

NC STATE UNIVERSITY
Minutes of the Faculty Senate
Regular Meeting No. 4 of the 70th Session
October 31, 2023 at 3:00 p.m.

Regular Meeting No. 4 of the 70th Session Faculty Senate Chambers October 31, 2023

Present: Herle McGowan, Chair of the Faculty; Chris DePerno, Associate Chair of the Faculty; Carolyn Bird, Parliamentarian; Senators Hajbabaie, Burke, Kedrowicz, Bell, Roland, Daley, Davis, Blank, Burke, Tourino, Hou, Dae Lee, Zagacki, Ange van Heugten, Hajinbabai, Taveirne, Diaconeasa, Narayan, Morant, Mullins, Drake, Robinson, Jasper

Guests: Warwick Arden, Executive Vice Chancellor and Provost; Kyle Bunds, Associate Professor of Sport and Sustainable Community Development, PRTM, CNR; Holly Hurlburt, Interim Director of the NC State QEP Packways: Learning by Doing

1. Call to Order and Announcements – Herle McGowan, Chair of the Faculty

Chair McGowan called the meeting to order at 3:00 PM.

Chair McGowan then went on to provide the announcements:

- We did have a change to the agenda that needs to be approved. I am very grateful to Holly Hurlbert for being willing to speak today on relatively short notice.
 - A motion and second were made and the revised agenda were approved.
- I only have one announcement today. The office of informational technology will perform extended maintenance on November fourth and fifth that will impact major campus services. So for more information on what services will be impacted, please see the link on page 2 of the agenda.

2. Approval of the Minutes, Regular Meeting No. 3 of the 70th Session, October 3, 2023 – Christopher DePerno, Associate Chair of the Faculty

Associate Chair DePerno called for a motion to approve the minutes of the third regular meeting of the 70th session NC State Faculty Senate. A motion and second were made and the minutes were approved with one correction to attendance.

3. Chair's Remarks – Herle McGowan, Chair of the Faculty

Chair McGowan began her remarks by addressing an issue that has been brought up through the faculty wellbeing survey and via email. The issue concerns the armed conflict between Israel and Palestine in Gaza. Faculty have expressed concerns to me about the lack of an official statement from the Administration, which is easy to misinterpret as lack of caring. However, the UNC System office has issued guidelines to all of the university administrators encouraging them to limit public statements in the spirit of institutional neutrality. However, there is nothing in that messaging that prevents individual faculty from making a statement, especially to acknowledge pain or express concern for their students.

An example statement has been provided by Poole College of Management, Professor Eileen Taylor: "This has been a week of tragedy for many people - please reach out if you need information about resources and welcoming and safe spaces. NC State's [Lighten Your Pack](#) program is a good place to start. You can also reach out directly to me."

The lighten your pack link highlights the wellness website which was presented at an earlier faculty Senate meeting where students can go to find multiple resources available at NCSU.

4. Provost's Remarks and Q&A – Warwick Arden, Executive Vice Chancellor and Provost

Provost Arden provided the following remarks:

To clarify, it is actually not just Board of Governors guidance; there is actually a State law that prohibits us from making commentary, and that we must maintain institutionality on current political and social issues. So as such, the Chancellor and I will not be making statements on behalf of the institution. But there is nothing to stop you as individual citizens in doing so.

There is an opportunity to provide feedback on how we're doing on our strategic plan. We have just started the third year of our first 3-year implementation phase. You can provide updates at go.ncsu.edu/strategic-plan-feedback by November 3rd. If you need more information on the plan, you can go to <https://strategicplan.ncsu.edu/news-and-updates/>.

Update on SACS reaffirmation: We just completed our compliance certification self-study, and that was submitted last week to SACS. This is a major milestone and a huge amount of kudos to Fashaad Crawford and his team for working very, very hard to get there. The self-study will be evaluated by an off-site peer-review committee this month and we will receive findings hopefully by the end of November. If needed, responses will be due to SACS in January.

Next, the quality enhancement plan (QEP), *Learning by Doing*, is also due to SACS in January. The QEP plan focuses on high impact experiences as part of a university-wide project to focus on enhancing student learning and success. Holly Hurlbert has been appointed as the interim director of the QEP. Peer reviewers will visit 2 of our offsite campus sites when they come in February, including Craven Community College and Havelock Campus, both of which offer the Bachelor of Science Degree in Engineering. In March, the peer-reviewers will visit Central Piedmont Community College, which offers an EDD in Community College Leadership. We are looking forward to a visit from SACS in the spring, and hopefully everything will go smoothly. Once again, kudos to Fashaad Crawford and his team for all their work.

