compulsory on campus face coverings for everywhere on campus unless you are alone in private enclosed rooms at your office or a residence room, or if you're actively eating or drinking while maintaining physical distance.”

Provost Arden continued, “We have expanded our quarantine facilities. We have a designated 285 quarantine and isolation rooms for students who are living on campus. If you're a student who is living off campus or obviously faculty and staff, you will be expected to isolate or quarantine in your own residence. If you want to track what's happening with coronavirus data, the website to go to is [NCUS.edu/Coronavirus/testing-and-tracking](https://ncus.edu/Coronavirus/testing-and-tracking). We try and update that a couple of times a week and try to be as transparent as we can with the data. Now sometimes we get requests for faculty asking us if there's a positive in my building will you notify me, will you tell me what room it's in or what it's in; if there's a positive in my class, will you notify me? That can be very, very difficult. It gets into HIPAA and FERPA laws, so we have to be very careful not to disclose individuals' health information. We will be posting as much data as we legally can post on the external dashboard on a regular basis.”

Provost Arden provided an update on personnel searches. “We welcome a new Vice Chancellor and Dean of Academic and Student Affairs, Dr. Doneka Scott, who is coming to us from University of Oregon. Doneka will be traveling back and forth between Oregon and North Carolina for much of the spring semester, but you'll be seeing her on campus increasingly after mid-February. We are actively searching for the next Dean of the College of Humanities and Social Sciences. Dean Braden, as you know, will be stepping down at the end of this academic year. Dean Hoversten from the College of Design will be Chairing that search.”

He continued, “We also have a search for Louis Hunt's position, Senior Vice Provost for Enrollment Management and Services. Louis has been with us about 37 years and we are going to miss Louis tremendously. He has decided to retire at the end of this academic year and we wish him the very best

after a very long and successful career at NC State. Hans mentioned that Dr. Stewart has been promoted to senior vice provost. It does come with expanded responsibilities, including taking on the current quality enhancement plan under, SACS reaffirmation and will be the lead on our next quality enhancement plan. Strategic Planning is well underway. I really want to give a lot of kudos to the committees and the many people who served on those committees and to the executive team and work hard. We have developed a draft of seven overarching strategic plan goals. These include empowering students for a lifetime of success and the impact, ensuring preeminence in research, expanding and advancing our service of the citizens of the state and beyond, championing a culture of equity and diversity, driving institutional effectiveness, being recognized as a leader for innovative partnerships, and elevating the national and global reputation of NC State.”

Provost Arden reported that they are conducting Strategic Plan campus listening sessions. “We are providing these goals, along with revised values and vision, out to the campus. We are asking for your input, both through the website and through listening sessions. There will be a faculty senate listening session on Tuesday, January 26, so please do provide us with your input at that time.”

### **Questions and Discussion**

Kenneth Zagacki: I'm wondering, in light of some of the threats that have gone out to state capitals, if the university is thinking about additional security for next Wednesday, short term? Longer term, I'm a little concerned as are some of my colleagues, I think, about possible retaliations at the university against faculty who in their classes, perhaps talk about some of the events last week. Obviously, that has to be done in a very delicate way, but one can imagine the faculty members' comments being taken the wrong way and consequently that faculty member being threatened. I'd like to think well of our students and I do, but in these times one never knows.

Provost: We are certainly very aware of the societal circumstances at the moment, following the very sad events of last week. We know that there are threats at state capitals. We are on an enhanced alert, if you will. I'm not familiar with specific planning, but it would be happy to contact the head of Campus Security, Dave Rainer and company, to see specifically what they have planned in terms of increased alerts. With respect to talking about these events in the classroom, I think it would be a missed opportunity not to have a balanced discussion in the classroom. I agree that we need to be careful, we need to be delicate. Our students represent a full range of the political spectrum. But there is no doubt that particularly in communication classes and in sociology classes and political science classes, it would be a significantly missed opportunity. This is potentially one of the more significant events of our students' young lives. They may not recognize that yet, but these are events that will play out in the history books for some time. I think it just has to be done delicately and objectively, and I would staunchly support those who do that. I think to not discuss major events of the day through fear of some kind of retribution would be inappropriate. It's just got to be done in a balanced and objective manner.

Philip Sannes: I have a question that came through from Jade Berry-James concerning faculty who want to come to campus to get books, teaching supplies or other research materials. Has there been a protocol established? Is there testing required? Please advise.

