

NORTH CAROLINA STATE UNIVERSITY
Minutes of the Faculty Senate
January 26, 2021
3:00 p.m.

Regular Meeting No. 8 of the 67th Session

Via Zoom

January 26, 2021

Present: Chair Kellner; Associate Chair Sannes; 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: Randy Woodson, Chancellor; 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; Marie Williams, Associate Vice Chancellor for Human Resources; Sheri Schwab, Vice Provost, Institutional Equity & Diversity; Allison Newhart, Vice Chancellor and General Counsel; Kelly Wick, Director of Special Projects & Planning, Office of the Executive Vice Chancellor and Provost; Margery Overton, Senior Vice Provost, Institutional Strategy & Analysis; Julie Ann Casani, Medical Director, Student Health Services; Amy Orders, Director, Emergency Management & Mission Continuity; Paula Gentius, Chief of Staff & Secretary of the University; Kevin Howell, Vice Chancellor, External Affairs, Partnerships and Economic Development; Molly Vanhoy, Student Senate President Pro-Tem.

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. 7 of the 67th Session, January 12, 2021

Phil Sannes, Associate Chair of the Faculty

3. Chair's Remarks

Hans Kellner, Chair of the Faculty

4. Chancellor's Remarks and Q/A

Randy Woodson, Chancellor

Chancellor Woodson greeted the Senators and guests and stated that later in the meeting, Dr. Julie Casani and Dr. Amy Orders would provide up-to-date information regarding campus preparations and response to the continuing Covid-19 pandemic. "You're going to hear a lot from Dr. Julie Casani and Dr. Amy Orders, who've done yeoman's work to help us prepare for and to administer our Covid plan for the spring Semester and they'll be in a position to answer a lot of questions and to walk you through that. I'm immensely proud of their work and grateful for Charlie Maimone on the financial

side. I know we keep saying testing is free for our faculty, staff and students. That's true but it's not quite true because we're spending a lot of money to ensure that we have adequate testing here on campus and it's gone very well. So I'll leave that to them. I also know Provost Arden will have additional comments with regard to the current academic status of the university and I'll forego my usual platitudes. We have had a number of faculty to get some phenomenal awards in recent weeks, but I'll put that aside."

Chancellor Woodson continued, "I know from Professor Kellner, and I know in general that the faculty have a great deal of interest in the issues surrounding one of our SHRA employees. So, as you will know there's a limit to how much I can say about personnel matters, but I will tell you everything I can. Allison Newhart, the Vice Chancellor and Chief Counsel for the University is on the call and can help answer questions, as well as Vice Chancellor Marc Hoit, who's led the investigation. Again, this is about an SHRA employee. So this is an SHRA employee, which stands for "subject to the State human resource act." So the policies that govern SHRA are the policies of the state of North Carolina. And they're very strict and very clearly articulated. So to remind you, or to go through the steps that we've gone through as a University to investigate this issue, and I think you'll understand why I'm not using names here. Dr. Hoit and his team led us through the investigation, assisted by Vice Chancellor Newhart and the office of General Counsel, Human Resources, as well as both state and federal law officers and officials.

The review included an examination of electronic data associated with the employee's work computers, which he was cooperative in providing access to. We investigated his use of company, or in this case university computing, for his online activities. There's been a couple of serious allegations here that we are very concerned about, one of which was an allegation on Twitter from a person claiming to be a student at NC State, that alleged that this employee had harassed them online. We have, through every means possible, through Twitter - this person is not identified by name - reached out to the writer of the Twitter account asking them to cooperate with the University investigation, so we could determine whether the person was a student.

We have no evidence that the person that wrote this is a student at NC State, and they have not come forward and cooperated with the University in the investigation. So we weren't able to substantiate that allegation. In addition, there was a late allegation that the person that's named in this investigation was at the US Capitol and in the US Capitol during the riot that ensued on January 6th. We reached out to the FBI that identified the person that was in the video and confirmed to us that it was not our employee. In addition to that, local law enforcement officials confirmed for us that the employee in question was not in Washington DC on January 6th. So that's been confirmed; that allegation has been confirmed to not be true by both federal authorities and by state authorities. We confirmed early in the investigation that the employee, in the capacity of their responsibilities, had no access to protected student information or other employee information. The only information they had access to was those people that they supervise, which is, as I recall, around 10 individuals.

So in terms of the internal investigation, it was made clear that while some of the online behavior attributed to this individual, some of which he denies, but regardless it's done on his own time and not, unfortunately, at least for those of you that believe this to be offensive, and that's true of many people. It's not subject to the State Personnel Act and doesn't allow for dismissal because no laws or policies were broken.

Professor Kellner asked me, and I'm sure this is something that he's received from others, "Should the University policy restrict employees' membership in groups that we don't agree with?" We don't restrict employees' ability to be a part of any group. In fact, the UNC system's free speech policy would clearly prohibit us from doing that. I know that the outcome of this investigation is not what our students and many in our community had hoped for, but I can assure you we followed the University policies, we followed the State policies for personnel, and we've been assisted by outstanding law

enforcement that have reassured us that in this case no laws have been broken. And with that, that's about all I'm in a position legally, as the Chancellor of this University, to say about a personnel matter. But I've got Allison and Marc here, and I know you probably have questions. I will be as responsive as I can be."

Hans Kellner: I remember in the 1970s, my first job, I had to sign a loyalty oath, explaining that I did not belong to certain organizations. All of us did; we signed and we didn't like it very much. But my question for you is this. Do you think that something in NC State policy could be improved, sharpened, focused to help deal better with problems regarding employees under the SHRP, or be exempt from HRP. In other words, are their policy changes, since the Senate is a policy, not an individual case organization, that you might suggest.

Chancellor Woodson: That's a broad question and I actually signed a loyalty oath too, when I was installed as Chancellor, and my loyalty was uphold the Constitution of the United States and the laws of the state of North Carolina not inconsistent there with, I believe, is what I put my hand on the Bible and said. So with regard to policies, I think there are a couple of policies here. First of all, most of the policies governing SHRA employees are policies of the State Personnel Act and are part of statute. That's a broader question than NC State alone can answer. I think one of the policies here that comes to bear this case is the use of University computing equipment. Marc helped me with the title of this policy, but it's a policy that defines and limits the ability of employees to utilize University computers and University internet for private affairs. That policy allows for incidental use of University computing, and I think my suspicion is, most of us benefit from that policy because it allows us to check in with our children, it allows us to occasionally login to look at a private email, to see if someone's contacting us about a family issue, or whatever. So Marc, I don't know if you want to say anything about that policy relative to the broader context here.

Marc Hoit: It's the computer use policy. It's got a number of rules like that, but it's actually a holdover from the telephone policy that said you are allowed to use the telephone, University work equipment, in order to call home or call your school for your children or to do those kinds of personal things. So there's always been an incidental use. The rule is as long as it doesn't interfere with your work. We all use it for limited things, and that's the way it works.

