Campus Culture and Community

Submitted by
NC State Task Force on Campus Culture and Community

Context

NC State's campus culture and community is a source of institutional pride: We enjoy a general climate of respect and appreciation; there is a strong work and service ethic; and students, faculty, and staff demonstrate strong commitment to the institution and a shared university spirit. A new chancellor and provost recently assumed NC State's key leadership positions, bringing renewed energy, bold aspirations, a positive and inclusive approach, and great confidence for the future. Yet NC State also faces challenges and the opportunity to enhance its culture in specific areas. This task force proposes five major goals to enhance and enrich our campus culture and community. Of these five, we believe that the three highest in priority are enhancing diversity; enhancing the roles and recognition of staff; and making NC State a best place to work, live, and learn. The other two goals are building a strong campus identity; and encouraging meaningful and productive partnerships (a primary focus of one of the other task forces). In appendix A of this report, we show how our task force's recommendations are aligned with the "big ideas" that emerged from the Strategic Planning Committee meeting on December 10, 2010.

The strategic planning process is an opportunity for NC State to reaffirm its commitment to diversity in order to realize the multifaceted benefits that it brings—academic, social, and economic. There is also an opportunity to enhance the roles and recognition of staff for their contribution to the university's mission. For the university to be a "best place to work and learn," it is essential to more effectively welcome and orient new employees and students into the community and the university culture, to provide resources and programs for work/life integration, and to make available high-quality spaces that support both individual and collaborative work, and both academic/research and social interactions.

The task force sought input from a variety of stakeholders in the course of its work, including the Student and Staff Senates (see appendices B and C); individuals and campus committees in key diversity-related roles; the academic associate deans; students, faculty, and staff; and others who submitted comments via the strategic planning Web site. The committee observed a number of times that many of the recommendation topics have been proposed in previous years, but without significant action or improvement because of barriers to change, lack of committed resources, or lack of sustained attention to the problems. Members of the university community with whom the task force interacted expressed the hope that the results of this strategic planning process and its implementation will be different.

The task force reviewed the results of NC State's 2006 Faculty Well-Being Survey, noting the following:

- About three-fourths of faculty respondents report being satisfied at NC State, although one-third of them also report having "very seriously" considered leaving to go to another university.
- A majority of faculty think their departments are doing a good job in recruiting faculty, but are less positive about efforts to retain faculty.
- A slim majority indicate that they are dissatisfied with their compensation (salary and benefits). This dissatisfaction increases as faculty compare their compensation to that of faculty at peer institutions. They are particularly dissatisfied with healthcare benefits, somewhat more satisfied with retirement benefits, and relatively more satisfied with the voluntary benefits program.
- Faculty report that they collaborate regularly with others in their departments and that there is a great deal of informal (but not formal) mentoring among faculty members. The exception is help with issues related to balancing work and personal life, where mentoring appears to be rare. Less than half of faculty report giving or receiving help with balancing work and personal life issues to/from their department colleagues. There is near universal agreement that it is important for the university or state to provide various benefits to better manage work-life concerns (e.g., flexible work hours, family leave time, ability to alter the tenure clock, access to child care, and tuition remission for dependent children).
- Over one-third of respondents reported "a great deal" of workload-related stress. Half of the faculty said that they had worked during the summer months in the past two years without overload pay.
- Both department and college administrations get relatively low ratings for providing resources needed for faculty to do their jobs and for the fairness with which resources are allocated. Forty percent does not agree that they have the clerical/administrative support in their department to do their job effectively. A majority express dissatisfaction at the availability of funds to attend/present at professional conferences, and for scholarly leave. At least 30 percent of faculty say that they do not get enough support to succeed in each of the six realms of faculty responsibility.
- About half or more of respondents were dissatisfied with the extent to which their college administration seeks input from faculty on the college vision, incorporates ideas from faculty in decision making, provides necessary resources, and resolves internal conflicts. With regard to university administration, a majority of respondents gave low ratings to communication with faculty, the extent to which faculty ideas are incorporated into decision making, and the level of input faculty have on administrative appointments at the university level.
- While about three-fourths of faculty believe diversity is important to enhancing learning in their classroom, slightly less than half actively incorporate diversity in their courses.