Dr. Amy Conger has begun her role as Vice Provost for Global Engagement today. So if you have the opportunity, please reach out and welcome Amy. Heidi Hobbs has done a great job as interim during the last year.

We have several leadership reviews going on. Four this year and two this semester:

- Senior Vice Provost and Director of Libraries, Greg Rashby: November 1, from 9 to 10 A.M., in the Currituck/Hatteras Ballrooms of the Talley Student Center, with a virtual attendance option via go.ncsu.edu/libraries-review.
- Dean Frank Buckless of the Pool College of Management: November 9, from 8:30 to 9:30 A.M., in the Currituck/Hatteras Ballrooms of the Talley Student Center, with a virtual attendance option via go.ncsu.edu/pcom-review.

5. Overview of the Wolfpack Wellness Badge Program, Kyle Bunds, Associate Professor of Sport and Sustainable Community Development, PRTM, CNR

I am an Associate Professor in the College of Natural Resources, and I have the honor of serving as the Co-Chair of the University Wellness Services and Programs Committee. The program was initiated many years ago but formally got launched last spring. The intentionality of this was born out of a few different things, one with the mental health crisis that we see in higher education across the landscape, through some surveys that our colleagues across campus have done, and also through my hopes to bring together resources for people to use and reflect about how they go through life and how we can be a resource for students who are going through issues themselves.

The idea is to explore the 6 elements of wellness, and to have a commitment for your own personal well being. The 6 elements are: purpose, financial, physical, emotional, social, and community. These were thought of before I started my part as the Co- Chair, so I can't take credit for that. But we built off of those ideas to put this badge program together. The badge recognizes that you have completed the program, and it also serves as an opportunity for you to see different ways that you can engage in these 6 different elements of wellness and that you can share with students.

The badge is pretty easy to accomplish. There is a wolf pack wellness overview video, you complete at least one experience per element, and you write a little reflexive review. Then you get to claim a digital badge from Credley.

There are different resources that help faculty and staff and students tackle their mental health challenges. We have a nice repository of all the things that are available on campus available through the new wellness website. Thank you.

6. QEP Update, Holly Hurlburt, Interim Director of the NC State QEP Packways: Learning by Doing

One of the reasons the opportunity with our QEP is really compelling is that the QEP team is very mindful of the fact that we're all overtaxed and burned out, not just us, but our students. So, what I am about to talk about has to be about lifting up, celebrating, and collaborating on what we are already doing as faculty members and what our students are already doing, and helping our students make the most of those experiences.

As the Provost said, we need to finish our proposal in the next 6 weeks, so that there's time for it to be vetted on campus before it goes to SACS and before SACS comes to campus at the end of March. We are in the planning phase, refining and finalizing definitions, thinking about outcomes, and making an implementation plan.

When we put together the Steering Committee, we did so with a mind towards 2 things: getting as much breadth across campus as possible and folding in as many different types of student experience opportunities as possible.

What is a high impact experience? You might be familiar with these as high impact practices. For about 15 years now there's been a growing literature about activities like study abroad and undergraduate research. However, we found that there are lots of things that our students do that have the markers of high impact experiences, in the classroom and beyond the classroom.

We wanna make sure every student is having such opportunities. The only way we're ever gonna achieve that is to have a lot of high impact experiences embedded in classrooms, simply because our students are so engaged and busy. These are sustained opportunities that go on for a long period of time. We want students to make and communicate connections. One thing that we keep coming back to in our conversations is the urgency to help our students articulate their achievements and their thoughts. Critical reflection, we believe, will help students better assess and integrate their personal and professional goals. And we think this will help them continue to learn long after their time at NCSU. We want students to parlay their experiences into successful careers and to really connect the dots.

We have 3 student learning outcomes that are required by SACS related to student success. One of our main goals is, at the beginning of a student's career, to help them understand and translate the value of these high impact experiences into their vocabulary and discuss their value. We think it is very important to have this conversation with students when they first arrive as a first time freshman or as a transfer students because the scholarship shows that students who participate in more than one high impact learning experience do exponentially better in all the ways that we want them to do better. They get higher paying jobs, they leave the university with more confidence, and they have higher GPAs.