Robert Riehn: One question that I received from a faculty member was whether you had checked whether the comments that this individual had made is indeed protected speech or free speech, or whether it had crossed the line into being not protected anymore. Such as, there could be, for instance, inciting violence or lawless action or harassment. Did you investigate that and in detail?

Chancellor Woodson: Yes. Robert, first of all, this was investigated, the online presence, beyond NC State. A lot of the online presence is an individual behavior; online independent of their connection to the university. That is, it wasn't a person alleging to be speaking for the University, that is. So whether the speech crossed the line to be hate speech was determined by state and federal authorities and was determined not to be the case. With regard to whether it crossed the line of harassment within the University, the only issue there was the allegation online of a person not identified, claiming to be an NC State student and claiming to have been harassed online by this individual. We have not been able to substantiate that because it's an online Twitter account; it's not as associated with an individual we know to be a member of our community.

Philip Sannes: There is a question that came in from Dr. Doherty, who is interested in the issue of anonymity of the student bringing in allegations. I guess of knowing your accuser and that sort of thing.

Chancellor Woodson: We have allegations all the time from students and employees, regarding the behavior of a colleague, and we have every right under federal law to keep those parties confidential.

Allison Newhart: We maintain the confidentiality of reporters and people in our investigation, to the extent that we can. Sometimes that means we need to verify identities and sometimes there are rights that people accused of something have to know who's making the allegations. But by in large, we take confidentiality very seriously and we maintain it as much as we're able to, depending on the situation.

Chancellor Woodson: If we made employment decisions and student conduct decisions based on what someone says anonymously on Twitter, we would have a real hard time running this University, given the state of affairs of this country and world.

Stacy Nelson: Just curious, have we thought about doing a university-wide requirement for just any employee coming in, whether it be staff or faculty, just on their thoughts or demonstrated actions on advancing diversity equity inclusion in their application packet?

Chancellor Woodson: I know increasingly we're doing that for senior administrators and for faculty.

Marie Williams: I think we don't ask that question necessarily in the application process, but we do make sure that whether it be through a search committee process or just through a regular recruitment, that all interviews are addressing diversity, equity and inclusion type based questions. So every candidate is asked those types of questions, or should be. So that's really done more in the interview stage, not at the application stage. But we all recognize that an important part of doing that, in terms of our commitment to diversity and inclusion, is making sure that we are asking those types of questions of new hires that are coming into the university.

Hans Kellner: This matter is spoken about in goal four of the strategic plan in a certain way, and we're about to discuss the strategic plan shortly, and I have some notes on that. So you might want to bring it up shortly. This might be a place to move it toward, toward the actions of the strategic plan. Okay?

Philip Sannes: I have a question from Dr. Zagacki. On the issue of hate speech, while that is protected by the First Amendment, does NC State have a policy that prohibits it under any particular context?

Allison Newhart: That's correct. Hate speech, by itself, is protected speech under the First Amendment, and so neither NC State University nor the UNC system can prohibit taking action based on hate speech. Now that said, NC State has strong policies prohibiting harassment and discrimination. And so to the extent that somebody engages in speech that kind of crosses that line into harassment or discrimination or related misconduct, in those cases, then the University can take action. We have we have our anti-discrimination policies, both on the student and the employment side, that reflect that. We have the Office for Institutional Equity and Diversity that investigates under the policy when people make those allegations. So again, hate speech by itself is protected by the First Amendment and is not something that we regulate by policy, but when it crosses the line into conduct that's harassing or discriminatory, then we absolutely can and do investigate and take appropriate action.

Chancellor Woodson: If there are additional questions or concerns, and I know how upsetting this is to so many in our community – and we will continue to do everything we can to answer questions as you have them. I'm going to have to run to try to help our state recruit a good strong business to the region, but Allison will remain on for a while. I want to thank her and her team and Dr. Hoit and his team, and law enforcement that helped us throughout this. Thank you for your questions, and I understand how concerning this is to all of us.

Stacy Nelson: Allison, would a Nazi swastika be considered free speech, if I wanted to put that as my background just out of curiosity?

Allison Newhart: I'm going to give you a total lawyer answer and then and then I'll answer your question. The lawyer answer is, it depends, and it really does depend on whatever the surrounding facts and circumstances are. But by itself, there are cases about swastikas and by itself, that would be protected expression and there are situations in which that would be protected and we couldn't take action based on that. But again, facts matter and circumstances matter and so we'd always take all of those things into account to see whether that rose to any kind of level of harassment and discrimination. The other thing that I want to point out and Vice Provost Sheri Schwab has just joined us so she can weigh in here. Even though the University may not be able to take action based on protected speech or protected expression, in terms of disciplining somebody or those kinds of action, the University does have a lot of resources at its disposal to help people who are affected by this kind of speech and this kind of expression, to help them work through those things. We have our BIAS Impact response team called BIRT for short, we have counseling services, and Sheri is the leader of the office of Institutional Equity and Diversity which oversees the provisions of many of those resources.

Marc Hoit: Allison, is there a difference if they're doing it as representing the university versus doing it as a personal expression?

Allison Newhart: Honestly, Dr. Hoit, it depends on the facts and the circumstances. The one difference that we have to look at is when somebody is a University representative, the University is not permitted to take certain positions or actions. That's UNC policy; so not permitted to take certain positions or actions on what we call issues of the day, or some of these related issues. So there are circumstances in which somebody who's speaking on behalf of the University, we have a little bit more leeway in terms of whether we can tell them they can't do that or whether we can restrict some of those contents of those expressions. So that can be a difference, but again also it depends on the context and those other surrounding facts.

Philip Sannes: Considering this criteria for harassment and we were talking about, why did this particular situation that we've been talking about so far this afternoon, not reach that threshold?

Allison Newhart: I'm really not going to be able to comment beyond the details the Chancellor already gave because this is a specific personnel matter. I will just say again that we do take all of these complaints of potential harassment very seriously, and we do evaluate all of those closely. That's all I'm going to be able to say about this.

Philip Sannes: Considering classroom situations, how now should faculty continue to reassure students within the classrooms, in the face of this particular situation because there they may end up coming to us with some of these kinds of questions, why didn't you do something?

Allison Newhart: This is my opinion. I think there's a couple messages that resonate here, and one of the most important ones and, and again I'll ask Vice Provost Schwab to feel free to jump in here, really is to reinforce that the university is committed to its values, which include values of diversity and inclusion. And that's something that we feel very strongly about, and the administration continues to stand up for and continues to advocate for. We also have to respect the First Amendment and freedom of speech and freedom of expression, but the good thing about that is we, as university, can also take that opportunity to advance our values, to get out there and to make them known and to stand up for them. And so I think one of the most important takeaways is that the University has those values, they're very serious about them, and they will continue to advocate and stand up for them and make that very well known.