The task force also reviewed the results of NC State's 2008 Staff Well-Being Survey and noted the following:

- Almost 90 percent of staff respondents reported that in general they look forward to coming to work, yet almost half say that there is more work than they expected and that additional qualified people are needed in their units.
- Staff are generally satisfied with the availability of professional development and training opportunities and the time they are given to participate in them, but are slightly less satisfied with the financial support to do so, and slightly less likely to be satisfied with leadership development opportunities and opportunities to improve their skills to increase their chances for a better job.
- Work relationships and communication with coworkers, immediate supervisors, and clients are rated more highly than are the relationships with upper administration at the departmental, college/division, or university levels.
- More than 40 percent of staff report experiencing at least some stress due to the balance between work and personal life, making it one of the top sources of stress.
- Staff are split almost equally on satisfaction with incentives, recognition, and awards offered for excellent job performance.
- Significant numbers of staff feel their salary is not competitive with that of other employees doing the same or similar work, here or at other institutions. While benefits were rated as reasonably competitive compared to other employers', additional benefits in the form of flexible working hours, childcare, and tuition waivers for dependents would be appreciated.
- The majority of staff responding to questions about diversity believe that their department's administration works actively to recruit, retain, and support staff members from historically underrepresented groups and that their work environment is accepting and respectful of differences.
- Staff are not fully satisfied with the availability of informal places to relax on campus, dining options, and the availability and cost of parking.

In surveys and analyses of workplace quality and campus culture at colleges and universities, the following major factors have been recognized as important, are incorporated into our recommendations, and should be considered by the overall strategic planning process:

- Job satisfaction
- Compensation and benefits
- Supervisor/department chair relationship
- Confidence in senior leadership
- Collaborative governance
- Diversity
- Tenure clarity and process
- Professional/career development programs
- Teaching and learning environment

- Respect and appreciation
- Facilities
- Work/life balance
- Workspace and security

(One recent example of such a study is "Great Colleges to Work For 2010," *Chronicle of Higher Education*, July 30, 2010.)

Goals, strategies, and recommendations

1. Build a strong campus identity, both internally and externally, so that students, faculty, and staff have a sense of pride and meaningful personal connections with NC State, and so that NC State is widely known and recognized for its strengths and accomplishments and can establish competitive advantages. Consider the entire lifecycle of the relationships that individuals have with NC State.

Recommendations

a. Enhance the on-campus experience of prospective students by increasing outreach to high school guidance counselors; improving the quality of Open house, including its location; and improving campus tours.

Metrics: Feedback from prospective students, parents, and tour attendees.

b. Enhance the student experience by further developing and promoting both current and new campuswide events and traditions, such as the Welcome Week Convocation and the Krispy Kreme Challenge, recognizing the key role of students and student groups in this; conducting campuswide customer service training and service quality evaluation; and focusing on NC State activities on the first day of New Student Orientation to promote the campus identity, values, and community expectations.

Similarly, enhance how faculty and staff are welcomed to NC State by implementing programs and activities that emphasize our values, community expectations, and campus culture.

Metrics: Participation in campus events and traditions; feedback on and assessment of campus services provided; feedback on orientation activities, both immediately and after a period of time.

c. Develop and implement an effective branding and marketing strategy for both internal and external audiences (already under way in University

Communications), and include publications and activities directed at alumni as well. This could include changing the domain of university e-mail addresses from "ncsu.edu" to "ncstate.edu," as was suggested in a comment to the task force.