Provost Arden: Testing is required for those faculty who will be on campus frequently and are in what we call forward facing positions. If all you're doing is coming to campus occasionally to get books and supplies and you're coming in or out of your office occasionally, testing is not required. It is recommended that you take advantage of the free testing service. It is very convenient and on campus so that is strongly recommended. But if you're in minimal contact with others and you are at minimal contact with students, then it's not required.

Fikret Isik: I am with the College of Natural Resources. Maybe it's a little too early, but I would like to know what to expect about vaccinations on campus in the coming months. Is there a timeline?

Provost Arden: That's a great question, and we are in the thick of working through that at the moment. I actually just got off a Zoom with Amy Orders about 30 or 40 minutes ago, and it's constantly evolving. So we have been designated as a vaccination provider, our student health program. It's unclear at the moment exactly what that means. Does it mean simply that we will have the vaccine available to care for our own faculty, staff, and students, according to the categories established by the state? There is some more recent discussion that I just learned today about us being asked to be a vaccination center for the county. What I can tell you is this is moving very, very quickly and there are not a lot of definitive decisions at the moment, but there is a lot of pressure to get the vaccine out and get it out quickly. We could see this happen as early as the end of January or beginning of February, but it has yet to be determined if we would simply be a provider for our own faculty, staff, and students or whether we would get the vaccine in time. For example, if you are a faculty member with pre-existing conditions, is it quicker to go through your own health provider or wait for the Student Health Center? That all has to be worked out, but we are seeing an expanding role for our Student Health Center, and it will depend on whether we agree to be a vaccination provider for the community beyond their own campus community. So lots more coming, I would say, within the next week or so there will be a lot more information. That conversation is evolving very quickly right now.

Andrey Kuznetsov: My question is about protective equipment for faculty like masks and other gear. Are we going to get any?

Provost Arden, My understanding is that there has been a huge amount of protective equipment that has been delivered; masks, hand sanitizer and other. If you have not had access to that, I suggest you contact Amy Orders at emergency management and business continuity as quickly as possible. My understanding, particularly if you go to the website, is there has been a pretty massive deployment of protective equipment including masks and sanitizer, throughout pretty much every unit on campus. So perhaps contact your college to see if it's there and where it is and how you get it. And then if that fails to yield the results that you want, contact Dr. Amy Orders at emergency management. Knowing Amy, she will probably hand-deliver it to you.

Robert Riehn: I have a question about the Covid testing. I understand that there will be a surveillance program and I'm thrilled about that. My question is two-fold. One is will it be required, and if it is required, so you have some kind of model that the testing is dense enough to actually contain an outbreak?

Provost Arden: It will be required for some. So for example, if we look at students, it will be required. Weekly testing for all students who are residents on campus or students who are working on campus, including working in research. We were talking about making it required on a weekly basis for all students who live within a mile of campus. I think we've backed off and are making it strongly recommended for those. It will be required for a certain subset of faculty and staff still considered to be in forward facing positions. The details are available on the Protect the Pack website, If you don't get the answers that you want there, go to Dr. Amy Orders once again at emergency management. There's an old saying that says we can't test our way out of this. And I want to make it very clear. We think testing will give us a significant advantage, both return to campus testing and vigorous weekly surveillance testing, but there are still going to be outbreaks on campus, there are still going to be cases on campus. There is almost no doubt about that. What we hope to do is identify as many positives as quickly as we can and through a vigorous contact tracing program, which is run through our student health service, make sure that we isolate and test those who are in direct contact with any

positive. By removing as many positive individuals from campus as quickly as possible, because remember we believe that something like 60 to 70% of positives are asymptomatic. So by identifying those that are positive and their contacts as quickly as possible, you decrease the risk of spread around campus, you decrease the risk of a significant outbreak. But I'll tell you right now, there will be cases on campus and there will be clusters on campus as well.