Sheri Schwab: Certainly faculty within like, for example, this question about a disruption and in the classroom, for example, I'm sure you set rules or you know community standards. If somebody or something is being disruptive to that class that day, or program that somebody is putting on, there are

ways that you can address that. For example, leading into Zoomlandia, which we all have done, we are office work with, for example, the Office of new student programs, these folks are going to be coming in, they're going to have different backgrounds and maybe express different viewpoints. So we worked with the office of new student programs; like how could they in that moment be prepared to handle something that may be disruptive; a swastika or some other sort of thing? So we coach with that group, like you might want to have another person who could take that person who has it in the background, put them into the breakout room and say your background is disruptive and so we'd like you to change that. Because in the moment it's disruptive and you're addressing it in that moment. If they can persist on that, then you have to kind of elevate it up and maybe say well we're going to close down for today and work on this. So there are ways to do that, especially when it's the contrast between when it is generally disruptive or when it's targeted towards a person or a group of folks.

Facts matter in different situations so I think, generally speaking, for people to know that you can set ground rules within your classroom space or a space, and have techniques of how to address it in the moment. I think there are a lot of students and employees and faculty who are like, "what happened here," with the particular situation that we're talking about and how can we re-instill trust? I think what Allison talked about was on point, is that this particular situation also provides us an opportunity to say that we do value inclusion here and we do value these parts; diversity and inclusion, they're part of our mission they are what we believe in and we will continue to move forward and strive, as an institution, as individual faculty members, to put those front and center as part of our main core mission of how we learn and work together.

Philip Sannes: Might the outcome of the situation have been different if the employee had been EHRA? And in what way? Might have it been different if it was an EHRA?

Allison Newhart: From my perspective, I think it's really hard to speculate other than I will say the EHRA employees are not subject to the rules of the State Personnel Act, but I believe that we, in terms of receiving and reviewing the allegations, would have handled the review exactly the same terms of who was involved and the allegations that were investigated.

Philip Sannes: Knowing that someone around us has made hate speeches can be a scary thing to our students into our colleagues in the minority communities. What will the University do to address the heightened anxiety amongst students and us?

Sheri Schwab: I think understanding the facts of the particular case of what the allegations of what may have happened, and the scope of our ability to investigate what happened on work time and work resources different than what a person may do in their personal time and space frames. The response here about whether we have this scope to take action as an institution, whether that's disciplinary or setting standards, or what have you. And that's where we walk that line to determine what actions in the investigation may have been in the workplace or not versus what happens in the person's personal time. There's a lot that goes with that, because then, and this is where that balance comes in. Where do we set those standards, what is the threshold? And it becomes that fine line that we walk there. I don't know if that answered it very well.

Philip Sannes: To maybe extend that as another question came in which relates. There are words and actions now that the students will not necessarily be placated by saying that we really have the standards and we hold them dear, but we're not really going to do much about it and there's really no disciplinary action taken.

Sheri Schwab: You're right on point. I think it's saying where does the part that the institution can hold dear and hold as our top values of diversity inclusion, and many other values - respect and free speech - and how might folks voice and bring forward? What does that mean to us as a community, how do we hold ourselves to these standards? Then also the parts about what are our limitations

around people in their private lives, doing work? And if we've investigated to determine that there were not actions done in the workplace or work resources, then we have to balance that with people's personal freedoms and rights, which is a hard place to be sometimes.

5. Provost's Remarks and Q/A

Warwick Arden, Executive Vice Chancellor and Provost

Provost Arden reminded the Senators that the University Standing Committees Survey is open through February 1st. "Please do participate in the survey and encourage your colleagues to participate in the survey. This really forms a very, very important role in university administration shared governance. There are 15 different standing committees. I'm not going to go through them now, but please do find time to participate or encourage your colleagues to participate." He added that he also wanted to let the Senators know about the reappointment, promotion and tenure general information sessions that are run every year. "We'll be doing that again this year and the sessions will include details about the process. So new faculty within all ranks and tracks will be entering the RPT cycle and anybody involved in reviewing candidates are strongly encouraged to attend. The dates for those will be February 5th from 1:30 to 3:00 pm; Thursday, February 18th from 3:30 to 5:00 pm, and Monday March 8th from 8:30 to noon, via Zoom. You can get there by going to go.ncsu.edu/RPTmeetings."

Provost Arden provided a couple of brief updates on searches. "The Dean of the College of Humanities and Social Sciences is progressing very well. Dean Mark Hoversten is Chairing the nomination committee. "We expect to have finalist interviews in March. The search for the Senior Vice Provost for Enrollment Management and Services is also going well. Senior Vice Provost Larick is Chairing that committee and we expect to have finalist interviews in April." He also mentioned that there are a lot of listening sessions for the strategic planning process. "I think this is really important. Where we are at this point in time, and Margery and Kelly are with us and they will review, but as you know, we've identified what we believe should be the seven overarching goals of the strategic plan. It has been a process to get there. We've developed a narrative brief around those and they are starting to begin to develop full narratives. We really want to listen to feedback, so Kelly, being her normal thorough self, has scheduled a lot of listening sessions and feedback sessions. I was on one with the Graduate Student Association Council last night, we've got Faculty Senate today and we've got another seven or eight coming up. I attend as many of these as I can; Margery and Kelly attend them all. These are really important and we're looking forward to getting your feedback and getting your views."

Questions and Discussion

Hans Kellner: How would you summarize the initial moving in? How has it gone?

Provost Arden: I think it's gone very smoothly. You're aware that we welcomed a little over 4,000 students back on campus. Remember that about 31,000 students already live in houses and apartments surrounding campus, and many of them have been here through the fall, through the Christmas break. So we've welcomed about 4200 students back, either into residence halls or into Greek Life. I think it's going very smoothly at this point in time. Julie and Amy will expand, our return-to-campus testing program is working extremely well. We have administered almost 25,000 tests since the beginning of the year to faculty, staff and students. We are now moving into the surveillance testing phase. We do have a couple of minor outbreaks; one among Schema students. Schema is a French Business School which leases space from us on Centennial Campus and has a relationship with Poole College of Management. So we're dealing with some issues there and we are also dealing with some issues on student behavior. Not widespread, or not as widespread in the fall, but we've had a couple of big off campus parties; large numbers of students and houses are without masks and we

have been very concerned. We will be acting quickly and appropriately with the appropriate sanctions in those cases.

The last thing I'll say is that the actual proportion of classes that are being provided face-to-face is relatively small. About 25% of all sections are face to face. So about 11% of undergraduate student credit hours are face to face. This means the load in the buildings and the hallways and in the classrooms is relatively low. I think a combination of having a lower density of students on campus, single occupancy housing, vigorous testing, and relatively light in-classroom load is working in our favor at this point in time. So our fingers are crossed that will keep working in our favor but, so far, after just a week, and I'm very well these things take two or three weeks, but after a week I am very pleased with the way things have progressed.