Metrics: Responses to and evidence of impact of university messaging, feedback on the "state of the brand" from employers and others, alumni feedback.

d. Embrace the brick. Use the brick in NC State's branding as a symbol of strength, stability, sustainability, diversity, etc.; identify ongoing university funding to produce and provide the publication, "The Brick," to all incoming students (offering information to students about campus traditions, community activities, and spaces); and use bricks instead of plaques/certificates for award and recognition ceremonies.

Metrics: Feedback/response from the community and the public.

e. Promote and enhance the connection and pride between students, faculty, staff, and alumni and physical spaces on campus, including by promoting knowledge of "hallowed spaces" on campus (Court of North Carolina, the Free Expression Tunnel, Holladay Hall, Mary Yarbrough Court, the Memorial Bell Tower, pastures at the College of Veterinary Medicine, Reynolds Coliseum, University Plaza, the Brickyard), and by posting information on spaces (and their stories) on NC State's Web site and making it available for mobile devices (e.g., WolfWalk). Create more hallowed spaces throughout the entire NC State campus (including Centennial Campus) that promote our identity.

NC State must acknowledge and address the "divide" between the main/historical and Centennial campuses, which offers significant challenges, given the busy daily schedules of faculty, students, staff, and administrators. Meaningful strategies for this are yet to be developed but could include rapid, accessible transportation; incentives for moving between the locations; and, potentially, parallel or Webcast campus events/activities for both locations.

Metrics: Number, quality, and use of campus spaces. Feedback/expressions about spaces from the community.

f. Implement the University Values and Ethics Council that was recommended in 2009, with a charge to facilitate a healthy and ethical campus climate, foster the values of consideration and mutual respect for others, and improve NC State's ability to encourage and support academic, personal, and civic responsibility. The council will also examine student conduct practices and processes and the Student Code of Conduct, particularly as they relate to threatening behaviors, including hate speech, and will consider Free Expression Tunnel/Brickyard practices and policies.

Metrics: Feedback from faculty and staff well-being surveys and student climate surveys; reduction in the number of reported acts of bias/intolerance. Alumni survey results: Do all community members indicate increases in affinity for the university?

2. Enhance diversity: develop policies, practices, and symbols that demonstrate institutional recognition of the value and importance of a diverse population in achieving NC State's mission. Create and maintain a diverse campus community and a welcoming environment.

This is one of our highest priority and far-reaching goals. As noted by the faculty excellence task force, diversity at the university is "an academic imperative and, at least in the science and engineering domains, also an economic imperative." The academic imperative refers to the growing body of research that reveals significant cognitive, intellectual, and social benefits of diverse interaction. The economic imperative relates to "the looming crisis in the science and engineering workforce wrought by the small fraction of our nation's students pursuing science and engineering degrees among which there is underrepresentation by the two-thirds of the U.S. population made up of women and people of color" (Faculty Excellence Task Force, preliminary report, December 7, 2010, p. 3.). The economic imperative also refers to the improved organizational effectiveness, decision making, and problem solving that result from including diverse perspectives.

Recommendations

a. Increase university awareness regarding the importance of diversity and inclusion. Implement an online Diversity 101 awareness module that could be required for all new students, faculty, and staff; expand diversity representation on the university homepage (e.g., Saul Flores story) in both quantity and duration; expand diversity speaker series; and include diversity representation in all university marketing and promotions.

Metrics: Number of Diversity 101 graduates and feedback/learning outcomes; number of and participation in diversity events; existence of and response to campus media coverage of diversity themes.

b. Increase campus diversity representation by establishing a pool of dedicated resources for targeted faculty hires (see also related recommendations from the Faculty Excellence Task Force); using best practices to recruit and retain diverse faculty, staff, and administrators; establishing unit and campus goals, timelines, and reward progress toward increasing diversity representation; employing best practices more effectively to increase enrollment of diverse students; and increasing diversity representation at the senior and executive levels of university administration.

