

NORTH CAROLINA STATE UNIVERSITY
Minutes of the Faculty Senate
August 31, 2021
3:00 p.m.

Regular Meeting No. 2 of the 68th Session

Via Zoom

August 31, 2021

Present: Chair Berry-James; Immediate Past Chair Kellner; Associate Chair Collins, Parliamentarian Bird; Senators Tania Allen, Kimberly Ange-van Heugten, David Auerbach, Lisa Bass-Freeman, Richard Bernhard, Laura Blessing, Sarah Carrier, Chris DePerno, Jonathan Duggins, Keith Edmisten, Burak Erdim, Mathew Gerard, Tushar Ghosh, Marko Hakovirta, Helmut Hergeth, Megan Jacob, Barbara Kirby, Meagan Kittle-Autry, Koch, Jennifer Kuzma, Andrey Kuznetsov, Leda Lunardi, Herle McGowan, Tamah Morant, Roger Narayan, Joan Nicholas-Parker, Michael Reiskind, Robert Riehn, Walt Robinson, Mat Stallmann, Eileen Taylor, Greg Tourino, K. Steven Vincent, Paul Williams, Intae Yoon, Kenneth Zagacki

Guests: Warwick Arden, Executive Vice Chancellor and Provost; Roy Baroff, Faculty and Staff Ombuds; Katharine Stewart, Vice Provost, Faculty Affairs; Marc Hoit, Vice Chancellor, OIT; Kelly Wick, Executive Vice Chancellor & Provost and Director of Special Projects and Planning; Kimberly Grainger, Associate Vice Provost for Academic Personnel and Policy; Jerome Lavelle, Associate Dean, Academic Affairs; Don Hunt, Vice Provost for Enrollment Management and Services; Stephanie Helms Pickett, Associate Vice Provost, Inclusive Excellence and Strategic Practice, Institutional Equity and Diversity; Melvin “Jai” Jackson, Assistant Provost for Faculty Engagement; Katherine Titus-Becker, Director, Women in Science and Engineering; Kennita Johnson, Assistant Professor/Director of Diversity and Equity; Laura Bottomley, Director, Women in Engineering and The Engineering Place; Angelitha Daniel, Director, Minority Engineering Programs

Call to Order and Announcements

RaJade M. Berry-James, Chair of the Faculty

Chair Berry-James called the meeting to order at 3:01 p.m.

Chair Berry-James recognized and expressed appreciation for Executive Assistant Joni Lancaster’s years of service to the Faculty Senate. Lancaster has accepted another position. Other senators also expressed their gratitude for the dedication and support Lancaster has provided to the Faculty Senate Office. She will be greatly missed.

Approval of the Minutes, Regular Meeting No. 1 of the 68th Session, August 17, 2021

Maria Collins, Associate Chair of the Faculty

Associate Chair Collins called for a motion to approve the minutes for the first meeting of the 68th

Session of the NC State Faculty Senate. A motion and second were made and the minutes were unanimously approved.

Chair's Remarks

RaJade M. Berry-James, Chair of the Faculty

In her remarks to the second meeting of the 68th session of the Faculty Senate, Chair Berry-James stated, "We've learned from Chief of Police Daniel House, Dr. Julie Casani, and Dr. Amy Orders that they're leading a concerted effort to focus on campus safety and security here at NC State. The Protect the Pack website is where faculty can find current COVID-19 policy, and guidelines on policy compliance, including 'get vaccinated or get tested.' In North Carolina we've learned that the metrics used by the state health department to monitor the COVID-19 pandemic include a seven day rate. Community transmission is high in North Carolina. There have been 4,242 cases, 58 new hospital admissions and 11 deaths – that's part of the seven-day rate. Just under 10% of people have tested positive and nearly 70% of the eligible population has been fully vaccinated. At NC State we use additional data tracking metrics for campus surveillance and to track vaccination rates. Currently 29,501 faculty, staff and students have uploaded vaccine records into the Healthy Pack portal or have been vaccinated on campus. And a campus survey of faculty, staff, and students has revealed that more than 90% of respondents are fully vaccinated. And when COVID-19 comes on campus or comes to class, we are armed and ready in every aspect of campus life. Readiness has to be our priority."

She added, "Faculty are being asked to keep seating charts of their classes as part of our contact tracing protocol. Faculty are asked to remind students to follow university guidelines by wearing masks. And while we've heard no word about vaccine mandates from the North Carolina Commission on Public Health, we continue to do all that we can to ready the campus. The bottom line is we are an operation. 'Get vaccinated or get tested.'"

Chair Berry-James continued: "Around the world, institutions of higher education make meaningful contributions in society. Across America our institutions of higher education provide a safe place for students to engage in research and learn about disciplinary distinctions. At NC State, learning communities are populated by students who embrace values of excellence, community, inclusion, freedom, integrity, collaboration and sustainability. Today, our invited guests will share important information about fall enrollment, campus culture, and collaborative approaches that promote an academic climate that will support success."

She concluded: "As we increase our focus on diversity, equity, inclusion, and belonging in the classroom, in the curriculum, and in our colleges, we align with accreditation standards that require students to demonstrate cultural and social competence, using an equity-centered lens that emphasizes campus values and strategic efforts to guarantee student success. Please join me in welcoming remarks from Provost Arden as well as presentations from our invited guests."