Katharine Stewart: Back in the fall, when I was talking with this group about wellness days, we talked a little bit about the hope that as much as possible, everyone would be able to get a little bit of a breather during wellness days. Just like we do on spring break when we had spring breaks, I think it is important to note that the wellness days, just like spring break, the University isn't closed. So we can't simply just give a blanket announcement that there will be no meetings, there will be nothing going on. But we do want to be sure that we're communicating that there is a need for everyone to catch their breath and have a breather every once in a while during the semester, particularly since we don't have a spring break. So I think that's the kind of middle ground that spring break and these wellness days are really intended to create for faculty. I think that that's really the intent of the wellness days for us.

Provost Arden: If you think of these wellness days as spring break days, essentially, because they are. We have taken spring break and divided it up into four wellness days distributed throughout the semester. They are days where there is no instruction occurring, but they are not our University holidays, nor vacation days. The State permits us twelve holidays a year in addition to vacation days. So we don't have the authority to call these additional holidays or otherwise. All I can tell you is there are no instructional commitments on these days. So as Dr. Stewart says, I would take advantage of the lighter caseloads on these days and give yourself a little bit of a break. The other thing I would really strongly encourage is please don't use these days, and please speak with your colleagues, don't use these days to assign extra work or homework to students. Students are under a lot of stress at the moment; they need these days, and I truly hope that they will take them as days off, wellness days, mental health days.

I think these will be important and, of course, the reason that we did this, and the reason other Universities have done exactly the same is we don't want everybody heading off to Fort Lauderdale for the week and coming back and bringing with them whatever they bring with them when they travel. So we believe it'll be safe in this way. I know there's a Friday here, so I'm sure some students will take a long weekend and travel. We cannot avoid all of that, but we feel it will be safer to allocate these wellness days, as opposed to a whole week or a block of days. But they're not University holidays; they're days with no instructional commitments, and so I hope that you'll treat them in that way, as you would normally.

Philip Sannes: Are you able to give any budget updates?

Provost Arden: We will have a much clearer budget picture a little bit further into the semester. I would strongly suggest you invite Vice Chancellor Maimone to come in. At this stage we think we're in pretty good shape for the current academic year and we don't see significant revisions during the current academic year. We have yet to see how tax revenues go for the state. What I have been told is that it is looking better than people predicted it would do. So we are not seeing major recurring state appropriated cuts at this point in time, but we'll know obviously a lot more in April. The major area where we're hurting is in our auxiliary budgets. These are budgets associated with the number of

students on campus, and we are down from 10,000 to 4,000. This is our housing budget and dining budget, our parking budget.

McKimmon is struggling and some of the university enterprises in Talley and so forth. So those budgets are struggling a little bit. Not as bad as last semester, but they're still struggling a little bit and hence the continuing furloughs that are in place to help balance those budgets. By law, those budgets have to stand on their own and not be assisted from state appropriated funds. Then the last thing I'll say is you may see in the news that Chapel Hill has had some announcements about difficulties in their budget and what they may need to do in terms of decreasing their expenditures and potential additional resources or revenues. That is a unique Chapel Hill issue; it is not a cross-system issue, it is not an NC State issue. They have a different budgeting system with far more decentralization than we do. It really is a recurring structural budget issue for them, and other than our auxiliary budgets which pretty much every university has, we do not have the same problems. So I think that's an important point to remember.

Philip Sannes: Is it true that University faculty now are now moved into the teacher category in the phased vaccinations?

Provost Arden: Yes, that is what I've been told. Dr. Casani is the better one to expand that because I get my information on that from her. She is here this afternoon, but that is what I've been told.

Philip Sannes: You did mention some of the student activities, some of which sound like health violations. Any disciplinary action being taken?

Provost Arden: Yes. Very shortly, you will. You will be seeing interim suspensions of students associated with hosting large get-togethers and large parties for significant numbers of students in houses unmasked. Remember this is a violation of not only our own community standards and policies but it's actually a violation of the State ordinance as well. So many of these parties have been broken up by the Raleigh city police. You will be seeing interim suspensions put in place beginning this week.

Hans Kellner: As for the state budget not being in bad shape, it's obviously because the State had the wisdom to deadlock on a budget for two years. And, of course, the difference between our culture and Chapel Hill's budgetary culture is, we have a Provost who knows how to say no, is that right?

Provost Arden: Well, what I would say, and to give credit across the University, we have a much more centralized budgetary control system here and we do not allow individual units to carry over recurring deficits four years in a row. We have control over that, essentially.

6. Strategic Plan Listening Session

Margery Overton, Senior Vice Provost, Institutional Strategy & Analysis, Institutional Research & Planning

Warwick Arden, Executive Vice Chancellor and Provost

SVP Overton thanked the Senators for the time to come to the meeting for a listening session regarding the Strategic Plan. "I think and hope that the Senate does know why we're here today and the information has been pushed out, and I don't suspect I need to take a lot of time day to have you formulate your questions, but if I do, what we were working toward in the fall was putting together and synthesizing all the task force reports into the goals. Every one of you should have received an email in the December timeframe where you were given the link to the website, which tells us what these goals are also gives you the refreshed vision and values. Kelly is every week or so adding to the bottom of the website, the listening sessions that we're setting up. At the time that the Executive

Steering Committee was doing that work, we weren't concerned with the nature and the way that we were communicating with campus because of so many Covid-related things going on. So we made a decision back then to stage or to have these listening sessions to create the space and time for folks to focus on what's being said in the development of the Strategic Plan and to have an opportunity to speak to us directly. We are compiling comments, we're looking for synthesis of comments that need to go into edits. The next stage would be to draft a full document. What you have today are the goals and about a paragraph trying to describe the goals. Each goal will have a couple of pages around it. So as I transition, I want to truly hear from you and I know you guys are vocal and expect that you will do this."

SVP Overton continued, "Let me point out to you that whether on purpose for this, or because you're here for other Faculty Senate business, we have a number of people from an Executive Steering Committee. Myself and the Provost are co-chairing, but Allison is on the committee, Marc is on the committee, Sheri is on the committee, Kelly is here as fantastic support for all things Strategic Planning. Kelly, is there anyone else I've missed."

Kelly Wick: We've got Kevin Howell here as well.

Margery Overton: So with that, do we have some comments or things to start with?

Hans Kellner: I was on one of the task forces. It was on lifelong engagement and stuff like that. Naturally, as you get into these particular subjects with a group of people for several months, you become ultimately even interested in the topic. So I was wondering where you get the idea of a kindergarten through retirement, through death, connection to NC State; that kind of a visionary way of engaging people at all moments of their life, obviously within reason. Through the College years through the alumni years into the retirement years and seeing themselves as part of the University in a way that's more than just a way of getting money from them.