Metrics: Numbers and proportions of individuals from underrepresented groups in the faculty, student, staff, and administrative populations; evidence of best practices in use.

c. Implement new practices to increase diversity interaction among students, faculty, and staff. Create forums during orientation and Wolfpack Welcome Week that promote this interaction; incorporate facilitated modules for civil discourse on race, gender, sexual orientation, immigration reform, abortion, and other diversity-related topics into existing orientation courses (with trained facilitators); review student enrollment by race, ethnicity, and gender in the current course offerings of the GEP US Diversity requirement and assess what courses are working and which ones are not working; develop and implement new course offerings in underrepresented areas (e.g.. sexual orientation, immigration, etc.) for the GEP US Diversity requirement; develop and implement diversity modules for integration into existing courses, in and beyond the freshman year; increase incentives for faculty and supervisors to develop and maintain skills for managing and leading diverse work and learning environments; develop mentoring and faculty development opportunities to support integrating diversity themes/interactions into instruction and work life.

Metrics: Participation in and outcomes of the orientation course modules; curriculum review findings on the GEP US Diversity requirement and follow-up actions; participation in and outcomes of development programs for faculty and supervisors.

d. Transform the Free Expression Tunnel into a more positive symbol and more positive practice of free speech by encouraging student oversight and ownership of content painted in the tunnel, and by students' developing a protocol for an effective campus response to offensive messages in the tunnel.

Metrics: Reduced number of messages of hate and intolerance appearing in the Free Expression Tunnel, and ability of the campus community to respond as an inclusive and respectful culture.

3. Enhance the roles and recognition of staff as valued contributors to NC State's mission

Recommendations

a. Facilitate and enable staff to reach their full potential as productive employees and as equal and effective partners in the core educational mission of the university by developing a formal mentoring and cross-training program for staff; recognizing (both centrally and at the department/unit level) the professionalism and excellence that exists across the EPA and SPA classifications; enhancing new employee orientation to focus more on-campus values, culture, and expectations; dedicating resources equivalent to two to four percent of campus base salary to job training and professional development; and developing information-sharing strategies to keep staff informed and activities to help them stay connected to university activities and issues.

Metrics: Existence and outcomes (through surveys or focus groups) of formal mentoring and cross-training programs (could potentially measure numbers of promotions or moves to other university positions over time controlling for budgetary factors); new employee orientation curriculum, participation, and outcomes; existence of a central professional development program and guidelines that encourage departments/supervisors to support it; number and quality of communication methods and staff feedback of being informed; and increase in self-reported job satisfaction. Many of these programs could be assessed through the Staff Well-Being Survey.

b. Provide professional development training/support to department and unit heads that includes knowledge and skills for creating a workplace culture that values and respects everyone.

Metrics: Existence and outcomes of developmental opportunities; staff feedback and survey responses.

c. Allow and encourage qualified staff to engage more directly in the core academic activities of the university (e.g., research, teaching, extension, hosting student internships, service learning projects, etc.).

Metrics: Increase number of, participation in, and outcomes of, the staff contributions to academic projects/activities.

d. More effectively recognize, celebrate, and reward staff contributions by improving staff compensation and benefits (and revising associated policies, where feasible); restoring the three-course tuition waiver benefit (or establishing a tuition waiver-sharing program) and adding a tuition waiver benefit for dependents; and recognizing extraordinary staff accomplishments and achievements by awarding one-time bonuses of up to 10 percent of an employee's salary.

Metrics: Data and peer comparisons on salaries and benefits (consider target of 80th percentile of peer institution average staff salary); availability and use of tuition waiver benefits; bonuses awarded; and number/quality of nominees.

e. Adjust current shared leave program so that sick-leave dollar-value per day is used to determine benefit to recipient and cost to contributor.
The current time-based transfer of support to state employees is one day equals one day, irrespective of pay level of either contributor or recipient. This has acted as a disincentive for those from higher pay grades to contribute since there is a perceived and real loss of value.