Remarks

Warwick Arden, Executive Vice Chancellor and Provost

In his remarks to the second meeting of the 68th session of the Faculty Senate, Provost Warwick Arden stated "We held a much overdue commencement for the class of 2020 in Reynolds Coliseum, open to all spring, summer, and fall 2020 graduates. The keynote speaker was Cindy Eckert, the co-founder and CEO of The Pink Ceiling. It was great to have those graduates come back with a relatively small commencement of about 630 students and a little over 1,200 guests, but still I think they greatly appreciated the opportunity."

He continued: “Monday last week my office sent out a memo about the list of FAQs developed in collaboration with Dr. Casani in response to questions that have arisen about testing notification, contact tracing, isolation, and quarantine. If you want to keep up with the COVID-19 data, our dashboard is at <https://www.ncsu.edu/coronavirus/testing-and-tracking/>. We sent out a simple survey to assess vaccination rates on campus, which was completely anonymous, for all faculty staff and students. The response rates varied from about 40% for students to about 60% for faculty, and this is the data source for the high projected vaccination rates. As the summer came to a close and we began the semester, and particularly when we told folks that if you weren't providing proof of vaccination status, you had to be tested on a weekly basis, we have been inundated with uploads in the last few weeks, and so that validated our data. For all students, 22,000 out of a little over 33,000 have uploaded and have validated their data. For all students, the vaccination rate is 66%. I can tell you it's a little more for graduate students. A little over 9,000 staff uploaded their information and the vaccination rate is 63%, and for faculty the vaccination rate is 81%.”

Provost Arden added, “There are still about 4,000 uploads in the queue ready to be validated and added so we're not done with this data yet. I'm very encouraged by the faculty vaccination rate of 81%. And as we clear that backlog, we will continue to update those numbers and make them available on the web.”

He continued, “I previously told you this, but Mary Ann Danowitz is returning to the faculty in the College of Education. Paola Sztajn, former senator and associate dean and department head will be serving as interim, and we're just putting the finishing touches on the search committee. Also, Paul Lunn is leaving as dean of the College of Veterinary Medicine in January and, similarly, we will be announcing that search and the interim appointment in the next week or so. So those are the big things that I have.”

Questions and Discussion

Eileen Taylor: If a student self discloses and we receive notification of a positive case in our class, how will we know that it was that particular student you're getting notified about and not another?

Warwick Arden: Faculty are being asked to work with Student Health in defining contacts where they can. I think Student Health will try to work with the instructor to identify close contacts very early on, so there may be some overlap there. In the early part of the semester, students had a lot of trouble identifying who was sitting where because they didn't know everybody well. Sometimes class seating charts help; photographs help if the faculty members snapped a photo of the class at the beginning of the class. And sometimes faculty just simply know who is sitting where. And most of those questions are answered in the FAQ that we sent out, but if a student does self disclose and was subsequently informed that there was a case in the class, more commonly now Student Health is trying to work with the faculty member and enrollment in contact tracing.

David Auerbach: What percentage of vaccination card uploads end up being validated?

Warwick Arden: The vast majority. Less than a handful that have not been validated, out of tens of thousands. Those individuals that were vaccinated on campus — we already have that data. But if you were vaccinated in a county health center, for example, you are going to have to upload your vaccination records. The county health centers are pretty good at making sure appropriate data is in the state database, but occasionally doctor's offices drop the ball on one of the vaccinations so that's why it takes a little bit of time. But yes, the vast majority are validated, and very few have been turned back.

Andrey Kuznetsov: In the College of Engineering, the only time we as faculty can have input on an administrator, especially on the dean, is during the five year review process. Whenever we raise a question about the leadership of an administrator outside of this time period, we hear “It's not the time,

wait for the appropriate time, and then we will listen to you.” So Dean Martin was up for review in the spring of 2021, and his review process was cancelled.

Warwick Arden: Sometimes there are a lot of active searches in process at the moment in a college, and we don't want to disrupt those. Sometimes there's simply been a lot going on in a particular college. And then, sometimes the dean is talking about stepping down within the next year or so, and in those cases, I don't have a dean or any leader go through a search, only to step down a year or two later. Now I'm not at liberty to talk to you about it because those are confidential personnel matters, but my office keeps close tabs on these. I talk to the deans and vice provosts frequently. And so, all I can say is hold tight and things will become self evident. And by the way, Andre, I have rolled back comprehensive five year reviews probably half a dozen times over the last 12 years for various college, departmental and university leaders, so it's not uncommon at all.

K. Steven Vincent: I'm going to return to a point I made two weeks ago. The number of new cases in North Carolina (that I read about in the New York Times on August 28) three days ago was 6,437. That's 1,246 more cases than two weeks ago. The number of new cases on the same day last year was 1,544, so we're still over four times as many new cases every day. The state is still experiencing this four-fold increase — thankfully there is only 1.7 times the deaths of last year. Nonetheless, the numbers are stunning to me. The chancellor responded two weeks ago that it's just not fair to compare what we're doing this year with what we did last year, and I'd like to point out that I never claimed that we're not doing some things differently this year. My point was that I don't think we're doing all of the right things. The university has not given all instructors full flexibility concerning modes of delivery. I still think it's unfortunate, and I still don't quite understand why that flexibility has not been granted.