Margery Overton: I need to hear the particular piece of that that was the question. Hans, are you asking how we're going to do that? What we're in the process of right now is finishing up the strategic plan and the concept around the high level goals, and then we'll move into implementation. So as we go into the listening sessions, a lot of times what I hear are good ideas for implementation. But I generally have to say on the onset that all those implementation ideas have not been solidified yet. So if yours was an implementation question I'd say well, there were ideas in the task force reports because we asked those committees to provide us with some strategies and some ideas, but we have not vetted and decided what will get launched. We will approach the implementation, as we did in the last 10 years, that is to try to distill ideas that can be implemented in the near term, say three years, because we are not going to try to define things on the onset for an entire decade. So we'll try to look at this in three-year planning periods for implementation with reassessments at three and then to make it 10 years of four year intervals, or somewhere in there.

Provost Arden: I think, if I can just jump in for a second, I don't interpret Hans' question to be an implementation question. I think there are issues of continuing education, lifelong education. I think they are finding their way largely to go one. And you know, in the last Strategic Plan, we talked about the student success, and we were very focused on retention rates and graduation rates and employment and all of those things. If you'll notice, the language is far more about graduating students for a lifetime of success and that's where we're talking about continuing education just in time education, credentialing, staff credentialing, and integrating more not-for-credit education with for-credit education. So many of the concepts from that task force are finding their way into goal one specifically.

Hans Kellner: Well, can I ask you a question about goal two? It's basically faculty and infrastructure investment. How do you balance those two forms of investment that often some people see obviously

as being at odds with each other? More infrastructure investment, less faculty investment and the reverse; it's people versus buildings. How do you balance that?

Provost Arden: Well, I think one of the key things to remember is the difference between our occurring and non-recurring budgets. Most of the infrastructure investment within buildings, equipment, facilities are one-time investments and aren't recurring investments that are part of our core budget. The biggest chunk of our core budget is, of course, salaries and benefits. And so frequently we will have resources available for one time investments. For example, at the moment the state has increased the state appropriate carryover allowances from 2.5% to 5%, but have said that all of that money must be used on R&R. So it's all money that has to be used on upgrading our facilities. When we hire individuals, there's a recurring salary and benefits commitment, but a significant part of the hiring costs are one-time cost in renovations, upgrading labs, buying equipment. etc. So yes, sometimes there's a trade off, but sometimes there are different pots of money in different phases of money that we can only use in certain ways, whether it's one-time or recurring.

Philip Sannes: Senator Kittle-Autry comments that verbs relating to teaching are conspicuously absent. Students will acquire knowledge and skills. I'm not so sure that that's how many of us think about teaching and instruction.

Provost Arden: I think it's a very good comment. I think that we can put more emphasis on pedagogy in teaching in this; it's not just about students walking onto the campus and somehow they absorb knowledge from the atmosphere. So yes, I think it's a good observation and a good comment.

Philip Sannes: Senator Taylor said that much of it seems to be written from a student perspective, when, in fact, of course, it really is up to them to do the learning.

Provost Arden: We're a student-centric organization; there's no doubt about that. We are unapologetic about that. The number one goal of our last Strategic Plan was student success, and our number one goal of this plan is going to be graduating the successful student. So we are a student centric organization in many ways, but I hope and I think not at the expense of faculty. It's a balance. Great faculty are what make a great University. Faculty who provide the instruction and the inspiration. I'm very aware of that, that you can't build a great instructional program and a great University without having extraordinary, dedicated faculty. And I believe we do. But it is a balance, and I think compared with some of our peers and some of our colleagues, we are a relatively student centric organization and I think that's good.

Hans Kellner: Can I ask about goal three? This is the one that talks about interdisciplinarity and the world's major challenges, which I always thought was the use of the singular they, but it depends on where you're coming from as to what a major challenge is. But assuming we can agree on the major challenges, is interdisciplinarity the answer, and if we stipulate that it is, will the responses be similar to the response from the last Strategic Plan, namely cluster hires in particular. So that's really what I'm asking. This is a goal but looks very similar to the one I recall from 10 years ago.

Provost Arden: That's not the way I recall goal three. I don't have it in front of me, but if I remember, goal three is around engagement.

Margery Overton: It is expand and advance our service to the citizens of the state and beyond. Thank you Kelly, I didn't know you were able to do this.

Hans Kellner: Then, obviously I am thinking of goal two.

Provost Arden: So if you look at the first three goals. I hate to say it, but it's not rocket science. These are the three major pillars of the University. They are Instruction on learning, preeminence in

scholarship and innovation, and service to the citizens to the citizens, or to the people of the state and beyond, being outreach and engagement. So these are the three major pillars of the university and then you get straight into equity, diversity, and inclusion after that. So interdisciplinarity is not a stand-alone goal in this plan, as opposed to the last plan. Having said that, I will say that you don't just leave things and quit working on things. I think pushing the boundaries of interdisciplinarity is one of the most important things that we did in the last strategic plan, and I think we have to be thinking of ways that we can embed that within each of these goals and try and move forward the way that we continue to work together and work across boundaries to expand the institution. So I think you're going to see interdisciplinarity not be a stand-alone goal so much as embedded within several other goals. I would hope that we continue to make significant progress on interdisciplinarity, because I think it's one of the things that we've really got a jump on as a University and has helped change a lot of the culture of the University.

The last thing I'll say is interdisciplinarity should not be viewed as the enemy of disciplinarity. You can't have interdisciplinarity without strong disciplines, and so they are linked and we'll be continuing to invest in individual disciplines and hiring people showing disciplinary strengths as we move forward, as we have continued to do. But I do think that thinking about how we institutionalize interdisciplinarity as an institution, whether it's another round of the faculty excellence cluster hires, whether it's the formation of cross-disciplinary structures such as academies or schools, I think it's going to be an important part of this plan. But I think it's going to be embedded within other goals is the way I see it.

Philip Sannes: Senator Little commented that given the pandemic and the changes that have occurred, how exactly might the strategic plan accommodate changes that are imposed upon the institution from outside sources; I guess getting at flexibility and adaptation?

Provost Arden: One of the things that's been important to me is to strike the balance between being cognizant of the impact of Covid and the pandemic, both now and into the future, because I do think it will change, to a large degree, the way we work not just for a year or so, but in an ongoing way. So be cognizant of that. But I also don't want people to be looking at this plan six years from now on, and go, well that's obviously a plan written in the middle of the pandemic because everything's smacks of Covid and pandemic. You don't want that. It is something that is very prominent right now, and we need to be aware of it, we need to be cognizant and thinking about changes. For example, traditionally, about 11% or 12% of our total student credit hours are provided online. I just told you that this semester 89% of undergraduate student credit hours are being provided online. I will bet that in the future, more than the original 11% or 12%, a significant percentage of what we're going to do will be online, but it's not going to be anywhere near 90%; it won't even be 50%. I think a lot of faculty have discovered some of the benefits of online instruction. So if I was to look at the future I would say we're going to be more blended than we were before, but we're still going to be a predominantly face-to-face on-campus institution.