We'll try and keep you informed of those as best as possible. But yes, we've had a lot of folks working on this, not just Dr. Casani. We're very fortunate to have a director of student health, who is a Master of public health and comes to us from Johns Hopkins and was the Director of Public Health of the county. This is her forte. She lives and breathes this all the time and works with others on campus, including Dr. Julie Swann, the head of the department of industrial systems engineering, who is a recognized national expert in pandemic modeling. So we have a lot of eyes on this. But at the end of the day, there's no foolproof way to keep the campus completely safe. And so I do ask everybody to be vigilant, be tested and take the appropriate actions, and encourage those around you to do the same. Continue to use the usual mix of face-masking, distancing, handwashing etc. If you look at the state data and the county data, it's a bit scary. I have a tendency to get up and look at it every morning, which is not a great way to start my day, but the numbers are supposed to peak here in the next week or 10 days and then begin to come down. If we can have vaccine deployment, they'll come down even more quickly, but it is a very difficult situation at the moment. We did go through a lot of discussion on a plan B and was it worth doing what Chapel Hill did. They're going to online classes for the first three weeks, but they're allowing students and everybody to come back on campus. We don't see significant advantages of that and we are not criticizing their decision for their own reasons, but the reality is that we believe that most of the transmission is not occurring in the classroom and only about 12% of our undergraduate credit hours are actually being delivered face to face. So classroom loads will actually be very light. The important thing is to decrease transmission in the residence halls, the library, in Well Rec, in Talley, and inappropriate social gatherings is really the most important part. So will everything that we're doing stop outbreaks on campus? Probably not, but we do hope to significantly limit it.

Robert Riehn: Universities have apparently been able to test themselves out of it and I'm worried that those universities that have tested themselves out of it have tested students more than once weekly, so I'm gravely concerned that we are again under testing.

Provost Arden: I wish Dr. Casani could answer that. We are prepared to do, with the surveillance testing that we have designed now, it will be about 8,000 tests a week. Is that enough? I'm led to believe so. But I do know that there are other universities that have tested multiple times a week. Our athletic teams, by the way, some of them are being tested three times a week. So pretty clear, the more testing you can do. The other side of the coin is that we are pretty stretched for our resources, both our physical and our human resources by the time you start running 8,000 to 12,000 tests a week. We are setting up our own internal testing lab. We're modifying the lab, we've ordered the equipment and it should be in later this month. That should be stood up and ready to go by roughly the middle of February. But until then, we will be relying on Lab Corp and Radius for our testing.

Philip Sannes: Based on what happened in the fall, can we expect cases in Wake County to spike again once students return to Raleigh?

Provost Arden: My understanding is the biggest spike will be now, in the next two weeks, next 10 days and all projections are that they will decrease after that. If you look at these small spikes that we had in the fall after students came back, is really very, very small compared with what we're experiencing at the moment. We were down around 1500 new cases per day and currently we are 10,000 to 11,000 cases per day across the state as a whole. So, it is my understanding that a local spike is not anticipated, or it will be small in comparison to what is happening at the state level at the moment.

Hans Kellner: I received some questions from several senators about testing, and particularly from people from off campus. I went to Dr. Casani and she immediately responded with an answer. I'm not all that crazy about the answer, but in any case, I just want to say she is remarkably responsive. It's as though she's always waiting to be asked. This leads me to one of the things I've picked up in some of the meetings I've seen mentioned over and over again is the complete importance of self-reporting. This means self reporting if you are ill with it. I know at least two people in this Zoom group who in the last month, have had the virus, and perhaps more. Self reporting is so crucial because what they're looking for is the kind of epidemiological structures and trends that they're after. And this is also true of testing. If you get tested by the University, these tests, negative or positive, come back . But if you get tested elsewhere, they want to know whether it's positive or negative. I also want to add just a bit of a detail about the four testing spots on campus. As you may know, there are two walk ups, there's a walk-in in the Clark dining hall and there's a walk-in in the Witherspoon's student center. There's a drive through testing center in Dan Allen parking facility and in some other parking facility. They are all listed there.

Philip Sannes: There's one more question from Dr. Robinson. Are there any plans to encourage wide adoption of the "Slow Covid NC" app?

Provost: My understanding is that Dr. Hoit and company have evaluated the app and don't feel that it adds significantly to what we're doing. If you wish to download it you can, but we are not extensively relying on it because the input that I've had is that it is not adding significantly to the efforts that we have underway.

## **5. Remarks – Faculty Innovation and Entrepreneurship**

*Paola Sztajn, Professor*

*Department of Teacher Education and Learning Sciences, College of Education*

*Special Assistant for Faculty Research and Development, Office of Research and Innovation*

Dr. Sztajn explained to the Faculty Senate that in her presentation she will review a project she did as a Provost Faculty Fellow last year. "As you might know the Provost started that opportunity for faculty. I applied and was honored to be selected for it. I worked for a year with two mentors. Katharine Stewart was one and Tom Miller was the other one. I want to share some of the results with the Senate, because I would love to hear your input, feedback and consideration for next steps."

