

NC State University Humanities and Social Sciences Annual Report to the Chancellor 2016 – 2017

Jeffery P. Braden, Dean
July 28, 2017

NC State University's College of Humanities and Social Sciences respectfully submits this annual report covering the 2016-2017 fiscal year to the Office of the Chancellor.

Our college contributed to the university's strategic goals over the last fiscal year as we enhanced the success of our students through educational innovation; as we created excellence in research and scholarship through investments in faculty and infrastructure; as we produced strong interdisciplinary scholarship and research programs that address social challenges; as we enhanced our organizational excellence by creating a culture of constant improvement; and as we enhanced local and global engagement through focused strategic partnerships.

Goal 1. Enhance the success of our students through educational innovation.

Our college prides itself on continued engagement with educational innovations that contribute to student success, while also pursuing intellectually-driven, fiscally efficient decisions about engaging in enrollment management processes, supporting new academic initiatives and programs, and creatively addressing university-wide academic commitments/initiatives.

Educational innovations that contribute to student success: Our college continues to actively support and assess numerous high-impact practices for our students. Examples of our successes in 2016-2017 include (but are not limited to):

- Undergraduate research awards: We continued allocating resources to the Humanities and Social Sciences Undergraduate Research Awards Program. Using college funds and funds provided through the Provost's Professional Experience Program, we supported 41 Undergraduate Research Awards ranging over ten units, the largest cohort since inception of program. This represents a 59% increase from FY15-16 in the number of students.
- Travel Scholars: International Programs received a \$25,000 Foundation Grant (2015) to increase the numbers of underrepresented students (students of color and first-generation students) studying abroad. Building on the programming in partnership with the African American Cultural Center and Mi Placita in 2015-2016, the college hosted a drop in chat about study abroad in conversation with Travel Scholars and students who received Humanities and Social Science college awards in November 2016. This combination of events and additional funding attracted an incredibly strong, diverse set of candidates to both the Travel Scholar and Humanities and Social Sciences awards applicant pools. We awarded three students Travel Scholar awards: all were students of color, and two were first-generation college students. Overall, 12 of the 25 students receiving support as Travel Scholars or college awards were students of color supported in part or fully from this additional funding, with support ranging from \$1500 to \$2500. Of the students of color, six

were African American, one was African American biracial, one was Latina/AAPI, two were of Asian descent, and one was Latina. Six of 18 students who reported gender were men, two were men of color.

- We piloted the Getting Started with Study Abroad award in spring of 2017. This donor-funded award will provide \$500 to assist high-need first-generation and underrepresented students with the costs of purchasing a passport and paying deposits on their programs. We awarded the first Getting Started award to a high need, first-generation black male student who also received a Travel Scholar award to go abroad to Cuba in Summer 2017.
- Internships: Courses were offered in ENG, COM, SPIA, SW, and PSY. We provided internship opportunities through the Provost's Professional Experience program and used funds offered through that program to support 22 students in internship capacities within 8 units in the college (academic affairs, web design, peer tutoring).

Enrollment management processes: Our college has sustained efficient allocation of college and provost one-time resources to support college and university goals for maintaining level enrollments at the undergraduate level and growing enrollments at the master's and doctoral level. Some examples from 2016-2017 include (but are not limited to):

- Undergraduate majors decreased in 2016-17 (from 2015-16) by 3%, which is only slightly above the university average decrease from the same time period (1%), suggesting we are not declining in majors at a significantly higher rate than the university. Although the decrease from 2011-12 in undergraduate majors is more significant (-17%), forces outside our control account for the decline (i.e., a focus on STEM majors; slower growth in overall undergraduate admissions; better retention of STEM majors in other colleges leading to reduced transfers). This past year, our proactive attention to enrollment data led to a smaller decline in majors than in the past, and we are pleased that undergraduate admissions has selected our college for an increase in majors and for admission of half of the spring admits in the coming year.
- Master's program enrollments remained steady in 2016-17 (from 2015-16).
- Doctoral program enrollments remained steady in 2016-17 (from 2015-16). We continued to meet our targets.
- Development of the Enrollment/Scheduling Tool. We created a tool that pulls data from SIS to illustrate Student Credit Hours (SCHs) by department over time, as well as fill rates, SCHs by instructor, SCHs by GEP category, etc. We presented the tool to the leadership team (department heads), the provost's team (Larick, Hunt, Overton, Lelik), and the Operations Team (Scott Douglas' team).