Metrics: Number of hours contributed to shared leave.

f. Increase recognition for staff contributions in public communications of the university.

Metrics: Existence and impact of public messages.

4. Encourage meaningful and productive partnerships within the university that further the goals of teaching, research, and engagement

Recommendations

a. University and college administrations should commit to the value of academic cross-disciplinary cooperation, partnership, and collaboration within university core structures. Actions could include establishing a Center for Excellence in Interdisciplinary Collaboration (both virtual and face-to-face elements to assist in communication of research interests and shared resources).

Metrics: See the report of the comprehensiveness and interdisciplinarity task force.

b. Communicate collaboration and partnership as an institutional value from the very beginning of every student's experience at NC State. The university's Common Reading initiative for each cohort of incoming first-year students should be used to engage undergraduates in sustained interactive, hands-on initiatives that address text-inspired local and global issues. Establish on-campus RFP structure to encourage and finance undergraduates' ideas to initiate and actively participate in projects/programs that address each year's common theme. Proposals that incorporate cross-disciplinary, heterogeneous student groups would be more favorably viewed.

Metrics: Participation in Common Reading initiative and associated projects, and outcomes of that participation.

5. Make NC State a best place to work, live, and learn

Recommendations

a. Like diversity, work/life integration is being recognized as essential for individual, organizational, and community success. NC State should create a work/life integration program for faculty, staff, administrators, and students to obtain information and support on issues such as child care, elder care, wellness, and well-being, flexible work arrangements, leave of absence information, etc. This would demonstrate respect for university employees and students by responding to identified needs. The program would also be a source of guidance for managers as to how to employ work/life practices. The majority of our peer institutions provide centers or identifiable resources related to work/life balance (see, for example,

http://www1.umn.edu/ohr/workwell/index.html, http://hr.osu.edu/worklife/, and http://www.ohr.gatech.edu/worklife), and the Office of Faculty Development and Human Resources have made a start with Web sites here at NC State. A more fully developed program could help to enhance our diversity, assist in retention/talent management, promote health/wellness, and foster equity. Particularly at a time when budget reductions may result in additional losses of positions or measures such as furloughs, this program has the potential to offer critical support to employees who are experiencing stress on many fronts.

Metrics: Participation in and outcomes of the Work/Life Integration Program (e.g., employee/student retention), benchmarking/comparisons with similar programs at peer institutions, feedback from participants and from new and prospective employees on the importance of the program in their decision to come to NC State.

b. Restructure New Employee Orientation to enhance how a new employee is welcomed into the university. Establish curriculum of information (Wolfpack 101) that employees receive upon becoming part of NC State (e.g., values, traditions, benefits, development opportunities, etc.). For example, developing a welcome letter, offering guidelines on introducing an employee to the staff and the rest of the campus, ensuring orientation attendance within an employee's first week at NC State, and providing campus tours and opportunities to interact with individuals from other departments. New Employee Orientation currently is a day-long program filled with speakers on important topics, yet NC State might be better represented if orientation instead emphasized integrating new employees into the campus culture and community (with opportunities built into the program to enroll in required training and benefits information). A parallel program for students could also be implemented.

Metrics: Qualitative feedback on New Employee Orientation, both immediately upon completion and after a period of time.

c. Develop and promote shared spaces for social and intellectual interaction for faculty and staff. Ease of access and availability of food/dining are important factors to consider for these spaces. Examples include Commons spaces at the James B. Hunt Jr. Library and the D. H. Hill Library.

Metrics: Quality, availability, and use of shared spaces.

References

Broussard, Earl, "The Power of Place on Campus," *Chronicle of Higher Education*, vol. 55, no. 34, May 2009, B12.

Chang, M. J., "Does racial diversity matter? The educational impact of a racially diverse undergraduate population," *Journal of College Student Development*, vol. 40, no. 4, 1999, 377—395.