She continued, "So the motivation for my project was actually very personal, but I believe many faculty, and it was true for myself, we come into this profession, with a lot of curiosity, particularly if you are tenure track faculty working on research and you have a desire for new knowledge and then also a desire for societal impact; how can my work, improve what's happening in society? And reaching what I call the last third of my career, these two questions have really been important to me. Has my successful career generated the kind of societal impact that I wanted when I started in academia? And how could we increase the societal impact of faculty work? So that was really the motivation for my project."

Dr. Sztajn added that she has come to think that innovation and entrepreneurship can be a way to increase faculty societal impact, and so that's what she worked on last year. "I started with a lot of discussion with Tom Miller about how to define these terms in very broad ways. We came up with

these definitions; innovation is the creation of something. It can be a product to a process, a service that generates social values and impacts society by improving something that already exists. But then entrepreneurship is the pursuit of opportunities beyond resources controlled to harvest the social impact of the innovations through models that creates impact.”

She continued, “And I think this definition of entrepreneurship is important because it talks about how do I take something and when I don't necessarily know or have all the resources, and actually take whatever I created through innovation. I believe most faculty who work in research are generating new ideas, new knowledge. So how do I take that into something that can impact society when I don't necessarily have all the resources to harvest such impact? So the question I want to discuss with the Senate today, and I will pose it again after I share some of the results of my faculty project is, if we value innovation and entrepreneurship as a way to augment faculty societal impact, how can we meaningfully include innovation and entrepreneurship in the faculty reward system? So how do we encourage faculty to do that and demonstrate its value, which I believe in academia, mostly happens through reappointment, promotion and tenure. This is the biggest reward system we use. So if we say we value it, if we do, how do we connect these two things? That was the main question that guided my projects.”

“So for my own project during 19-20, I looked at how are innovation and entrepreneurship currently considered in RPT policies, rules and regs through the University and then what are faculty and department heads’ perceptions of the role of innovation and entrepreneurship and the RPT process? I’ll quickly share the results of my work on these two questions and again, I want to spend time hearing from the Senate and your perception about these issues.”

Dr. Sztajn explained that for the first questions about how is innovation and entrepreneurship present in RPT, she basically reviewed the university rules and all college rules. “I did look at other universities as well, but I am not going to talk about that here. My findings were that at the university level, I believe there is plenty of openness to include innovation and entrepreneurship among the realms of faculty responsibility. Faculty have six realms of responsibility. Creativity is supposed to be encouraged and rewarded in all of them. There is one realm that is specifically about technological and managerial innovation. There is a realm for engagement with constituencies, which is another area, and there is space within the research and knowledge creation realm, discovery and knowledge through discipline guided inquiry, to consider in entrepreneurship as a way to demonstrate the impact of faculty work.”

She added, “However, when we get to colleges, the college rules vary immensely. In some colleges, there is explicit mention of things like software development, intellectual property, patent, tech transfer, peer adoption of new methods, demand for high level consulting as ways in which one demonstrates the impact of their work. In some colleges, these are specifically mentioned under the research realm, the discovery of knowledge realm. Some other colleges not just hint, but in some cases explicitly say that basically publication and grants are the primary way to show the impact of your scholarship when it comes to promotion and tenure. So it seems to me that a lot of the differences across the university are more at the college level than at the university level. In my conversation with faculty, there seems to be also a lot of variation inside of colleges with some departments valuing it more than others.

Dr. Sztajn continued, “To get to my second question, I was interested in the perception of innovation and entrepreneurship and the faculty and department heads’ perspective. So I did a survey and focus groups with 58 faculty and department heads. I invited almost 300, based on criteria such as they weren’t part of the faculty excellence, they were recommended to me by associate Deans or department heads. They were recently tenured faculty, they were faculty recognized for a strong voice in the DBF’s. So I had a list of faculty and again, I got 58 to participate. Eighteen percent of them were



department heads, assistant professors, associate professors and full professors. Because I'm really interested in reappointment, promotion, and tenure, I was focused on tenure track faculty. That's not to say that there aren't amazing professional faculty doing a lot of work in innovation and entrepreneurship, but for this project I was really focusing on the tenured and tenure track faculty."