Warwick Arden: As the chancellor and I discussed at the time, one of the difficult things that we need to do is balance a lot of concerns. Whether they are faculty concerns, student concerns, parent and taxpayer concerns, legislator concerns, Board of Governor member concerns, we need to try and choose a pathway that is the safest and the most reasonable for the most individuals. But we also need to pay some attention to the folks who pay the bills. This sounds overly simplistic, but it's actually pretty complicated. The numbers are concerning. There are some big differences between last year and this year. We have a very effective vaccination plan in place; the vast majority of serious cases are among the unvaccinated, and that is very unfortunate. You know if you compare us with pretty much every other public institution in the state; we're in the same situation as Chapel Hill. Between the end of the summer and the beginning of the semester we have granted authority for a little more than 50 classes to flip from in person to online based on some specific and serious health considerations of the faculty member. Chapel Hill has done almost none. And their administration is adamant that they're not going to, so we're trying to be responsive and we're trying to be flexible. We're trying to be appropriate, but short of just shutting down and going fully online again, which we determined not to do. I think we were trying to pick the course that we think is appropriate.

The numbers at the end of last week were very reasonable. This next couple of weeks, we're going to have to watch carefully. The peak of the Delta variant in North Carolina will be in the next one to two weeks, so if we are successful at keeping a lid on this on campus, in the next couple of weeks I think there's a very good chance that we're going to get through the semester as we had planned.

Kenneth Zagacki: Provost, last week a bill came out of the senate, in effect, prohibiting the teaching of critical race theory in K-12 schools. It comes on top of similar bills in other states, one in Florida, that seems to me to be particularly draconian and that extends to university faculty. My colleagues and I are worried about the legislature telling us not just what to teach, but how to teach in our classes. I'm

wondering if the university is preparing, in the event of other bills that would impact the university system. I suspect the governor will veto this bill, but one never knows.

Warwick Arden: Good question. I would tell you that our legislature, not unlike many other legislatures of southern states, have several concerning bills out there at the moment. And I always worry quite frankly about any bill, and I don't care where you stand politically, but I worry about any legislative attempt to tell us what we should be thinking and teaching. You know, it really is, I believe, at the heart of faculty work to control the curriculum and teach what is honestly believed to be true and correct. So I share many of your concerns. And I think we, meaning governmental affairs folks, and the system governmental affairs folks need to be very vigilant; we need to be very vigilant indeed. To ensure that we're not being told what we can and can't teach, and what we can and can't think.

Jonathan Duggins: When will the dashboard be updated to show rates and not counts in terms of vaccinations?

Warwick Arden: Good question; I don't know. I can try and find that out. Brad Bohlander and his group have been working on an updated dashboard. I was sent a copy of a draft of an updated dashboard a couple of days ago. I don't know when that's going to go live. These things take a lot of thinking, but the dashboard needs a lot of work and can continually be improved.

Tushar Ghosh: I've been told by several students about transportation concerns related to packed buses. Is there any effort on the part of the university to ensure that the students don't pack buses like we see?

Warwick Arden: That's a very good question. What I can tell you, is we are like many entities suffering from a critical workforce shortage in many areas of the university, in dining services, some facilities and transportation, including bus drivers. And there are a combination of reasons. Number one is nationally there are a lot of people quitting and changing jobs. We are really suffering in staffing areas and also, in particular, non-faculty areas of the university. I spoke to Charlie Maimone about this earlier today. We're short on bus drivers, and we're trying desperately to hire them and train more. To give you some idea, we don't really have 35 buses on the road at any point in time; at the moment we have 25. It's not because we're limiting hours, and not because we're cramming buses; This is a critical labor shortfall and we're working hard to address it. There is intense competition out there in the workplace for these folks at the moment.

Eileen Taylor: Can the cluster web page be updated to state no clusters since April 2021. It would clarify that there have been none, rather than let people wonder if the page just hasn't been updated.

Warwick Arden: Good point, Eileen. And this gets complicated as well because the classic definition of a cluster isn't simply physical location. So it is not as simple as five students in a given residence hall. We stick with a pretty classic definition that includes both location and EPI language and the language is more important, but I do agree that that data should be updated.

Eileen Taylor: Are unvaccinated students who are out of compliance with weekly testing being tracked and referred to student conduct?

Warwick Arden: This is one of the things we've agonized most about during our preparations for the semester. We're trying to take more of a soft mandate approach. But if there are repeat offenders, maybe two or three times, then yes, they will be referred to student conduct. We're trying to have a balance between not being overly heavy handed and punitive but, at the end of the day, there has to be some backup to our mandates, otherwise they are meaningless. And I would say the same for students

who repeatedly refused to wear masks indoors. I had one student at the beginning of last week, who was positive and who'd been placed in isolation for 10 days, simply decided that they were going to get up and take the bus and go to class and ignore that. We're lucky that that was brought to our attention and I had the individual escorted back to their apartment.

Rajade Berry-James: Provost, thank you for paying special attention to the questions from faculty today. We do really appreciate the updates and your willingness to take our suggestions on how to improve campus surveillance and data tracking methods and compliance.

