

Annual Report to the Chancellor 2019 – 2020

Jeffery P. Braden, Dean

August 7, 2020

NC State University's College of Humanities and Social Sciences respectfully submits this annual report covering the 2019-2020 fiscal year to the Office of the Chancellor.

Our college contributed to the university's strategic goals over the last fiscal year. We enhanced the success of students through educational innovation; we created excellence in research and scholarship through investments in faculty and infrastructure; we produced strong interdisciplinary scholarship and research programs that address social challenges; we enhanced our organizational excellence by creating a culture of constant improvement; and we created and sustained 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 2019-2020 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 49 undergraduate research awards ranging over ten units.
- Internships: Courses were offered in ENG, COM, SPIA, SW and PSY.

- Study Abroad: The Travel Scholars pilot program which ran successfully between 2015-2017 continues to shape our approach to Study Abroad. Over the past few years the programming not only increased the number of students of color and first-generation college students going abroad on Humanities and Social Sciences funds, but also increased the number of students of color going abroad at the university overall. When Study Abroad programs are safe to resume, we are committed to continuing to partner with the Study Abroad office on #TravelingWhileBlack events started in our college in 2015. Additionally, we are continuing our pledge to support underrepresented and first-generation students with Getting Started with Study Abroad funds when travel resumes. These provide support for students with high needs. We were pleased to provide these for the fourth consecutive year, increasing the accessibility of study abroad for all our students.
- First-year experience course: We continued to run sections of Humanities and Social Sciences 120 for Spring Connect students, ensuring these students received an introduction to the intellectual diversity of our college similar to what our fall first-year students received.
- Dual degree programs: We continue to provide \$10,000 to the Jefferson Scholars spring trip abroad and college resources, travel support, course and high-impact event support to the Hamilton (PCOM), Franklin (COE) and Jefferson Scholars (CALS) programs.

New Academic Program Development

We continued discussions about a new joint BA/BS degree program with the College of Agriculture and Life Sciences: Food Systems and Society.

Academic Program Reviews

Communication; Foreign Languages and Literatures.

New Academic Initiatives

- PAUSED due to COVID (will resume ideally in 2020-21) Identity Mentoring of Underserved Undergraduate Researchers: We paired four faculty with four students from underserved populations who were participating in undergraduate research. Mentoring focused on creating e-portfolios with signature entries (research poster presentation, elevator speech, resume, etc.). This work was supported in part by a grant from the UNC System.

- Graduate Peer Mentoring Collaborative: Together with the Graduate School, we created a peer-mentoring program for doctoral students in our college that focuses on developing professional skills and competencies important for graduate student success. In 2019-2020, 9 doctoral students across all our five Ph.D. programs received training on mentoring and developed and implemented a peer mentoring needs assessment survey that was sent to all graduate students in the college.

University-Wide Academic Needs/Initiatives, Enrollment Management

Our college has been successful in a strategic enrollment management initiative to support college and university goals for maintaining level enrollments at the undergraduate level and growing enrollments at the master's and doctoral level. To help units focus on undergraduate success, we developed the Enrollment/Scheduling Tool and shared it with the university. The tool 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. The tool was developed to help programs make decisions about what to offer and when. We developed this in 2018-2019 and continued to update and disseminate it in 2019-2020.

Evidence of the success of our enrollment efforts include:

- Induction of the largest number of Spring Connect students (72) at NC State.
- Increases in UG, MR and DR SCHs across the board (majors and non-majors) with the exception of SCHs for MR non-majors, which has decreased minimally.
- Total undergraduate majors (new and continuing) increased in 2019-2020 by 3.5% from 2018-2019.
- Total master's program enrollments (new and continuing) decreased in 2019-2020 by 6% (from 2018-2019).
- Total doctoral program enrollments (new and continuing) remained steady in 2019-2020 as compared to the previous year.

Covid-19 Initiatives to Support Faculty/Student Success

The College of Humanities and Social Sciences initiated an Academic Continuity Mentoring Program during the spring/summer of 2020. The goal was to provide varying degrees of continuity mentoring from novice to more advanced (in terms of course-based needs); generalized to more personalized (in terms of faculty needs); and just-in-time to more sustained (in terms of planning needs). The college supported

(through additional compensation) 12 faculty mentors with expertise in online instruction to provide the following peer mentoring:

- **Academic Continuity General Workshops:** We facilitated four general workshops (May 11-12) to get faculty engaged in general topics related to course continuity.
- **Google Hangout Room: Fall 2020 Academic Continuity:** Initiated in spring and continued, this space enabled mentors to post ideas, articles and tips. Faculty joined to ask questions and get just-in-time advice.
- **No Lone Wolves Learning Circles:** Academic Continuity Mentors planned for and facilitated 15 sessions, held in June; each categorized in one of the following general areas of focus:
 - Building an Online Class: Sessions focused on course design, course assignments, and balancing synchronous/asynchronous instruction.
 - Teaching an Online Class: Sessions focused on managing course interactions, building communities and navigating participations in online teaching settings.
 - Assessing an Online Class: Sessions focused on various mechanisms for evaluation, assessment and feedback in online instruction.
 - Agenda and details:
 - Each was 45-minutes long, followed by an optional 15 minute Q&A.
 - Each included a one-page handout with tips from mentors and links to online resources; when available, relevant campus partners attended to answer questions.
- **Academic Continuity Peer Mentoring Team:** Faculty will be invited to be placed in a Academic Continuity Peer Mentoring Team, facilitated by a Continuity Mentor. Continuity Mentors will provide individualized help on continuity plans for Fall 2020. Each mentor will be paired with 3-5 faculty.

Enhance Brand Awareness and Support the NC State Experience

The college completed a number of projects to support these objectives, including:

- A [new college website](#), created and launched after conducting a comprehensive audit of our existing site, user research, content updates and usability testing.
- A greatly increased social media presence, and several new features, including a [Wolfpack Writers](#) and [student takeover](#) series on Instagram. From August 2019 to August 2020, our Instagram followers increased by 33% while our followers on Instagram, Facebook and Twitter jumped by 12%.

- A [digital magazine](#) and numerous e-newsletters for targeted audiences, including newsletters for Communication (for students and for faculty); Philosophy and Religious Studies (for students, faculty, alumni); Political Science (for students, faculty); Social Work (for alumni); MALS (for alumni, students); and History (for alumni, students, faculty).
- A strategic email campaign to admitted students, which aimed to increase enrollment yields and better inform this audience about our offerings. The campaign included 10 segmented emails from our department heads to students.
- Three new videos in our "How I Think and Do" series in 2019-20 to increase awareness about our college's offerings and value. We also used them as a tool for student recruitment:
 - [-Cadwell Turnbull \(M.A. in English; MFA '15\)](#)
 - [-Brett Walsh \(Criminology '07\)](#)
 - [-Beth Villena \(BSW '89\)](#)
- Seven new videos that highlight the impact of giving on students' lives and experiences. This project involved working with students in an undergraduate video production class, who conducted all the interviews and created the videos:
 - [-Hannah Chaya; Hannah Chaya \(full version\)](#)
 - [-Melody Hunter-Pillion; Melody Hunter-Pillion \(full version\)](#)
 - [-Val Mera; Val Mera \(full version\)](#)
 - [-Austin Panameno](#)

Goal 2. Enhance Scholarship and Research by Investing in Faculty and Infrastructure

Investments in Faculty

The college continued to invest strategically in our faculty during 2019-2020:

- We welcomed 10 new members to the tenured/tenure track (T/TT) faculty.
- We had 216 T/TT faculty, which is slightly ahead of where we were ten years ago (212, or a 2% increase).
- We had 170 professional-track faculty members, exactly the same number as we had in 2010-2011.

Investments in Interdisciplinary Leadership

We continued as strong advocates for our disciplines in ways that advance visibility and collaboration.

- We maintained institutional memberships in the Consortium of Social Science Organizations (COSSA) and the National Humanities Alliance (NHA). As a part of these memberships, members of the college participated in activities led by NHA and COSSA in Spring 2020. NHA participation was in-person, and included visits to North Carolina’s Congressional delegation. The COSSA advocacy day moved to a “virtual” event due to the COVID pandemic, and we shared our knowledge and our desire to be helpful during this extraordinary period with key congressional staff members. These activities were fruitful in helping North Carolina’s congressional delegation understand and support our work, and also assuming a national leadership role in humanities and social sciences advocacy.
- We invested in institutional memberships and support for scholarly organizations that improve our faculty’s productivity, including The Folger Institute, the Triangle Institute for Security Studies (TISS), and numerous seminars and study groups in cooperation with UNC-CH and Duke.
- We were intentional in creating opportunities to bring together faculty from different disciplines and colleges. We held a joint faculty meeting with the Poole College of Management in the fall of 2019, where we shared mutual interests and developed ideas for ongoing collaboration.

Investments in Extramural Funding

The college continued to support and advance scholarship and research within the college.