New academic initiatives and programs/program advances/curriculum development and program review: Our college has continued allocating resources to new initiatives and programs in alignment with the strategic mission of the university. Some examples from 2016-2017 include, but are not limited to:

New Program Development:

- Ph.D. International Security: The Ph.D. in International Security Request to Plan was unanimously approved by the UNC GA Graduate Deans on April 21, 2017.
- Ph.D. Hispanic Studies: We participated in a support/consultation role for our Department of Foreign Languages and Literatures as they began to develop a one-page memorandum and Request to Plan for a Hispanic Studies doctoral program.

Academic Program Review: We participated in program reviews for:

- Department of History
- Department of Sociology and Anthropology

New Academic Initiatives:

- Lead Peer Mentoring Collaborative: The Lead Peer Mentoring Collaborative (co-sponsored by the college and the Graduate School) is a peer-mentoring program for doctoral students in our college that focuses on developing professional skills and competencies important for graduate student success. In 2016-2017, 10 doctoral students across all of our five Ph.D. programs received training on mentoring and developed and implemented the workshop “Preparing Inclusive Mentors.”
- Implemented the Scholars Planning Institute (funded by a grant from UNC GA) that brought 10 faculty (5 from NC State, 5 from Winston-Salem State University) together to create teaching modules for underrepresented students just starting the process of research.

University-wide academic needs/initiatives: Our college continues to proactively address university-wide academic initiatives or university-wide decisions that influence academic planning. Examples from 2016-2017 include, but are not limited to funding four teaching assistants in the dean’s office to support proactive advising. TAs also assisted with HSS 120, the college freshman seminar that meets the Interdisciplinary Perspectives requirement and introduces students to the faculty and intellectual life of the college.

Goal 2. Enhance scholarship and research by investing in faculty infrastructure.

The college continued to strategically invest in faculty lines, welcoming 12 new members of the faculty in 2016-17. We have held faculty size steady from last year’s figure (222 T/TT faculty in both FY16-17 and FY15-16, compared with 221 in FY14-15).

We invested in high-value, high-visibility scholarship by supplementing travel funds from the Office of International Affairs to enable faculty to present research at international conferences.

We continue as strong advocates for our disciplines through memberships in the Consortium of Social Science Organizations (COSSA) and the National Humanities Alliance (NHA).

We invested in institutional memberships and support for scholarly organizations that improve our faculty’s productivity, including:

- Folger Institute
- Triangle Institute for Security Studies (TISS)
- Triangle Census Data Research Center
- Numerous seminars and study groups in cooperation with UNC-CH and Duke

According to RADAR data, as of June 21 we had won \$7.2M in external research funds, up 3.4% from FY 16-17. However, the number of projects awarded (66) is the lowest in five years. While on the one hand this reflects our competitiveness in winning larger grants, it also suggests a narrower participation of our faculty in seeking external funding. The *proposal* volume —106 proposals with a value of \$33.8M — is the largest number of proposals and the highest dollar value in the last ten fiscal years.

Using our college's method of tracking grant receipts, we have received \$9.2M in funding, down slightly from \$9.4M in 2015-16.

Contract and grant expenditures were \$6.9M.

We supported eight research projects through the Faculty Research and Professional Development (FRPD) program.

We continued to advance NC State's visibility and impact in the humanities and social sciences through support for the Humanities Extension Program, and events including "An Evening with Martin and Langston" starring Danny Glover and Felix Jones, an Oxford-style debate with former Senator/Defense Secretary Chuck Hagel, and more.

Faculty achievements and awards (selected):

Four faculty members were promoted from associate professor with tenure to professor, and four others were promoted from assistant professor to associate professor with tenure.

Three faculty members were named University Faculty Scholars: Sarah Bowen (Sociology and Anthropology), Steve McDonald (Sociology and Anthropology), and Anne McLaughlin (Psychology).