Presentation on Student Enrollment and Campus Culture

Don Hunt, Senior Vice Provost for Enrollment Management and Services

Senior Vice Provost for Enrollment Management and Services Don Hunt gave an update on student enrollment and campus culture to the second meeting of the 68th session of the Faculty Senate. He stated "The enrollment census was Friday, so these are our enrollment numbers as of then. Today I'm going to cover the 2025 enrollment goals, where the institution is heading and 2020-21 enrollment trends, and the 2021 incoming class. I'll also talk about some of the efforts towards student success and then let you know where enrollment management and student services is heading in terms of our strategic focus." Hunt informed the meeting of the unit's 2025 goals, including graduate, master's and undergraduate information for 2021.

He said "We're progressing towards our target, and in our doctoral area, we have a little bit of room to grow to 2025 about 14%. Our master's are at 13%, but you'll also note that we are actually above our 2025 enrollment target for undergraduate students. And our total enrollment right now is about 3% short of the 2025 goals, so as an institution we will have an opportunity to start talking about what our enrollment goals are for 2030 for the next several years. And we'll talk about what adjustments we might like to make. As of fall 2021, our total enrollment as an institution is 37,556. That's an increase over our fall 2020 numbers by 3%. Our undergraduate numbers are again about 1.6% over our census numbers and our graduate enrollment is about 6.2% over our 2020 numbers so that's at 9,685. In regard to our incoming class, this is the second straight year we have seen the majority of our incoming class being female. That's roughly about 53% of our incoming class. And we are seeing more diverse students coming in. For Hispanic students, we saw an increase of 19%, for our black or African American students we saw an 8% increase, and when we grouped underrepresented minorities together, we saw a 10% increase. We're seeing a lot more applications, we're admitting more students to the university, and many more students are accepting our offer to come to NC State.

Hunt continued, "In terms of our land-grant mission and providing access for all, we are seeing an increase in our Tier One and Tier Two counties. A Tier One county is one of the 40 most distressed counties in North Carolina, and Tier Two is the next 40 most distressed counties in North Carolina, and so we have seen more students enroll from those two tiers. So, we are reaching our rural populations in more distressed counties. In terms of student success, right now, our retention rates are remaining steady; females are outpacing our male students in terms of new students. Retention rates and graduation rates still continue to increase overall, and our underrepresented minority graduation rates are increasing, but we are still seeing a gap between the university averages.

Hunt added, "Enrollment management will focus for the next several years on improving technology for faculty, students, and staff. We will also focus on increasing our transfer student population and increasing our student diversity in the broadest context: socioeconomic status, ethnicity, gender identity. We're trying to find ways to improve the diversity on our campus. So what's happened in 2021 is we've increased in our overall enrollment, we've increased diversity. Our female population is about 53%

of our incoming class, so the majority are female, and we're increasing enrollment from Tier One and Tier Two counties. We're supporting our diverse student body and student success and our overall graduation rates have increased.

Questions and Answers

Walter Robinson: That was a very interesting presentation and very encouraging, in terms of the increased diversity of the incoming class. Frankly, as someone who walks across campus every day to and from my house, I've noticed that our students are visibly more diverse. But I wonder to what policies you attribute this progress, and whether those policies are such that we can expect to see continued progress in future years.

Don Hunt: I would be more than happy to take that question and come back to the Faculty Senate and provide a presentation on what policies are supporting diversity and improving diversity. If I can, I believe those policies will continue the efforts of increasing diversity.

From Chat: What do you see as the biggest hurdle to achieving our graduate student enrollment goals for 2025?

Don Hunt: The biggest hurdle is the funding mechanism. It doesn't help us in our current structure, and we really need to look at a way to modify that.

Paul Williams: The federal government calculates a graduation rate that takes a six year cohort, and calculates what percentage of students from that cohort graduated. So what is our most recent six year federal graduation rate — is it trending upward or is it stable or is it trending down? Last time I saw our graduation rate is improving and has improved fairly dramatically, and I wonder if that trend will continue.

Don Hunt: The information that I am aware of is that the rate is continuing to increase.

Maria Collins: What are some plans to improve funding for graduate students, especially Ph.D. students in addition to faculty getting more grants?

Warwick Arden: We have to become more competitive in stipends and our graduate student support plan has to be a little bit more competitive. I think we need to reevaluate fees. I don't know that graduate students get the benefit of all the fees they pay, which are exactly the same as undergraduate students. It's a number of different issues, none of which couldn't be fixed without more money. But the problem is, as an institution, if we're going to do that we're going to have to direct that money from somewhere else. I don't think the legislature is going to provide more money for graduate student stipend. There are some universities that have cut back on the number of stipends that they offer. To offer them a higher rate is a bit of a dangerous path for us to go down. Because if we go down that path, which has been the solution that some universities follow, that leads to a decrease in enrollment, and decreased enrollment funding, and that leads to a decrease in resources through the front door. I'd love to say we have a solution. We've had many task forces to look at this, but the answer is, we significantly need to increase stipends. We need to do a little bit better on our graduate support plan package. If you add everything together, we spent over \$100 million a year in graduate student support on this campus so it's not small. But we're not as competitive as we need to be.