- In FY 2019-2020 we received \$9.88M in external research funds, according to RADAR data, an increase of 23.7% from FY 2018-2019. This is the largest one-year total funding in the last ten years (even when adjusted for inflation). This marks the second consecutive year in which we have exceeded our best-ever year for sponsored projects.
- At 76, the number of projects awarded is down slightly from the prior fiscal year. The *proposal* volume — 86 proposals with a value of \$23M — is up 2.1% in dollar value, and up 2.4% in the number of proposals over the prior fiscal year. While growth in proposal volume has been modest in recent years, we are also experiencing a higher rate of success in grant awards. We interpret these data to

suggest our faculty are improving the quality and competitiveness of their proposals. It is also noteworthy that many of these proposals were submitted during the unusual conditions created by the COVID pandemic.

- Contract and grant expenditures were \$6.5M, a decline of 10% from the prior fiscal year. We believe the disruption to research caused by the COVID pandemic caused this decline. Faculty were unable to travel in support of research or to present findings, and progress on projects overall may have slowed as faculty attention turned to moving courses to online instruction and suspended in-person research.
- We supported four research projects through the Faculty Research and Professional Development (FRPD) program. These projects are direct investments in faculty scholarship (e.g., funding pilot studies; supporting faculty access to archives) that lead to competitive proposals for extramural research, prestigious fellowships, books and more.

Selected Faculty Achievements and Awards

- Walt Wolfram (English) was inducted into the American Academy of Arts and Sciences, becoming the first faculty member in our college to be so recognized.
- Kelly Lynn Mulvey (Psychology) was awarded an NSF Early Career (CAREER) grant. She is, to our knowledge, the first faculty member in our college to win this prestigious funding.
- Eight faculty members were promoted from assistant professor to associate professor. Six faculty were promoted from associate professor to professor.
- Three faculty members were named University Faculty Scholars: Jeff Mielke (English), Shevaun Neupert (Psychology), and Lynsey Romo (Communication).
- The college recognized Adriana de Souza e Silva (Communication) with the college's Outstanding Research Award.
- Jennifer Kuzma was elected to the Research Leadership Academy, and was awarded the Alumni Association Outstanding Research Award.
- Victoria Gallagher (Communication) won the Alexander Quarles Holladay Medal for Excellence.
- Three of our faculty received the Alumni Association Outstanding Teacher Award and were inducted into the NC State Academy of Outstanding Teachers: Marc Dudley, associate professor of English; John Millhauser, assistant professor of anthropology; and Stephen Puryear, associate professor of philosophy.

- Amy Halberstadt, professor of psychology, and James Kiwanuka-Tondo, associate professor of communication, won the college's Outstanding Graduate Professor Award.
- Gary Comstock, professor of philosophy, won the Alumni Distinguished Undergraduate Professor Award.
- Jodi Hall, associate professor of social work, and Jason Miller, professor of English, won the Alumni Outstanding Extension and Outreach Award and were inducted in the Academy of Outstanding Faculty in Extension and Engagement. They were two of only three faculty members across campus to earn this honor this year.
- Shevaun Neupert, professor of psychology, was nominated for the Board of Governors Outstanding Teaching Award.
- RaJade Berry-James (Public Administration) was named a fellow of the National Academy of Public Administration.
- Rupert Nacoste (Psychology) won the Society for the Psychological Study of Social Issues (SPSSI) Award for Outstanding Teaching and Mentoring.
- Two humanities faculty were awarded very competitive NEH summer salary grants for summer 2020: Grant Bollmer (Communication) and Tim Stinson (History).

Goal 3. Enhance Interdisciplinary Scholarship to Address the Grand Challenges of Society

Collaboration in Campus Initiatives

Faculty continued to create, lead and participate in the following initiatives and programs:

- The multi-university Consortium for Nonproliferation Enabling Capabilities.
- Chancellor's Faculty Excellence Program clusters: Genetic Engineering and Society (cluster and center); Digital Transformation of Education; Leadership in Public Science; Visual Narrative; Global WaSH; and Sustainable Energy.
- The Behavioral Health Group, led by psychology faculty and open to all faculty and graduate students at NC State, whose 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."

- NC State's *Arts Now* series: we were able to support two performances during the COVID-shortened year.

Public Scholarship

We sustained intellectual leadership in such ways as:

- In conjunction with the Friends of the Library and the Genetic Engineering and Society Center, we supported "An Evening with Margaret Atwood" in November 2019. This was a Lightning Rod event; such events are events of broad importance to the campus community and the region as a whole.
- In February 2020, the Science, Technology and Society program hosted the 2020 Rolf Buchdahl lecture on Science, Technology and Human Values. Dr. Zeynep Tufekci, a nationally renowned scholar of the impact of social networks and the threat of unchecked data collection from the University of North Carolina at Chapel Hill, gave a talk titled, "Our Attention Should Not Be For Sale."