Chang, M. J., "The positive educational effects of racial diversity on campus." In G. Orfield (with M. Kurlaender) (Ed.), *Diversity Challenged: Evidence on the Impact of Affirmative Action* (pp. 175—186). Cambridge, MA: The Civil Rights Project, Harvard University, and Harvard Education Publishing Group, 2001.

Cheung, Fanny M. and Halpern, Diane F., "Women at the top: Powerful leaders define success as work + family in a culture of gender," *American Psychologist*, vol. 65, no. 3, 2010, 182-193.

Diversity Across the Curriculum: a Guide for Faculty in Higher Education, edited by Jerome Branche, John W. Mullennix, Ellen R. Cohn. Bolton, Mass.: Anker Pub. Co., 2007.

"Diversity in the Life Sciences," *The Scientist, Supplement*, vol. 19, no. 21, Nov. 7, 2005, Available: http://www.the-scientist.com/supplement/2005-11-07/

"Great Colleges to Work For 2010," *Chronicle of Higher Education*, July 30, 2010, B3-B27.

"Interesting College Traditions," *Inside College*, Available: http://www.insidecollege.com/reno/Interesting-College-Traditions/765/list.do

Kuh, George D., et al. "Some Good News about Campus Life: How 'Involving Colleges' Promote Learning Outside the Classroom," *Change*, vol. 23, no. 5, Sept.-Oct. 1991, 48-55.

Otten, Matthias, "Intercultural Learning and Diversity in Higher Education," *Journal of Studies in International Education*, vol. 7 no. 1, March 2003, 12-26 (Available: http://jsi.sagepub.com/content/7/1/12)

Moses, Michele S. and Mitchell J. Chang, "Toward a Deeper Understanding of the Diversity Rationale," *Educational Researcher* vol. 35, no. 6, 2006, 6-11 (Available: http://edr.sagepub.com/content/35/1/6)

"Overcoming the Implementation Gap: Executive Summary. How 20 Leading Companies Are Making Flexibility Work," Boston College Center for Work and Family, 2008, Available: http://www.bc.edu/centers/cwf/meta-elements/pdf/Flex_ExecutiveSummary_for_web.pdf

Van Jura, M. J., "Tradition today: How student affairs professionals can strengthen and preserve campus traditions." *The Vermont Connection*, vol. 31, 2010, 107-116. (Available: http://www.uvm.edu/~vtconn/?Page=volumearchive.html&SM=search_menu.html#31)

Appendix A: How the Campus Community and Culture Task Force recommendations align with the Strategic Planning Committee's big ideas

Big Idea 1: Dramatically improve the student experience

1b. Enhance the student experience by further developing and promoting both current and new campus-wide events and traditions.

1e. Promote and enhance the pride and connection between students, faculty, staff, and alumni and physical spaces on campus, including by promoting knowledge of "hallowed spaces" on campus.

1f. Implement the University Values and Ethics Council that was recommended in 2009, with a charge to facilitate a healthy campus climate, foster the values of consideration and mutual respect for others, and improve NC State's ability to encourage and support academic, personal, and civic responsibility.

2a. Implement an online "Diversity 101" awareness module that could be required for all new students, faculty, and staff to enhance cultural competency.

2b. Increase campus diversity representation to better provide students the full academic and developmental benefits of diversity.

2c. Implement new practices to increase diversity interaction among students, faculty, and staff.

2d. Transform the Free Expression Tunnel into a more positive symbol and more positive practice of free speech.

Big Idea 2: Change the faculty composition on campus

2b. Establish a pool of dedicated resources for targeted faculty hires (see also related recommendations from the faculty excellence task force); use best practices to recruit and retain diverse faculty, staff, and administrators; and establish unit and campus goals, timelines, and reward processes for increasing faculty diversity

5c. Develop and promote shared spaces for social and intellectual interaction for faculty and staff.