Presentation on Diversity, Equity and Inclusion

Stephanie Helms-Pickett, Associate Vice Provost, Inclusive Excellence and Strategic Practice, Office for Institutional Equity and Diversity, and Melvin "Jai" Jackson, Assistant Vice Provost for Faculty Engagement, Office for Institutional Equity and Diversity

Stephanie Helms-Pickett gave an update on diversity, equity, inclusion, and belonging to the second session of the 68th Faculty Senate. Melvin "Jai" Jackson also presented on these efforts from the Office for Institutional Equity and Diversity.

Helms-Pickett began: "We'd like to lift up the vision in terms of our institution and the work that has been done. We are not emerging as a preeminent institution, but we are one and we are focused on scholarship and engagement. We will be an equitable and inclusive community and be known for that, and I think that's really important when we talk about culture and, of course, the concept of belonging. We also have shifted a little bit in our values and for the purposes of this conversation we'd like to lift up respect and responsibility being replaced with community and inclusion, and then collaboration, suggesting that this is something that we all need to be involved in."

Melvin (Jai) Jackson responded, "One of the premier goals that we have within our strategic initiatives is to champion a culture of equity, diversity, inclusion, belonging, and wellbeing in all that we do and provide a holistic support environment and that sense of belonging for our university constituents. So it is important to understand that the diversity that exists on campus is not a dichotomy, it is more of a spectrum, and we have a duty to make sure that we are supporting that entire spectrum of diversity. And addressing issues of inequality and equity, racism, and helping our Wolfpack nation understand that we are promoting the sense of belonging in everything that we do. And now we want to talk to you about the data points that really work to inform our practice and our pedagogy that's within our educational endeavors and our practice within our various units across campus."

Jackson continued, "We want to call out our recurring themes. First of all is climate and culture; we have to be conscious and very intentional to build a sense of belonging and inclusion on campus, and that's for all individuals who set foot on campus, because we are a land-grant institution with a duty to the people of North Carolina and beyond. That's working with our partners to make intentional decisions with our recruitment and retention of students, faculty, and staff that represent underrepresented identities, so we're creating monumental programs like our Building Future Faculty program to engage in meeting that goal. We're creating visible, transparent mechanisms for communicating our progress, and we want to make sure that individuals can hold us accountable to the goals we set. Also, we're making sure that we provide very inclusive and intentional diversity education and professional development opportunities for all on campus — students, faculty, and staff."

He added, "Next is being visible and accountable for any bias, discrimination, and harassment that takes place on campus. That's reporting and being transparent and showing how we plan to address the incidents and things that do take place on campus. Furthermore, that's making sure that the entire campus community understands our values of inclusion, community, and collaboration, to make sure that we're hitting our goals and we're achieving our vision. Last is cultivating that community-driven response. We are a community of learners, a community of scholars, a community of researchers, so we have to make sure that our community is also involved in addressing any issues on campus and knowing that we have community support in all that we do.

Stephanie Helms-Pickett continued "We're excited to share that one of the senior leadership determined in June of 2020 that every member of the NC State community would involve themselves in some form of diversity education and or training. The most significant impact happened through our faculty. They were using the course from Diversity EDU, and we had 75-79% of the faculty participating. You only see

the numbers until May, because we have transitioned from using Diversity EDU to everyone in the NC State community using Everfi. Every month new employees, including faculty and staff, receive an invitation to complete Diversity EDU. We had the campus climate survey take place in the fall of 2019, and then you know everything that happened in 2020, but these are the themes that emerged on the campus climate survey. Consider that it is for undergraduate as well as graduate students, and this information can really shape how we go forth and how we use this information. The campus climate survey is done every five years by Institutional Strategy and Analysis.”

Helms-Pickett added “And in terms of the aggregate, overall students at NC State feel good about their experience; they have a sense of belonging and connectedness, and that is trending upward. However, there are persistent notable and critical differences that exist on campus in terms of their experiences of being historically marginalized students. It is very interesting that students of color, students from lower socioeconomic backgrounds, and students with different gender identities all have very similar experiences at NC State compared to students that don't hold those identities. There is a lot of information and data there. We can do some digging into it and you can look at it by college, and you can even drill down in some cases to department-level information so you're not asking students over and over again “tell me about your experience, tell me about where it's positive, possibly where you're experiencing challenges.” As opposed to retraumatizing them, we can go to the data to really get some good sense of how they are moving through NC State and how we can be responsive to ensuring that this is a good place for them and they continue to feel good about their decision, both inside and outside of the classroom.

Melvin (Jai) Jackson said “Furthermore, we are utilizing data from the UNC Racial Equity Task Force to triangulate the direction that we want to go. We have several data points that we're integrating into our strategic initiatives. So this is just another data point, understanding how faculty and staff are experiencing racial equity on campus, and we're designing programs, support, and services to address a lot of those things. Another data point is our employee engagement data, so we have data from the 2020 Employee Engagement Survey, and we're allowing that to further help us with creating more inclusive environments and partnering with campus constituents, such as Human Resources, The Office for Faculty Excellence, Staff Senate and Faculty Senate, just to help to improve the environment and create that further sense of belonging.”

He added, “The survey states our employees are happy. We have a great response; of course we're consistently looked at as one of the best places to work in North Carolina, and a lot of that has to be due to the environment and culture that is promoted. We're going to shift into resources that will be integral and important for supporting faculty and helping to create and sustain the environment within their classrooms, their labs, and their communities. So the first thing that I want to bring up is the Sea Change Initiative, for which NC State is a very proud charter member. It focuses on bringing similar institutions together to address larger issues that are afoot within higher education, focusing on faculty and students. We conduct a voluntary assessment and we utilize this data, along with scenarios and meetings where we address certain barriers and certain challenges and we allow the collective group to help with developing ideas for addressing those issues.”