If I look at space utilization, up until Covid, we thought everybody had to have their own office and their own space on campus and everybody has to be on campus 8-5 every day. Well actually we've learned that we can run a University without that, and that's not necessary. It doesn't mean that in the future it's going to be like it is now. I see the vast majority of people being on campus, but I also see a significant proportion of people who can work effectively from home, working effectively from on a rotating basis. We spend millions and millions of dollars, tens of millions of dollars a year leasing space, in addition to what we physically own. If we have a different paradigm about that, we may not need to do that. We may not need to lease additional space just so everybody can have their own physical space on campus all day every day. And this could literally save us \$20 or \$30 million a year. So those are the kinds of things I'm thinking about is how to get the balance between being cognizant of what the change might be but not having the whole plan just wreck of being a pandemic plan.

Philip Sannes: Perhaps along similar lines of balance. This is from Senator Reiskind and it has to do with measures of success, which are dealt with in the document. It might be nice to actually have happiness be mentioned there somewhere. Apparently, it seems to be absent.

Provost Arden: I would love for happiness to be a metric. You've just got to tell me how to measure it and it's got to be something we all agree upon. I do see these surveys every now and again, you probably see them in the popular media, of who are the happiest people in the world or the 10 happiest societies in the world. I read them with interest because my first question is – and I'm not enough of a social psychologist and I'm sure the social psychologists out there will tell me that this is what is done all the time, but I just don't know how to measure it within the University context so that it's an achievable goal.

Hans Kellner: I would say that we discussed this question in my task force, with regard to lifelong experience. And I recalled something that existed at Michigan State long before I got there in my first tenure track job, and it was a course in effective living. And it seems to me that the thought of effective living as something that you take with you through your life at different times, separate from, different from your profession, going in many different directions might be a way to think about this. It's not happiness, but it is a little more definable than happiness. But I agree with Senator Reiskind that happiness is an important measure of success.

Philip Sannes: To continue on with another comment and question as well. Thank you so much from Senator ___ who said that with your emphasis on interdisciplinarity as a goal, relevant to all other strategic goals, doing interdisciplinary work is challenging. How can the University support that both among the institution, college and departmental levels, and in terms of grassroots efforts made by faculty in teaching and research.

Provost Arden: Yes, a great question and one that we've struggled with throughout the last plan, and will continue to struggle with. As Margery said, it's really getting down into the implementation plan. What are the actions that we will be taking to underline our goals and sub goals. It's something we've made progress on. For example, in reappointment, promotion and tenure, having faculty hired through the cluster hiring program offered the option of an interdisciplinary evaluation committee, as opposed to a DVF. That's just one many examples of changes in policy and changing in attitude about encouraging and rewarding faculty to be active. What we all have to remember is that in time and space where parachuting into the middle of a very classic large R1 land grant University, built around you know stovepipes, so to speak, and as somebody said, a collection of colleges held together by a football team. We are trying to move away from that; we're trying to truly think of University wide initiatives that involve faculty from multiple disciplines and multiple colleges. But it's an ongoing process. It's a really good point, and as we work through our implementation plan, looking at other actions to continue to take to make it easier and more rewarding for faculty to work across boundaries, I think is going to be key.

Robert Riehn: I would like to come back to the interdisciplinarity where during the implementation of the last cycle, I did have sometimes the impression that the disciplinary aspect was being neglected. I wonder, do you have some kind of measures of how successful the interdisciplinary work was or how much the disciplinary work has suffered? Are there measures for that?

Provost Arden: We do have some metrics. I think it is one of the more difficult areas to develop good metrics around. I think, quite frankly, we could have done a better job in developing metrics around interdisciplinarity. I will admit I'm completely subjective here, but I don't think the disciplinary aspects of the University have suffered. I see interdisciplinary as a layer that we've built on or added onto that. When I looked at the number of faculty that we hired over that period of time, and I don't have the latest numbers, but generally we hired over 500 faculty; not all new positions, but mainly

replacement positions. All of them, other than about 80 or 90, were traditional disciplinary hires, doing essentially what the people did before them. Only about 80 to 90 people were hired into the Chancellor's excellence interdisciplinary program. And the majority of that were additional positions on top of our base, so we did not cannibalize disciplinary positions to develop interdisciplinary positions. That's something I pledged we wouldn't do, and I don't believe we did so. So we've really worked hard to maintain strong disciplines within the University, but to add this extra layer that allows and encourages people to work together. So that's kind of my perspective.

Margery Overton: I was going to say that in terms of any measurements, in the last plan we did define a few metrics around measuring our efforts in interdisciplinarity. I don't have the numbers measuring our efforts around disciplinarity but they're still up on the website. At least from the Coache survey questions around things such as do you agree or strongly agree or not with statements like "interdisciplinary work is rewarded in the merit process and the promotional process." We moved the needle quite a bit in terms of percent respondents in the strongly agree or agree category. So I am just trying to connect to some of the work that was done in the last strategic plan with metrics. One of the things just like I mentioned with implementation planning being work in front of us, defining the metrics for this strategic plan. There's also work in front of us that's likely to be inclusive of some of the things that we used before and maybe some new things. So I just wanted to add that little bit if you hadn't seen that piece of the prior strategic plan. I want to make sure everybody understands that there is a link on the website, if you care to make some other comments. That's available to you. As we mentioned, there's going to be some faculty forums and those will be announced and you're welcome to attend those as well.

7. Remarks – Covid-19 Campus Update

Julie Ann Casani, M.D., Director and Medical Director of Student Health Services
Amy Orders, Director of Emergency Management & Mission Continuity

Dr. Casani began her presentation commenting on testing on campus. "I know you will have questions about who needs to, who should. My pat response is everybody. We need to establish a culture of testing on campus. It is not the end all be all, it is not the badge that says I can get into any building I want to, and I can do anything I want. But it does provide us with incredible information. We still have 80% of the people who are testing, who are positive, that report to us no symptoms. So I know that that's concerning to some of you, but that's concerning to me, too. So that means that if you're not feeling ill, you should get tested anyway. The tests are available on campus. We have Radius locations, we have drive-through locations, we have Witherspoon, which is wide open. Yesterday was our first day of surveillance testing; we tested over 1300 people in our three locations on campus. And I would say about maybe half of people had appointments, but the other half didn't and we accommodated them. The longest waiting time was about seven minutes, but we kept people. Once you're in the building it takes moments to do your test, so please, please, please take advantage of it; Faculty, staff, students; it's here. I think the more we talk about testing the more acceptable it is and the more likely we are to get more people tested. That provides us a great deal of information. We have about a 24 hour turnaround time for the test results, even from LabCorp. So for instance, we know this morning for people who tested yesterday who were positive, they were quickly put into isolation. I know many of you who have tested with Radius have gotten messages from me, "Hi I see your results are positive." So we are watching the Radius results as well, and we do get them."