Big Idea 3: Administrative organization to achieve our goals: Diversity targets and goals, develop critical mass and greater resources

2b. Establish a pool of dedicated resources for targeted hires; using best practices to recruit and retain diverse administrators; establishing unit and campus goals, timelines, and reward units for progress towards increasing diversity representation.

Big Idea 4: Improve the living/learning/working experience at NC State

3a. Facilitate and enable staff to reach their full potential as productive employees and as equal and effective partners in the core educational mission of the university by: developing a formal mentoring and cross-training program for staff; enhancing new employee orientation to focus more on campus values, culture, and expectations; dedicating resources equivalent to two to four percent of campus base salary to job training and professional development ; and developing information-sharing strategies to keep staff informed and activities to help them stay connected to university activities and issues.

3b. Provide professional development training/support to department and unit heads that includes knowledge and skills for creating a workplace culture that values and respects everyone.

3c. Allow and encourage qualified staff to engage more directly in the core academic activities of the university (e.g.., research, teaching, extension, hosting student internships, service learning projects, etc.).

3d. More effectively recognize, celebrate, and reward staff contributions by improving staff compensation and benefits (and revising associated policies, where feasible); restoring the three-course tuition waiver benefit (or establishing a tuition waiver sharing program) and adding a tuition waiver benefit for dependents; and recognizing extraordinary staff accomplishments and achievements by awarding one-time bonuses of up to 10 percent of an employee's salary.

3e. Adjust current Shared Leave program so that sick leave dollar-value per day is used to determine benefit to recipient and cost to contributor. (The current time-based transfer of support to state employees is one day equals one day, irrespective of pay level of either contributor or recipient. This has acted as a disincentive for those from higher pay grades to contribute since there is a perceived and real loss of value.)

3f. Increase recognition for staff contributions in public communications of the university.

5a. NC State should create a work/life integration program for faculty, staff, administrators, and students to obtain information and support on issues such as child care, elder care, wellness and well- being, flexible work arrangements, leave of absence information, etc..

5b. Restructure New Employee Orientation to enhance how a new employee is welcomed into the university. Establish curriculum of information ("Wolfpack 101") that employees receive upon becoming part of NC State (e.g., expectations, values, traditions, benefits, development opportunities, etc.).

5c. Develop and promote shared spaces for social and intellectual interaction for faculty and staff.

Big Idea 5: What is our vision: AAU model or land-grant mission? This is a way of doing business. What is the NC State edge?

1c. Develop and implement an effective branding and marketing strategy for both internal and external audiences (already underway in university communications). Include publications and activities directed at alumni as well.

Appendix B: Notes from Student Senate meeting, Wednesday, November 17, 2010

Task force members present: Jose Picart, Carolyn Argentati, Justine Hollingshead, Matthew Woodward

The task force's summary of preliminary recommendations was distributed. The discussion focused largely on the diversity recommendations and the recent Free Expression Tunnel incidents.

Student senators' comments:
1. Free Speech is a core value, but with accountability.
2. Encourage student ownership of tunnel content—"If something offensive appears, just paint over it," with painting supplies readily available at Talley.
3. Consider placing another physical monument or visible statement on diversity and valuing different backgrounds in the same vicinity and possibly other places.
4. There will always be that "bottom 1 percent" of people who don't show respect in what they write—how you combat that? Who defines what's "offensive," and how would those responsible be dealt with?
5. Free Expression Tunnel is a symbol for everyone, just like the Bell Tower—it can be a monument to what people believe, and overall it does "more good than bad."
6. The tunnel is a key source of information and last-minute advertising for clubs and current activities—"Closing it is unfathomable."
7. What about a "hybrid model" like at UNC-Chapel Hill, where they issue permits to paint/post on a wall?