Stephanie Helms-Pickett added “Enter our intercultural development inventory, which is a 50-item instrument that gives you two measures, one is about where you perceive yourself to be along the continuum of cultural competence. And the second is how people actually experienced you, so if there is a gap you work to close it so that your perception aligns with others' reality. We do have a very robust program at NC State, and you can take it as an individual. You can take it as a team for group engagement, or you can be involved in a long-term experience, and you can go to our website and find

out more information. Last year we had six leadership teams go through that. Four of them were colleges at NC State and some of our folks are actually on this call today who participated in that.”

She continued, “We also have the Inclusive Excellence Certificate program if you are talking with other faculty and they are interested in furthering their understanding and experience with Diversity EDU, we have the ICE certificate program. And there are four courses that are associated with them. We've been doing them in a virtual capacity. Those three that are listed there and the fourth one will actually be online, and a person can complete it at their own pace. And then, finally, some of you may be familiar, for a very short stint we had the Faculty Cultural Competence Inclusivity Certificate program, but now it's simply called the credential. There's a faculty track and there's a staff track. The cost of it is \$30. It is by application, and we expect to host about 24 individuals in the cohort beginning this fall. And you will work throughout the entire academic year. Support is needed from your supervisor, but there is a really good opportunity to dig into concepts and actually apply them to case study research, as well as presenting at the end of the year and being recognized at the Chancellor's Creating Community Awards.”

Melvin (Jai) Jackson said, “We want to highlight opportunities to become advocates and allies, so there's our GLBT advocate program or Project Safe Allies Green Zone. And these are just a few of our advocate and fellowship programs that are available to faculty. Through these programs, you undergo certain training to further understand how you can be a support and, with it, you are identified as an ally so students will know. You'll be promoted as an ally in your email signature and having placards around your office but it also just further extends that community and that sense of belonging for students.”

He continued, “Our campus community centers are an amazing resource where they're not just for students, they are for students, faculty, and staff, and they create this environment that extends the mission and our goal of creating that sense of belonging. The centers are wonderful resources for learning and for engaging and having those informal and formal interactions with students — graduate and undergraduate students — and we encourage faculty to call us when you have an opportunity or free minute. Head into the centers — they're great and they are always excited to have faculty. And then, with our community response, this is where we know incidents take place, at a college campus where we have varying views and thoughts, and incidents take place; misunderstandings happen, but in order to help to lead the community towards healing and to address the incident, we have our Bias Impact Response Team, as well as our CARES team; we have several teams that come together to address incidents that take place on campus.”

Jackson continued, “We're really intentional about making sure that we promote these restorative practices with a rapid response as opposed to letting things fester and build. These teams are also there for your support as faculty, as things are taking place in your classroom. We have individuals who are absolutely trained, ready and willing to come and help you develop a plan and a program to help address the issues that take place. Because, ultimately, we want to make sure that nothing disrupts your learning environment and your ability to teach students, and our campus community as a whole, but as they do arise, we want to address them in the most effective way possible.”

Helms-Pickett said “Then finally we will lift up a few partnerships. I want to give a special shout out to the Office for Faculty Excellence; they have an Inclusive Teaching Certificate that has been getting a lot of attention and so that is something you can definitely share. We are working with HR to review faculty and staff recruitment and really use the data to inform our practice. And finally, lifting up the OIED Faculty Fellows Program. This year we have three faculty members from they are working on anti-racist pedagogy and the first year writing experience program, and we anticipate each year for those faculty fellows to move from various colleges and or units on campus. ”

Presentation on Women and Minorities in Engineering

Kennita Johnson, Research Assistant Professor, Joint Department of Biomedical Engineering

Kennita Johnson addressed the second session of the 68th Faculty Senate with a presentation on women and minorities in engineering. She started by giving a different perspective on what it is like to be a woman and minority in engineering and providing an explanation of her work with ultrasound research about kidneys and maternal health. “My lab and my partners at North Carolina A&T come up with new models to quantify ultrasound pictures and really understand what the blood flow was about. And so, instead of just one region, we make these concentric regions, so these little wings that go toward the middle and now we can see a profile of how the flow is changing. And so the disease of interest that I study right now is diabetic kidney disease, and we have our kind of normal or control condition. We have our diabetic condition, and then we have somewhere in between, and what we're trying to understand is how do these curves change with disease, and can we use that change to help us predict who will get kidney disease as well.

This is important because about 40% of all diabetics will go on to get kidney disease. It's not 50/50 but it's still a very significant number of people. What that means is that the kidney function will deteriorate, to the point where they have to get on dialysis or get a kidney transplant to survive. As for their quality of life, it also puts a big burden on the healthcare system, as well as financial systems.

Why do I study these diseases — diabetic kidney disease and maternal health? It is because these are diseases that affect my family, and these are diseases that disproportionately affect black or African American people. What I have been able to do is take the talents that I have to help adjust health disparities.