Hans Kellner: Would you clarify the difference between the Radius testing and the LabCorp testing?

Julie Ann Casani: The only difference is what lab is running it. The sample collection is the same; it's still the front of the nose, and you put it in a tube, you have a label on it, and you send it off. Radius will text you your results or text you a code to get your results and you usually get them back in about six to eight hours, where ours is about a 24 hour turnaround time even with 1,300 tests yesterday. We still have a 24 hour turnaround time so pretty good.

Dr. Casani continued, "I just want to give you a quick update about vaccine. I don't know how many of you saw the news today, but the state is scrambling to get vaccines out, especially to marginalized communities. You are correct higher education instructors are now in group three. That doesn't mean phase three, the old phases; it's group three. So in a way it's earlier, but in a way it's not. They expect to deliver over a million and a half vaccines before they get to group three, so that's where we are. It's going to be a while, unless you qualify for any of the other groups; healthcare workers and people over the age of 65 are the other groups. So they are switching their groups around a little bit and their definition. We are still preparing to get vaccine on campus. We have a freezer. Many thanks to the Faculty who helped us shuffle some things around to have a freezer. However, I could order it today, but that doesn't mean I'm going to have it tomorrow. It still goes through the same process that a local health department goes through. It's not like we go to the vaccine store and buy it off the shelf. So, having said that, I have no idea when we're going to get vaccine on campus, but we are planning to do that and we are making plans to vaccinate using the same groups that the State uses as we roll this out. So that's kind of where we are."

Philip Sannes: How serious do you see the vaccine supply as being a problem, overall? Is this going to be a rate-limiting step I guess?

Julie Ann Casani: It is the rate limiting step and we knew all along it would be. I don't know how fast it's coming out of the pharmaceutical industry, nor do I know how fast the government is ordering it. So to me, part of the biggest problem is the unknown details of that plan. Because I can't tell you and I can't plan, it's been a bit of an Achilles heel for us here on campus. I'm looking forward to having other vaccines approved. North Carolina, in general, is using Pfizer but there are locations that are using the Moderna vaccine. In general, most of the people that I know are using Pfizer.

Philip Sannes: Any tips for those of us that are now qualified that have not yet received her shots, do you get on as many waiting lists as you can?

Julie Ann Casani: Basically, that is the case. There is apparently in North Carolina, a way to do it and if you're a Wake county resident there's a way to do it, if you're a Johnston county resident there's a way to do it and if you're a Durham county resident there's a way to do it. The problem is that it varies from county to county.

Dr. Orders provided an up-to-date status regarding campus testing. "For status as of today, Julie gave you anticipated numbers yesterday for testing; approximately 1300. Today we have seen over 2100 and testing closed at 4:00 p.m. So in surveillance testing, for those who are curious, we have an anticipation of 10,000 to 11,000 people per week, based on their transient existence on campus versus being a per person job itself. That revision process is a dynamic and ongoing process within the units. We have what was referred to as the spring 2021 staff review through pack plan. That was a Herculean effort for colleges back at the end of November and December. We continue to use that data to inform surveillance testing, and so as new individuals come into units or new members change job roles, expectations change of being on campus, etc., that dynamic feed partners into our HR system, and then we are able to coordinate that testing on campus. The same thing that Julie was saying, I would like to remind people that our testing programs are one layer. It's an onion, and we peel back the layers of the onion collectively. So today the layers of the onion, when you pull them together - community standards, distance occupancy, testing and vaccines, just makes us stronger if we fortify with those layers instead of just individually."

Dr. Orders continued, "On the emergency management side of the house where we're looking at the bigger picture, our vaccine is a fingers crossed best effort. We on campus continue to partner with neighboring agencies. Today's conversation is a mega vaccine opportunity at PNC arena. So you've heard probably in the news lately, the national baseball league, national football league and Nascar

have all partnered with vaccine distribution to do as many people as possible. Wake County is going to partner with PNC Arena to have an opportunity right outside of our campus proper. That will give us better access, not necessarily to the vaccine, but opportunity for vaccination very close to our campus. As groups one, two and three come to fruition as more vaccine does, then this will be a blessing in a lot of ways to get us access quickly for a number of our campus partners. I will go so far as to tell you that we are watching the other counties like Julie mentioned. We do provide that information as quickly as we receive it. Dr. Kellner received a feedback flyer from someone else as well, and we kind of make sure those are appropriate for distribution. We want you to have timely information, but it's just as disconcerting to us sometimes that the information changes. We could send an email, and the next hour, we need to evolve the conversation.

Dr. Orders concluded by stating that this is, unfortunately, a very systemic issue with the pandemic itself right now. She stated, "Otherwise I'm happy to tell you that if you'd like to bathe in hand sanitizer, we have hundreds of gallons available. If you need new face covering or face shields, or whatever else, I can take care of every possible personal protective equipment you would like to have. They are not fun and decorative; they are utilitarian instead of fun and I will tell you, we did move away from Carolina blue. I am more than willing to answer your questions."

Philip Sannes: There are those of us that are teaching hybrid there seems to be information out there that rather than testing on campus they should be tested off campus. Is that true?

Amy Orders: No. I would discourage that and here's why. It's more work for those tested off campus because that requires you to upload your results to the University. Get tested anywhere on campus. We moved away from uploading and attestation after our return to campus testing ended January 19th. Surveillance testing moving forward is very streamlined. The second part of that is access to community testing centers is becoming harder and harder. Vaccine, clinic and distribution is replacing testing sites pretty rapidly. That's what we want; we want testing, but we also want rapid vaccine distribution. So making sure that we can have that opportunity for our campus, testing here - drive through, walk up, you could do drop-in or schedule - every opportunity abounds. That's our guidance we like to give people.

Philip Sannes: Have all our NCSU healthcare workers been vaccinated?

Amy Orders: We were fortunate to vaccinate our student health employees that have direct patient contact. That is the only group. We do have some workers that are on the secondary list that we hope would receive good news for vaccine, but luck so far. So we continue with the heightened protection standard that we would do under OSHA for that problem. I'm going to back up one other point, if I might. When you talk about hybrid participation on campus, part of the surveillance testing questions that come up a little bit repetitive, and I think it warrants a little bit of explanation. If you're a hybrid instructor and your face to face presence is one day a week for three to four hours that is not a situation that surveillance testing required weekly is best fit for that individual. Here's why. That transient population, the way our surveillance testing program is set up, you have one test you go one week; one week you go into an expired status for testing, and you start getting daily fan mail. It's an updated saying we miss you, come get tested. Then after two consecutive weeks of non-testing, you move into nag mail. It is a daily reminder that your testing is now in a non-compliance status. So the call of our nature of our situation, people need flexibility with their schedules; they're hybrid in delivery, they're not on campus face to face continually.