Appendix C: Notes from Staff Senate meeting, Wednesday, December 1, 2010

Task force members present: Jose Picart, Carolyn Argentati, Justine Hollingshead, Amy Circosta, Susan Colby (member of Staff Senate)

Comments and questions from Staff Senate on the task force's summary of preliminary recommendations dated November 30, 2010

1. Industry rewards innovation and gives incentives for excellent performance; the university should do this as well.
2. It's important for staff members to have pathways for career growth; the SPA position banding/classification system shouldn't limit progression/promotional opportunities.
3. What level of resources is currently dedicated campus-wide to training and professional development? This is hard to determine, since the various campus units invest differently.
4. The banded classification system for SPA staff has three levels—how is it determined when a position can progress up to the next level? Answer (with help from Barb Carroll): Advances among the levels are based on skills/competencies, and the availability of salary dollars in the employing unit is a factor as well.
5. More information for staff about the SPA classification and compensation system could be helpful, and supervisors/unit heads could be encouraged to share/discuss this with their employees.
6. There doesn't currently seem to be a "standard of consistency" among university divisions/units in management and supervisory practices; this can lead to perceptions of unfairness and confusion. New and existing managers need training to advocate for their staff with regard to issues like promotion, and to create environments where staff feel rewarded and valued.
7. University Values and Ethics Council, already approved for implementation, has the potential help to underpin core values and guide management practices. The proposed Work/Life Balance Program, enhanced New Employee Orientation, and ongoing management training are other strategies.
8. The Free Expression Tunnel presents challenges in how we balance "political correctness" with unfettered speech, and messages there can undercut other efforts to create a diverse and inclusive campus environment. Some members of the community feel that the value of this use of the tunnel is outweighed by its negative effects and that the policies governing its use should be changed significantly.
9. NC State is "a loose confederation of interlocking serfdoms," which will make real cultural change and consistent practices more challenging.
10. How can we take clear and decisive steps to increase the presence of historically underrepresented groups at the management and leadership levels?
11. Reduction of the tuition waiver benefit from three courses to two had a negative impact on some staff; they would like to see it increased and made available for dependents. (A subsequent e-mailed comment suggested a "shared tuition waiver program.")

12. Mentoring is important for staff, and managers can do this, with appropriate institutional support.
13. For NC State to be a "best place to work," the interiors of certain buildings need to be improved to make a more attractive, functional, and comfortable work environment. Currently, in the IT area for example, the university is generally not competitive with local corporate/industry employers.
14. University benefits are not competitive with private and other employers.
15. How many of the proposed changes/recommendations will actually be feasible, given legal and budgetary constraints? Many of these same issues have been raised, and changes recommended, by previous groups.

E-mailed comment from a senator after the meeting:

>12/01/2010:
Good afternoon,
I was unable to make a suggestion during Staff Senate this morning regarding the Campus Culture and Community Strategic Planning task force. It seems that there is a thread of themes that run through each recommendation concept as well as during comments and suggestions heard today at the meeting: employee retention, professional development, staff appreciation. Below are a few thoughts I came up with.

"2. Role of Staff" - bullet 5.
I think this is very, very important. I am blessed to work for a department and division that actively promote professional and social development. Being a staff senator, I have come across many people who say their manager/supervisor won't let them participate in EOI classes, university events or professional development opportunities. While I know we cannot mandate all managers and units support participation in "extra-curricular" activities, I think that ALL managers need to be trained on what is allowed - what employees need to use leave for - what events employees can attend while "on the clock" and what should be done during a typical lunch hour.

If we want staff to feel valued and build a sense of loyalty with NC State, they need to have opportunities able to learn more about the university and to experience the campus culture. In terms of degree-seeking staff members.

I am utilizing the tuition waiver to receive my master's degree, and my degree path was hindered with the decrease in tuition waivers. So, I would like to propose a "shared tuition waiver program". We have a shared leave program, the same concept would apply to tuition waiver sharing. I proposed it to Rob Stevenson, Chair of the Legislative Liaison Committee, in hoping of researching the feasibility of such a program. This would be a benefit that would 1) require no additional funding, 2) promote staff development and 3) aid in career development.

Thank you for taking the time to meet with us today.
>