Matthew Booker, Associate Professor of History, is wrapping up his fellowship at the National Humanities Center. James Mulholland, assistant professor of English, was also a Fellow at the National Humanities Center through the American Council of Learned Societies.

Megan Cherry, assistant professor of History, held an Andrew W. Mellon Foundation fellowship at the New-York Historical Society for her project "New York Asunder: Factionalism in Colonial New York."

David Gilmartin, Distinguished Professor of History, will be a Fellow at the National Humanities Center next year.

Eduardo Corral has accepted a fellowship at Princeton's Institute for Advanced Study.

Three of our faculty will study internationally under the Fulbright Program. Heidi Hobbs, associate professor and director of our Master's of International Studies program, will be a Fulbright Scholar in the Czech Republic next year. Jennifer Kuzma, Goodnight-North Carolina GlaxoSmithKline Foundation Distinguished Professor in the School of Public and International Affairs, will be the Fulbright Canada Research Chair in Policy Sciences at the University of Ottawa's Institute for Society and Science Policy. And Mark Nance, associate professor of political science, will be a Fulbright Scholar in Sweden next year.

We nominated Walt Wolfram — the university's William C. Friday Distinguished University Professor, and professor of English — for the Governor James E. Holshouser, Jr. Award for Excellence in Public Service.

We nominated professor of Psychology Lori Foster for the O. Max Gardner Award. While she did not receive this UNC System award, she was NC State's nominee, a significant recognition of her excellence.

S. Thomas Parker, professor of history, and Sarah Desmarais, associate professor of psychology, both received the Alumni Association Outstanding Research Award and were inducted into the Research Leadership Academy.

Three of our faculty received the Alumni Association Outstanding Teacher Award and were inducted into the NC State University Academy of Outstanding Teachers:

- Chris Anson, university distinguished professor of English
- Belle Boggs, assistant professor of English
- Jason Miller, professor of English

Craig Brookins, associate professor of psychology and program director of the interdisciplinary Africana Studies program, was appointed as an NC State Outreach and Engagement Faculty Fellow.

James Kiwanuka-Tondo, associate professor of communication, won the Jackson Rigney International Service Award.

Tim Wallace, associate professor of anthropology, won the university's Outstanding Global Engagement Award.

The college nominated Mary Haskett, professor of psychology, for the Alexander Quarles Holladay Medal for Excellence.

John W. Carroll, professor of philosophy, was nominated for the Board of Governors Outstanding Teaching Award.

Goal 3. Enhance interdisciplinary scholarship to address the grand challenges of society.

Through our faculty, we continued to support the multi-university Consortium for Nonproliferation Enabling Capabilities (CNEC).

We continued to invest \$50K/year (in addition to faculty lines, buyouts, space and other support) in the Genetic Engineering and Society cluster/center.

We continued to lead the Digital Transformation of Education cluster (Azevedo, Psychology), as well as the Leadership in Public Science and Visual Narrative Clusters. We continue to support the Global WaSH and Sustainable Energy Clusters.

We sustained intellectual leadership at the 2017 History Weekend, which featured Dr. Donna Gabaccia of the University of Toronto, who gave a lecture, "Where are the Nations of Immigrants?"

We supported work by Jason Miller (English) and Vicki Gallagher (Communication), on two different aspects of the life and work of Martin Luther King, Jr. Their work was showcased at the "Experiencing King" event at Hunt Library in September 2016. Miller's work focuses on the discovery of the earliest delivery of the "I have a dream" theme that King later used in his famous 1963 speech. Gallagher's work, the Virtual MLK (vMLK) project, is an interactive exploration of King's "Fill up the Jails" speech given at a church in Durham in 1960.

We hosted Professor Kimberlé Crenshaw during Pan-African Week, in partnership with the student-led Society of African American Culture, the Growing Research on Women and Girls of Color (GROW) initiative, the NC State Black Alumni organization and support from the provost's office. She spoke on #SayHerName: The Urgency of Intersectionality, and led two interdisciplinary discussion forums, one for faculty and one for students, both focused on intersectional scholarship.

We supported "Aging and the Environment," a mini-conference held at Hunt Library and led by Shevaun Neupert (Psychology).