We are asking units to really consider that as they frame who should participate in required surveillance testing. And so that could impact your faculty, your staff, and your research paradigm. There are no requirements for visitors or contractors who come to campus to get tested, nor provide testing documentation. We are very clear about that. The newest change for testing of course, follows in line with what we're seeing in the World Health Organization and CDC today about travel. So the

University travel exemption process will now include the information about testing before you leave, testing on re-entry from certain states, as well as international destinations, plus the potential for quarantine. So we will start delineating that information with travel requests.

Philip Sannes: Amy could you be kind enough to repeat to all of us that if we need PPE, is there a centralized place where we can pick it up?

Amy Orders: There is. There are two different ways to achieve this. At the beginning of the semester, purchasing plus central stores and environmental health and public safety, gave bolus amounts of personal protective equipment; mask face shields and hand sanitizer to the departments, hoping it would get us off to a sound start in the semester. As those supplies wane over the next few weeks, we'll do an automatic refresh. So we're trying to make it so you don't have to do the individual requests. The contact for your departments goes to the ADF or ADR, depending on your unit. If it's solely an academic unit for another reason or another purpose, then the Associate Deans for Academic Affairs are engaged in that conversation as well. Individually, there is a request form available. I'll put the hyperlink in the chat in just a moment. You can request individual one-off face shields or a different type of masks or something along those lines. So yes, both options do exist.

Hans Kellner: In setting up where the testing centers were originally, the four original ones, I noted that was not on Centennial campus. Was I wrong about that? Nor on Veterinary campus up there. What was the reasoning there?

Amy Orders: Return to campus testing in the first three weeks of the semester, we focused on high throughput population areas that we could control access for traffic, two, for parking and three, for safety and Covid factors and four, the highest density locations. We had what was probably concierge service based, to be able to support some of the operations on our Veterinary campus in their clinical operations. Since then, effective this week, we do support both Centennial campus through the Centennial campus student health location and CVM biomedical on a Friday concierge three-hour session. So we're expanding. The problem becomes a few logistics which boring you with details is not necessary. But some of the framework and infrastructure behind this you need to know is its volunteer based. Covid is a shadow operation of sorts for the university; we are all impacted but it's no one's day job per se. And so a lot of our goodwill efforts as well as infrastructure needs are predicated on the soft heartstrings of people just like all of us. Two people, three people who can donate two and three hours at a time, we're able to expand services. But in our day job, or in the framework of what our responsibilities are, we're limited to have an extensive availability of these locations. More volunteers, more infrastructure, we can support.

Hans Kellner: May I ask about our quarantine facilities? How many and how full are they or how empty are they?

Amy Orders: As of today, we have 37 isolation quarantine beds in use, out of a potential 385. Where that is likely to change is, of course, now that students have returned and faculty and staff have returned or every time there's a social event. Think of holidays or weekends, unfortunately, that we see the gathering behavior sometimes manifest. Rainy weather is my absolute favorite; people are less likely to go out and congregate. They'll stay home and not go out to see other people. As spring manifests itself and more people are outside and we'll probably have more gatherings, we'll look for creativity in measuring. Quarantine and isolation spaces can expand, if necessary, to private entities, including hotels. But at this point, our logistics and operations, we feel very good about. Our off campus quarantine and isolation numbers are a bit larger. We are over 400. That's just a ramification of contact tracing. Once you start with one positive case and you talk to all the other people that they could have been in close contact with, the majority are not on campus. Nearly 70% of the positives – and remember 80% of those were asymptomatic - haven't been on campus. They're living a life in another aspect so they're exposed in some other element of the world, and when we're able to

identify that in surveillance testing. It helps us identify that quickly so they're not back on campus. It's working well. The numbers are actually very, very good. Our positive rate still vacillates between 2% and 2.5% today.

Hans Kellner: For instructors who have students who are positive who speak of having tested positive, somehow there's always a little bit of confusion about what to do in that situation. Could you clarify? Your student has tested positive. What if he or she is in class?

Amy Orders: If a student is positive, then what Julie alluded to, our data streams allow us to have that information. The exception to the rule is if they are tested off campus at a CVS or Walgreens. That is an extremely minute quantity of people who are doing that. So the proactive engagement of student health personnel is able to reach out to the students, very timely engage that conversation, and work with them for conversations. It's awkward when somebody calls and says I'm positive, what are the next steps? Because that framed conversation sometimes it's just not normal. So when you have conversation and the student volunteers that they are positive, 99% of the time they've been contacted and they are in some sort of process; looking at their classes, scheduling isolation, quarantine moves, meal delivery, obligations that they are vetting before they go into this five to 14 days scenario, depending on what it is. But they're coming forward, and we are encouraging students to have candid conversations with faculty; not necessarily in person, especially if they're positive, but to inform you of the circumstances and have these constructive conversations. They will have obligations they miss in person but it does not mean they have to divulge HIPPA-protected information or anything else. But those conversations can be very helpful to both faculty and staff oriented to a student and vice versa.

Robert Riehn: You just mentioned tracing. How fast does the tracing currently go and how much capacity do you have on tracing and how many contacts do you typically come up with?

Amy Orders: Contact tracing is predicated on when a person either is self-reporting that they're positive because, even though we have the data we have to go through self-reporting. That's where you disclose other contacts that might need to be contacted. The capacity for our contact tracing team has been increased almost 300%, so we're up to 16 individuals who can assist. So our time in getting those contacts done is quick; within a day right now. In contact tracing it really depends on the person or the situation. We've dealt with social events recently that have large attendees so that can be upwards of 50 people. Most situations, close contacts in contact tracing is three to five; it's not that big. But when you start adding up the numbers of people by three to five that number in aggregate is large. So far, we don't have an issue where we feel we're compromising the safety of others by not going through the contact tracing program. Meaning we're able to do the contacts in a timely fashion pretty complete. It's also supplemented that we share the data with the health department, so they can go to a further step in the community, which we may not touch as part of our contact tracing.

Philip Sannes: Do we interface with the SlowCovidNC app or any other apps?

Amy Orders: Interface directly? No. Do we encourage SlowCovidNC? Absolutely. It is another tool in your toolbox. The hamstring effect of that tool is simply that we are not sharing the data. Meaning that if you download that and you received a close contact notification, with the anonymity of the situation, we can't act on it. We can't do anything that informs our contact tracing programs. It allows you to know that maybe you are potentially exposed to a closer contact than you actually recognized, and you could step into testing. That's where our culture of testing infrastructure here that we're promoting. The SlowCovidNC app has not gained traction to the level that the state wanted us to have. Dr. Hoit and I and a team of others actually reviewed this app several months ago, and have it as one of our community tools, but we kept running into dead ends. The success of the app is the number of downloads. It requires a Herculean push and people to actually have it on and running in the background of their phone for the data to be most useful and salient to our programs. So far, we

haven't had it. I would welcome anyone who has received contact feedback from that app, if you're using it, how it went and what you learned.

8. 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

9. Adjourn

The meeting was adjourned at 4:50 p.m.