Dr. Sztajn reported that the participants were across colleges. Half of them had been at NC State for less than 10 years, they were 60% men, which is in line with the University's numbers, and about 80% white. "A few important findings that I think are worth sharing with this group are: There was a lot of discussion about the definitions of innovation and entrepreneurship in my conversation with the faculty. The initial definition I had that I've been working on that is very broad was not widely shared. One issue was that most faculty who have research as part of what they do already consider themselves innovators. So there was this idea that every tenured and tenure track faculty is by definition an innovator, because we are working at the frontier of knowledge in our fields. So research is innovation, per se, and I think when I talked to other colleagues, not the faculty, there was this idea that innovation had to serve a particular purpose to be innovation, but in faculty's perception is no, if you generate new knowledge, that is innovation, per se."

She continued, "The second issue that came about was that entrepreneurship was mostly viewed as related to monetizing knowledge and the creation of businesses. And so, spending time in these definitions would be important for any discussion and in the focus groups, we spend some time trying to think about how do we consider it from a societal impact perspective. So that was one big discussion in these groups that was important. Then there were three kinds of attitudes toward innovation and entrepreneurship. And again, that's the bulk of what I want to share with you. These align well with what we know about diffusion of innovation, but we had all of them here on campus. So we had a lot of concerns and I'll share with you some of what the concerning type of statements were about. We have people who are curious and are saying, yeah, we should consider it; it's a culture change, it's interesting. Then we have those who already embrace it. And when you think about diffusion of innovation, they would be the early adopters. So we have some of them on our campus."

She stated that she has put the comments into groups, not the people into groups. The comments that demonstrated some embracement were things like the public is interested in universities' contributions to larger problems, so this is important. "Those who fund the university don't care about H index; we say we are about societal impact, so this is one way of doing it; it brings recognition to the university outside of the university; it generates interest and brings new students; if we don't do it we are going to be left behind; it helps with ranking, it provides better education and jobs for our students; it engages faculty for important societal problems that come from outside academia; it supports recruitment of our students."

She added, "So those are some of the general comments for those who are already embracing innovation and entrepreneurship. Those faculty who were curious and want to know more, and are part of what I'm calling the early majority, said things like faculty are by nature, my nature already innovative, so we are kind of already doing it; we need to spend time on definitions; commercial activities are important, but they are high risk, but they can also be high reward; [unintelligible] are already designed to accommodate innovation and entrepreneurship, so we are okay; we need more clarity; DVFs need more understanding of what this would be; there is growing pressure from universities to demonstrate their values so we should think about that; it could provide some faculty new ways to demonstrate their impact; it can help disseminate our scholarship. So those were the kinds of comments that showed that there's some interest; I'm curious but not yet embracing it."

Dr. Sztajn pointed out that there was this group of comments that demonstrated concern, or what she calls the late majority. "They had arguments such as research, teaching and service are the key mission

of the university and we shouldn't change that; faculty members are already overwhelmed with too much to do, why would we add to what they have to do; entrepreneurship is risky by nature and doesn't work well when you have a clock and a timeline; it takes too long for anything to pay out when you are an entrepreneur; they don't bring additional financial support for departments; external evaluators don't know how to evaluate it; it can create a division between colleges because it may be more applicable to some colleges than others. So what if I'm in a college where this is not something we do; some faculty are considered selfish if they spend time on their own business versus on department interests, and therefore, some of these faculty are not considered good citizens of their departments; there are no metrics or good ways to evaluate innovation and entrepreneurship; it would take away resources from other more critical areas and it doesn't help with our rankings."

She continued, "So in my conversation with these 58 faculty members, I heard from these three different types of perspectives, and comments of the nature that I'm sharing with you all. The thing I heard from mostly the early adopters and some of the department heads is that the faculty who are currently doing it are doing it as "a cherry on top of your cake." So if you already do everything else, then you are allowed to do this as well. And yes, if you're doing well and everything else, this looks great, but it currently DVFs do not, in general, consider it as the main value in their DVFs."

Reminding the Senators of her initial interest, she continued, "How do we increase faculty societal impact and have we achieved, as academics, the kind of societal impact we wanted to when we started on this trajectory? And then I'll leave the Senate with the question that I posed at the beginning. I hope to hear from some of you. If we value innovation and entrepreneurship as a way to augment faculty societal impact, how can we on our campus meaningfully include innovation and entrepreneurship in faculty reward system?"