We hosted tech entrepreneur Anil Dash as the 2017 Rolf Buchdahl Lecturer on Science, Technology and Human Values at Hunt Library. His lecture, Toward a More Humane Tech addressed his work to advocate for a more humane, inclusive and ethical tech industry.

We have provided support for the Behavioral Health Group, which is led by psychology faculty, but which is open to all faculty and graduate students at NC State. Its goal is "to foster research collaborations focused on analyzing the psychological, social and behavioral factors associated with public health problems and apply that knowledge to promote healthy behavior."

Goal 4. Enhance organizational excellence by creating a culture of constant improvement.

Last fiscal year, the college began a two-year process of engaging leadership and faculty in understanding the NC Funding Formula for Projected Enrollments (aka the 12-cell matrix) and how that will drive enrollment change within the university. This year, college administration shared detailed information about all units with the leadership team and announced that the dean would begin shifting funds among units based in part on expenditures/SCH funding production. The dean shared the average rate of funding across the college, and noted that units well above the average could expect to either increase their credit hour production, decrease their expenditures, or both, in the coming years.

Priorities for future reallocation (i.e., getting funding and authorization to hire T/T faculty) include:

- The degree to which a unit is under/over funded relative to the college average (i.e., departments that are under-funded are likely to get funding to make new hires; those over-funded are likely to lose funds and will not be authorized to make new hires).
- Critical personnel needed to run programs where skills and competencies are not available among extant college faculty.
- Alignment with college and departmental strategic priorities. In general, higher priority is given to departments requesting hires that contribute to university and/or college clusters (e.g., leadership in public science, visual narrative) and priorities (e.g., digital humanities, science technology and society) that are interdisciplinary in nature.
- Opportunities to leverage investments to enhance university goals (i.e., target of opportunity hires) congruent with departmental and college needs.

At the university level, Missy Seate, our research administrator, served on the electronic research administration (eRA) requirements team, and serves on the steering team.

We continue to make gains in the diversity of our faculty and our students. These gains include:

- A 27% increase in African-American T/TT faculty since FY11 (which accounted for 50% of the total growth of African-American faculty across the university over the same period);
- A 15% increase in female faculty since FY11, which brings the proportion of women in our college's T/TT faculty to 46% overall (the university average is 29%);
- Increases in the diversity of our undergraduate students from 20% in FY11 to 26% in FY16
- Increased diversity of graduate students from 19% in FY11 to 22% in FY16.

Goal 5. Enhance local and global engagement through focused strategic partnerships.

College faculty led the highest proportion of all study abroad experiences with two new faculty-led programs this year.

Along with CALS, the college launched an East Africa strategic hub partnership with Makerere University, TASO, and Maama Watali, sending faculty to East Africa with the support of funding from International Affairs. Dean Braden signed the MOU with Makerere University on behalf of the provost in October 2015. Provost seed funding provided new opportunities for faculty research this year.

In addition to successful efforts to recruit underrepresented students participating in study abroad described earlier, increases in our funding level for college study abroad scholarship from \$1000 to \$1500 allow us to continue as the college with the highest scholarship acceptance rate.

The college provided matching funding for international scholarly travel, supplementing OIA and departmental resources.

Additional Issues for Humanities and Social Sciences

We were asked to review an additional list of topics, and elaborate on those most relevant to our college that have had the greatest impact. For humanities and social sciences, those areas include changes in service environment; diversity; instructional program advances; research; fundraising; and recommendations and concerns for the future.

Changes in Service Environment

The college implemented several leadership changes this year:

- Adam Meade returned to the faculty after serving as Department Head of the Department of Psychology this year. Chris Mayhorn was named department head effective July 1, 2017.
- Tony Harrison, who has chaired the Department of English for more than 11 years, announced his plans to retire. Laura Severin will become department head on January 1, 2018.