Johnson said, “So I just talked about one type of imaging today, but these little shapes represent all the different things that we can do and put together. And we have all these different models that we can use from small animal models to larger models. The idea of taking something that is so personal and being able to apply your talents to something is what I wanted to share with students, especially students that looked like me. And my department has offered me many choices, one of which was the director of diversity and equity, and I know that that responsibility tends to fall on faculty of color all the time. But I kept taking that choice every single time as it was really important to me that I'm able to share my joy of science and my ability to teach other people how to take what they love and apply it to help people that they want to help. And then, what was really so heartwarming is my department responded in kind, and so the undergraduate and graduate students, faculty and staff — everybody in the department has been so receptive and they've been willing to get uncomfortable and some of these discussions have gotten uncomfortable, but they're willing to kind of put that aside to make our department better and more welcoming for all students.”

Johnson concluded, “And the majority of the work does not land on my lap, if everybody pitches in and does their part. We have a robust diversity committee of 30. Actually it's probably more than 30 now that we have been able to incorporate some of our undergrads into the committee, so probably closer to 40 people that are working on these initiatives since we're a joint department on both campuses. And it's really just been a joy to be able to work on something that's so personal to me and incorporate it into my job and into my research.

Panel Discussion

Chair Berry-James thanked Dr. Johnson for her time and insight, and added that there are a number of faculty and staff on campus whom faculty can look to for insight on women and minorities in

engineering. She then introduced Laura Bottomley, director of Women in Engineering and The Engineering Place and Angie Daniel, director of minority engineering programs in the College of Engineering for a panel discussion.

Laura Bottomley and Angie Daniel began, "We're going to help you out with some of the questions that you asked earlier in terms of programs that are helping us in terms of increasing our number of women and minority students at the university. A lot of it is as a result of the efforts out of our office, and women and minority engineering programs. The mission of our program is to recruit students and engage them in terms of academics and professional development, and launch them into their professional careers. Our focus is getting these groups to campus and really helping them build community in a traditionally male and traditionally white field. We want to make sure the students know that we are here and that engineering is an option. We want to be examples in terms of reaching for the stars and in terms of contributing solutions to the problems that plague our society. And we mean that, quite literally, because we advised Christina Koch and she did reach the stars. Dr. Kathy Titus Becker is the director of the WISE program, which is Women in Science and Engineering. And that is a joint group effort among five colleges and University Housing."

Katherine Titus-Becker said "WISE is a living and learning community, and there are over 16 villages here on campus. The majority of our programs and certain services that we offer are open to all students. But we are a residential community, and we do have undergraduate mentors who work with our first-year students. It was created in 2003 by Dr. Joanne Cohen and Susan Grant, who was the director of housing at the time. We have a great rich history of partnerships, so I can meet and interact with our faculty, and of course our WISE operating council. All these partnerships that we have are imperative for our success.

Laura Bottomley and Angie Daniel responded "We are the largest college here at NC State with over 10,000 students, 7,000 roughly at the undergraduate level and a little over 3,000 at the graduate level. Eight years ago we merged minority engineering programs and the women in engineering program. We decided to bring the programs together and we are definitely seeing the fruit of that labor. This year, our incoming first-year students in terms of percentage, they are 33% female and 16% underrepresented minority, and so we are really, really pleased with those numbers. We continue to work in partnership with a lot of other units and corporate partners and alumni to make these things come together and create a space for students to be successful. As engineers and science-focused folks we start with the numbers, but the question is how do we get these numbers, what have we done, what changes have we made."

They continued, "We have a suite of programs; we start working with kids at age 4 to get them to come to NC State and be engineers, but if they come and be physicists or they come and go into education we are equally happy. However, we do talk a lot about engineering, especially in our K-12 outreach programs through The Engineering Place, which is the name of our outreach unit in the College of Engineering. We've seen about 90,000 kids a year and that didn't go down a whole lot during COVID-19 even though everything was over Zoom. We had 52 summer camps over Zoom last summer. We do a lot of teacher professional development, as well, and then between Cathy and Angie and I and some of our partners, we managed to do 25 programs last year, aimed at recruiting and then, once we've recruited them and gotten them accepted to State, getting them to come, which we refer to as yield programs. And then add on top of that some personal campus visits for relations of alums or just people that stop by. We have a lot of programs aimed at retention, and we just got our numbers that show we actually are retaining women in the College of Engineering at a higher rate than we're retaining men. We are graduating women now in the College of Engineering at a higher rate than we are graduating men, which

is unheard of in engineering. What we're trying to do is create community and you've heard that phrase before and so these are aimed at creating community within academics. Within co-curricular and extracurricular activities, you don't have to leave engineering to find community with people who maybe look like you, maybe think like you. We work hard to create that community. One of the things that we have is our brand new digs. In 111 Lampe Hall, on the fourth floor we have an office that we've turned into a Community Center for students."

They continued, "And I do want to go back and talk a little bit about our summer experience. So we had 100 first-year students sign up for our summer experience and 95 of them showed up to campus. So students are really, really craving being on campus. That experience allows them to get to campus and get acclimated in terms of knowing resources. Faculty and staff are here to support them and they have people working alongside them going through the same experience with the same goals as them in terms of networking. What we're trying to do is build community and you always hear me say that when diversity is done well, everybody benefits, so when you come into our space, you will see women and minority students. But you may also see students who are not in those target areas, and so we open up programming to everyone."