We are lucky here at NCSU to have as emeritus faculty Sarah Ash, who has literally written the book on reflection as a practice. And so, we're going to adapt a rubric that she's published called the DEAL Rubric as a way of assessing student success in reflection.

Finally, we want our students to leave understanding how high impact experiences have shaped their careers. So graduating students will articulate transferable skills gained in high impact experiences and translate them into an increased sense of personal and professional preparedness. We hear all the time that students do this great myriad of things, but they're not sure how to tie it all together how the employer or the graduate school wants; so this is something that we really want to help them do.

How are we gonna do all this? We are in the phase right now where the Steering Committee is working on the things that we've been discussing so far. We are writing the proposal in the springtime and will have 6 working groups focused on building the things that we think are necessary to start the QEP and on intentional messaging about what we're doing, why we're doing it, and how people can get involved. We will run a pilot in year one where we focus on a

handful of particular programs, develop tools for critical reflection, and develop assessment rubrics and other assessment tools. Also, we hope that we can build an apparatus that faculty and staff will be able to use in high impact experiences that juniors or seniors might participate in after we learn from year one, and that we can develop a student champions program.

7. Old and New Business

a. Follow-up on General Faculty Meeting discussion about faculty wellbeing

Chair McGowan provided the following update:

[This link](#) (also available in the slides posted at facultysenate.ncsu.edu/meetings-minutes/) will take you to a document that contains my full summary of the responses of the survey and discussion groups from the General Faculty Meeting.

Three things jumped out. The first is increasing workload and expectations on faculty, coupled with inadequate compensation and decreasing staff support. Examples like increasing class sizes leading to more work, increasing requests for service commitments, changing federal grant support rules. There also was a sense that there used to be parts of our job for many of us that we could get staff support on that we don't have now.

Second is what I am coining as the “culture of compliance” with Federal and State law and NCSU policy at the University, college, and department levels. Understanding policies and navigating associated processes are very time consuming and we do not always have qualified staff to help with this. I have started conversations with Staff Senate Chair, Alan Porch, about how faculty and staff can work together to create a better working environment for all of us.

The third point has to do with communication. This is transparent communication first and foremost, and then also two-way, not just top-down communication. Top-down actually has several layers—there is the Chancellor/Provost level, and then there is also communication from deans to colleges and department heads to faculty.

One of the survey questions specifically asked if we had a culture of well being at the university what would that look like? Again three key things jumped out: value, respect, and transparency.

One thing I want to acknowledge is that some limitations in the data that I do feel are important overall. There was relatively low response. We attempted to send the survey to every faculty member that was on NCSU listserv, about 3,000 faculty give or take at the university, and I received roughly 165 responses which represented a slice of the problems. However, clear, common themes emerged. In the spring, there will be two scientifically validated survey instruments sent out: the COACHE questionnaire on faculty job satisfaction and the Employee Engagement Survey. So faculty will have multiple opportunities to provide feedback.

Moving forward with our survey data, I will be working with the Faculty Senate Executive Committee to organize these topics into subcommittee discussions.

b. GoCore Survey - Tamah Morant

GOCORE has 2 issues to share. First, is the issue of recognizing and incentivizing Faculty Senate service. Last year, we got a sense of the time commitment associated with Faculty Senate service; it is about an 8-10% increase in workload and higher if you are on a committee or in an exec role. So we started the conversation around how we would recognize and incentivize participation as well; to that end GOCORE has developed a one question survey asking respondents to rate suggested incentives. We will use results to develop a set of recommendations that we will share with the Faculty Senate and eventually the Provost.

The second issue is related to the faculty handbook. There is this component related to ease of access to materials - how easy or difficult is it for faculty to find the things that they need when they need them. However, the handbook has not been completed. So the questions that I am bringing you today are: (1) Are there particular topics that faculty need to access, (2) Is there information that faculty are struggling to find, and (3) What types of information would you want or expect to see in a faculty handbook or a resource guide?

8. Issues of Concern (IOCs)

Faculty Issues of Concern can be submitted at any time to a senator or to the Office of the Faculty Senate [online](#) or via email at Faculty_Senate@ncsu.edu

9. Adjourn