Diversity: Initiatives and Progress

We continued to dedicate resources to support, enhance and expand diversity in our college and on our campus. Whether through financial support for students, recruitment and retention of

faculty and staff or support for scholarly inquiry, we are dedicated to embracing and expanding diversity. A few examples:

- Each department in our college has created and maintains a diversity recruitment and retention plan for faculty of color. Annual reports highlight their efforts and achievements.
- Our college committee developed recommended strategies to enhance the inclusiveness of classrooms for diverse students. In the coming year, we will invite departments to commit to three strategies their faculty will implement.
- We offer a program designed specifically to recruit high achieving, underrepresented students into pursuing undergraduate and graduate education.
- We meet with every hiring committee before it starts a faculty search to ensure we reach out to diverse candidates, and employ review processes that promote fair and effective practices.
- The fruits of our attention to recruitment and retention of diverse faculty were reported under Goal 4 (continuous improvement).
- We held a staff development workshop on “Professional Development and Advancement” that offered promotional opportunities for SHRA and EHRA non-faculty employees and professional development opportunities on and off campus.

Professor Walt Wolfram, along with NC State’s Language and Life Project, produced a new documentary, *Talking Black in America*. The film premiered on campus this year, reaching thousands of faculty, staff and students, and is being screened widely across the country.

University Distinguished Professor Sylvester Jim Gates, Jr., gave the 2017 College of Humanities and Social Sciences Diversity Lecture on “Equity vs Excellence: A False Dichotomy in Science and Society” to a standing-room-only audience in the Talley Student Union ballroom.

We continued to enhance campus diversity among our faculty, students and leadership. The dean and the college’s Diversity Advisory Committee (DAC) convened a well-attended college town hall where students, faculty, staff and administrators had a conversation and fruitful discussion about the college and campus climate. The DAC followed this up with a list of recommendations to the dean. These will be implemented by department heads in their units in order to enhance inclusiveness among faculty, staff, students and our leadership.

We continued diversity programming for undergraduate and graduate programs and/or students:

- CUBA: Three graduate programs participated in Conscious and Unconscious Bias workshops for graduate admissions committees. Twelve programs have participated over the past three years.
- Graduate Open House/Prospective student program: We had 55 students over two recruitment events; one focused on NC State students interested in graduate school, one focused on area schools.
- Student Diversity Coordinator Joe Johnson engaged in various mentoring activities, including Pack Promise, Student Support Services and TRIO.
- Humanities and Social Sciences Scholars Institute: For our new initiative, the Undergraduate Research Institute, we created a cross-unit team (Dannels, Young, Johnson, Zelna, Banks) to plan for implementation in 2018-2019. The team attended the AACU High Impact Practices Institute at UCLA (2016) and implemented the Scholars Planning Institute to create educational materials for the program in 2017.

Research

The college continues its efforts to promote research and scholarship. To that end, the college is beginning to employ academic analytics to help departments make strategic decisions about promoting research and scholarship.

In last year's meeting with the provost, we discussed how the college's funding trends are positive, but that the distribution of research funding is uneven, with relatively few faculty earning the most external funds. We have undertaken an analysis of the distribution of funding in the college. This analysis of funding from FY12-13 through FY16-17 shows:

- Of the faculty who have been funded in the last five years, 70% are social and behavioral scientists; 30% are humanists.
- 53% of our T/TT faculty have been funded at some point, by some source, in the last five years, including projects in which the faculty have collaborated with projects led in other colleges.
- Some departments have a higher rate of participation in funded research than do others. The highest rates are in Psychology (75% of faculty have external funding) and in Social Work (77%).
- Humanities faculty are less likely to have won external funding for at least two reasons: the relative lack of external funding opportunities in the humanities, and because RADAR may not capture the sorts of funding for which humanists compete, such as fellowships that pay directly to the scholar. We are working to capture data about these awards so as to have a better measure of externally funded support. And we continue to work with humanists to assure them that the college research office can be helpful in identifying and securing support for humanities scholarship.

We will next be looking at academic analytics data to see whether and to what extent our humanists, in particular, are equalling or exceeding national trends in external support in the humanities. We will also use that data to understand how our social and behavioral science disciplines compare with similar disciplines at other institutions, and how investments we make can improve our comparative performance.

Private Sector Fundraising

As of June 15, 2017, the college has raised \$3.68M in new gifts, with 87% of the total creating new endowments. Several endowments were created this year for merit scholarships in areas including philosophy and religious studies, romance languages, Hamilton Scholars, anthropology and others.