Bottomley and Daniel said "If we're going to create an inclusive campus community for everyone it's going to take men participating in creating community with women and it's going to take white people creating community with people of color and that's what we're about and those are the values that we propagate in these programs working together."

Katherine Titus-Becker responded: "Absolutely, and we also know the higher education literature says that students who are involved and who participate in their communities do better and they are retained at a higher rate. We also know that students who engage with faculty members outside the classroom are also retained at a higher rate and they do better academically and they're more successful. We are there for our students, because we want them to be successful, no matter what their major. And we know the personal informs the academic and the academic informs the personal, and we are there for the whole student.

Question and Answer Session

Burak Erdim: Terms and concepts are changing rapidly. You know, particularly in the humanities and elsewhere at other institutions. Terms like inclusion or diversity are actually in great debate at the moment. Instead of diversity, difference is becoming a more valid term. What are some of the ways that you're addressing shifts to these terms to recognize that democracy is messy, and it's not about consensus building but it's about actually recognizing different ways of thinking and researching and different modes of knowledge production.

Laura Bottomley and Angie Daniel: We try very hard to stay deeply embedded in our literature. And these concerns are very much a part of what we're doing in our engineering education push here at NC State. I'd love to have an extended conversation about this. To me it's less about the words than it is about the reality, right? So what are the racist structures that are in place not just in academia, in general, but at NC State and specifically the College of Engineering? How can we work to disassemble those racist structures? The same thing could be said of sexist structures. But the fact that you've brought this up and asked this question highlights to me the most important thing that we are trying to do, and that is to address things in a multi-disciplinary fashion.

Melvin (Jai) Jackson: I think we have to address a lot of this from the micro and the macro level. The micro being the individuals that we have on campus. We can't make a monumental change of the language that we use without understanding what our campus is and what our campus needs. So, first

we have to have the ear of the campus. With our campus climate survey and our employee engagement survey, we use them as data points to triangulate and understand. What do we need to do at the micro level for our students, faculty, and staff? How can we better use our language and our words, because we know words have power. And Dr. Bottomley is absolutely right in that we have to also examine our practices at the macro level. We have to think about what's happening in our surroundings at the government level, at the state level, and how are we making sure that we're presenting a unified vision and unified messaging and unified intentions that truly demonstrate that we are being what we say we are as a preeminent organization and institution, as an institution of innovation. And instead of following the pack, we are truly leading the pack with our endeavors and our efforts to be diverse, equitable, and inclusive, and promote that sense of belonging. Before we can talk about increasing diversity, we have to define it and that's within our departments, within our colleges, and within our institution. So once we have those definitions, we have to better understand what we need to do.

Stephanie Helms Pickett: I would add that we can determine what we mean when we say X or we can get caught up in the terminology and forget about the application of what we know into practice. And I think it's a trick to have us go back and forth about language and meanwhile we have data, we have student experiences, we have knowledge in terms of things that could be readjusted and reimagined in a way that it can benefit our community. When we do training and education we're working to quantify that this is a foundational concept, so that the person that doesn't understand what diversity is isn't sitting in a space with someone that's talking about systematic racism. You know we've been doing critical race theory, even though people are talking about not doing critical race theory. I don't have to say critical race theory to do the work that's associated with dismantling and providing a balanced approach or a holistic approach to whatever the subject matter is.

Rajade Berry-James: I read in an article this morning on Inside Higher Education that there are several leaders from engineering who are talking about the changes that are coming forward for accreditation standards in engineering, emphasizing the point that in addition to keeping the focus on diversity and inclusion, we also must recognize the role that the non-technical or other disciplines play in educating students. The kind of work that we do around problem solving has incredible benefits for society and so making sure that we practice the art and science of diversity, equity and inclusion in order to create a sense of belonging for everyone on campus is really the main thing.

Kenneth Zagacki: Is the university trying to educate those various constituents outside of NC State who see increased diversity as what Richard Weaver used to call a "devil term"?

Stephanie Helms Pickett: We do have constituents here at NC State that are working externally on folks that have some question and opposition about it. So we're supplying them with information and they're passing that on. We know that it's still there and will still try to do the work as best we can, amidst the opposition, but also just taking into account that we're just going to keep going on. There are so many more people that are showing themselves interested in this as compared to those that are presenting themselves as opposition, and I think we definitely saw an uptick in terms of our work. We are still making strides in determining ways that we can get this information out in tangible manner through extended courses, but also a lot of mini-courses, and lots of resources you'll notice on the home front.

Paul Williams: Can I just add that this just re-emphasizes the importance of being on the campus. We get caught up in this discussion of remote learning that can occur effectively without people being here physically. Creating communities requires us to be here so that's one reason why it is important that we maintain the university as a physical space where people can come and interact in different ways.

Provost Arden and Chair Berry-James express their agreement with Williams' comments.

Chair Berry-James: It is our job to keep the main thing, the main thing, and in fact, our current strategic goals emphasize NC State as a destination campus. Advancing the mission, vision, and values of diversity and inclusion is really the emphasis for NC State. Thank you so much to all of our presenters and to our senators and our guests for engaging in this very important conversation, particularly as we double down and refocus our efforts to get back to campus and get back to the business of NC State.

Chair Berry-James adjourned the meeting.