Lisa Bass: I thought about, most of the time you were talking, the issue that we talked about on the Senate last year of who owns the products and who owns the rights, if you're a faculty member. We mostly talked about books, but the issue came up as to who would own the rights to whatever the faculty members produced. So I'd like to hear your thoughts on that and maybe if that was an area of conflict or just a concern for people maybe knowing how to go about being an entrepreneur as a faculty member.

Paola Sztajn: We have a very robust Office of Research commercialization that approaches innovation and entrepreneurship from one specific perspective, mostly looking at patents and looking at startups. They do have a set of policies about who owns what. Although I'm not an expert, I know those exist. From a faculty who is on a grant, I know that anything that I develop that's funded by a grant that's given to NC State belongs to NC State. I think some of these rules come from the Office of Research Commercialization and it might be good to continue that conversation with them in terms of ownership. My understanding is that I think departments get a little bit when a startup is created, but it's not a significant contribution to the department.

In my conversation with the faculty, I heard both. I heard it's great working with the Office of Research Commercialization and then I also heard they don't understand anything about what I do and a lot of faculty in the Humanities also said they don't understand me. And so I have been also talking to them to try to think, how do we broaden their understanding. I believe they are very receptive to the idea of broadening the understanding of what entrepreneurship is, what kinds of startups. My interaction with them as associate dean prior to this project actually, they did a great presentation in my college where they picked examples that were particular to my faculty. For example, a faculty that developed a new psychological measure and took that into an app and was able to bring that knowledge to a really wide group of faculty. So they have some examples in most areas of things that faculty generated through new knowledge that then became available to a broader group and through that

had larger impact. I do think they value this idea of larger impact and hopefully it's not all about the monetizing.

Hans Kellner: I'm seeing this from a rhetorical perspective, and there is a classic distinction between different kinds of terms. Some terms are called dialectical terms and some are called [unintelligible] if I say a person is tall, it's different from saying that person is six foot three. If I say that person is dumb, it's different from saying person has an IQ of 88. Often, conversations are clouded between groups of people who understand the dialectical terms in very clear ways without need to go to absolute terms. And I think innovation may be one of these terms. Interestingly, in the middle. If I say, gee, I never heard of that before, it's a little different from saying I searched the patent records and it's never been patented before. These are absolute. To say this is a real innovation, it's a dialectical term. So I think when you move back and forth between the disciplines and the discussions, you might try to think about how do we arrive at more absolute terms for what are dialectical terms like innovation, which can slip out of your hands when you move from field to field, as I suspect you've discovered

Paola Sztajn: Your comment makes me think about a topic that came on again and again, which is the issue of metric. How do I know that this was important? How do I measure? How could DVFs assign value or more absolute terms? For the last year I have been part of a coalition of about 60 universities that are discussing this topic. This was a grant funded by the National Science Foundation that ended up sending a question to Katharine, whether NC State was interested. I had been working on that topic, so I have been participating in that discussion. This group has been working on metrics and ways in which to measure or provide absolute terms for some of these ideas. I think one initiative on campus, if there is interest in innovation and entrepreneurship, I think, an initiative on campus to help define what these metrics could be, I think would be helpful because it could provide departments with at least a starting point to say, okay, from these, what might we want to consider and what makes sense to us? I'll send their final report and senators can look at it. This coalition started to try to define some ways in which those could be considered. And I think that would be a valuable exercise for our campus if we want to increase the recognition of innovation and entrepreneurship.

Hans Kellner: It might be. But I think you'll also want to recognize that the reason we have dialectical terms is that in certain areas there's a tremendous emotional and professional identity linked to those terms, and a kind of resistance to the absolute terms of metrics. But this is a fascinating topic. Thank you.

## **6. Senate Discussion**

*Moderated by Hans Kellner, Chair of the Faculty*

Senators were sent questions prior to the meeting so they could respond to and discuss during the meeting. The questions are:

- 1) Why did you first decide to run for the Faculty Senate?
- 2) How have you benefited from being a Senator?
- 3) What is the best thing about the Senate?
- 4) How can it be better?

**7. 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

**8. Adjourn**

Meeting was adjourned at 4:50 p.m.