In FY15-16 we implemented a strategy to increase giving from current and retired faculty. This strategy met with great success with 15% of our gift total in FY16-17 originating from this group. One such gift supports sociology graduate students accepted to present their research at professional conferences.

On track with last year, 75% of our gifts were in the form of bequests. We expect this trend to continue over the course of the campaign, given the relative youth of our alumni: 79.5% graduated after 1988.

We exceeded our campaign launch goal of \$20M and to date we've raised 64% of our overall goal of \$35M.

Concerns and Recommendations for the Future

As we continue to extend our use of data-informed decision-making, we moved recurring funds from two units with expenditure/SCH funding ratios well above the college average to a unit that lacked sufficient funds to cover T/TT, staff and assistantship salaries. Note that none of our units has recurring funds to cover routine travel, IT or other non-personnel expenditures, and many lack funds to cover NTT salaries as well. Our units “earn” funds to cover those expenses through summer school and flex access DE, which is a challenge as funding gets tighter. We therefore make two recommendations that will enhance data-informed decision-making, and increase the stability of and confidence in funding:

- Continue to improve central data sources so that units can access actual and projected SCH production, directly convert those data into dollar values for enrollment change, disaggregate data within units that have programs that fall within more than one of the twelve cells (e.g., SPIA), and that have distinct programs in the same cell(s) (e.g., Anthropology vs. Sociology BA, MA).
- Convert flex access DE funding to recurring funding, and manage changes in flex access via the same mechanism as recommended by the university’s Resource Allocation Task Force. By treating flex access DE funds differently than other funds (despite the fact they are funded by UNC-GA in exactly the same fashion as other SCHs), the university invites uncertainty (i.e., they are allocated semester by semester) and introduces complexity, inefficiency and inconsistency (i.e., departments must manage two entirely different resource allocation mechanisms, and colleges are bypassed).

We have initiated a space audit across the college, and last year requested an evaluation of space in the Psychology Department by the university architect, which we do not yet have. Although past space audits by the university architect consistently show our college lags behind all others in the proportion of space needs met, we are particularly concerned about Psychology. Currently, we rent space off-campus for three faculty members (Azavedo, Hess, Widman), and the department’s “landlocked” status in Poe appears to offer no relief of crowded conditions. We also note that the bond issue should provide access to Mann Hall, but we are uncertain about the timeframe and expected resources to support renovations, conversion of Caldwell into a high-density Faculty Commons, and more. We therefore make the following recommendations related to space:

- We will finish our internal space audit, and use its findings to drive changes in space allocations among units within the college.
- Meet with the provost’s office to clarify expectations to ensure space continuity for current faculty with off-campus labs.
- Meet with the provost, VCORIED, and the university architect to plan for Page and Mann Hall access, conversions, etc.
- Initiate planning for a University Urban Center that would provide for graduate training, research and engagement in education and human services accessible to vulnerable populations.

Although we are proud that our college has been able to absorb funding reductions (one-time and recurring), and to meet our share of salary increases over the past three years without seeking “clawbacks” from departments and other units, we are concerned about the future. Specifically, changes in undergraduate enrollment and course-taking patterns, potential threats to public (especially federal) and private funding of scholarship and research, and the expectation that our college must fund \$235K in increased data rate costs from ComTech over the next four years

invite uncertainty about resource generation (e.g., SCH-driven funding, federal research dollars), and pessimism regarding unfunded mandates (e.g., higher costs for the data rate passed along to colleges; self-funded salary increases). We therefore recommend:

- Find mechanisms to fund the ComTech data rate costs in ways consistent with other infrastructure (i.e., centrally). Access to the network is a fundamental infrastructure requirement for doing university business. Colleges do not pay other utility costs (e.g., water, electricity, HVAC), so it is puzzling (at best) that these data rate costs should be taken from college budgets, particularly without an oversight committee that considers these increased rates in conjunction with other university-wide funding priorities.
- Fund (or at least match) salary increases from central sources, and continue to target increases that bring productive faculty to the minimum for their rank and discipline. Across-the-board distributions sustain inequities within and between units; therefore, central sources should follow the same principles they direct colleges to use and adopt strategy-driven rather than across-the-board allocation of salary funds.