Goal 4. Enhance Organizational Excellence by Creating a Culture of Constant Improvement

College Leadership

The college is committed to evaluating and improving its leadership. We completed a successful five-year review of Associate Dean Deanna Dannels this past year.

Academic Programs

Our efforts to improve and enhance our academic programs include the following college initiatives — that is, in addition to reviews scheduled by the Graduate School and DASA:

- Our Department of Social Work was renamed the School of Social Work to better reflect its status in educating professionals at the undergraduate and graduate levels.
- We worked with departments to understand and proactively prepare for the new UNC System Office regulation on IB and credit. We developed a college-level plan for adhering to this policy and for communicating potential impacts, academically and financially.

- We reviewed the interdisciplinary, interdepartmental Sociolinguistics Concentration in the Sociology Ph.D. program as part of the Sociology/Anthropology department review, and based on recommendations, initiated the discontinuation of the concentration.
- We received approval for the proposal to discontinue ENG 105 and replace it with ENG 202, to be implemented Fall 2020.

Goal 5. Enhance Local and Global Engagement Through Focused Strategic Partnerships

Local Partnerships

Our college continued to lead in engagement, outreach and development of local partnerships, including the following:

- Our Institute for Nonprofits concluded the second year of its Social Innovations Fellows program that partners students with nonprofits and businesses that aim to solve social challenges in communities. A brain trust composed of local entrepreneurs, community leaders and subject-matter experts mentors the students. This year, the fellows engaged in five projects that identified problems and developed innovative solutions with tangible social benefits. The program won a 2020 Sustainability Award (Department award) from the NC State Sustainability Council.
- Sarah Desmarais, CFACE Director, worked with Wake County to support bail reform efforts. This partnership is ongoing.
- Psychology professor Mary Haskett continued her work on understanding and addressing food and shelter insecurity among NC State students, resulting in a paper published with colleagues in the *Journal of College Student Development* in January 2020.
- Kwesi Brookins, Associate Professor of Psychology and Africana Studies led the Wake Community-University Partnership (WakeCUP), a Memorandum of Understanding approved by the Wake County Commissioners, in which NC State partners with Social + Economic Vitality (SEV), an office within Wake County Human Services. WakeCUP includes interdisciplinary and cross-college initiatives. In 2019-20, our college's participation included:
 - **Grassroots Nonprofit Leadership Academy (GNLA).** During 2019-20, the first cohort of graduates of the GNLA met to plan the program for the next cohort scheduled for the 2020-21 fiscal year.

- WakeCP and The SEV have begun working with a co-working organization to house space and services for local nonprofits in SE Raleigh.
- **Empowering Entrepreneurs and Seeding Innovation (EEASI).** WakeCUP is developing an evaluation of the Adult and Youth cohort programs under this initiative. This was begun in 2019-20 and will be implemented in the summer and fall of 2020.
- **Crosby Advocacy Group (CAG) Action Teams** are citizen-involved working groups that develop strategies and programs in Community Leadership, Training for Upward Mobility, and Racial Equity and Social Justice. This effort was supported by Dr. Brookins' PSY 753 course, Principles and Practices of Ecological-Community Psychology
- **The Community Engagement Toolkit.** In partnership with the Community Leadership Action Team, WakeCUP has embarked upon a project whose purpose is to Co-develop, along with community partners, a community engagement toolkit to support the Wake Community-University Partnership.

Global Partnerships

During the past academic year, the college extended its leadership in global partnerships:

- College faculty sponsor the highest proportion of all study abroad experiences.
- In addition to successful efforts to recruit underrepresented students participating in study abroad described earlier, increases in our funding level for college study abroad scholarships from \$1000 to \$1500 allowed us to continue as the college with the highest scholarship acceptance rate for the sixth year running.

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 with the greatest impact. For humanities and social sciences, those areas include changes in service environment, diversity, fundraising, and recommendations and concerns for the future.

Changes in Service Environment

The college implemented several leadership changes this year:

- Kwesi Brookins, associate professor of psychology, became interim director of the Center for Family and Community Engagement while its director, Sarah Desmarais, went on scholarly reassignment for the fall 2020 semester.
- D. Troy Case became the head of the Department of Sociology and Anthropology, effective July 1, 2020. He takes over from Bill Smith, who served as chair from 2013 to 2020.
- Susanna Lee was named as the college's interim assistant dean of diversity and inclusion for the fall 2020 semester while Juliana Nfah-Abbenyi is on scholarly leave.
- Mark Nance will lead the MIS program in the School of Public and International Affairs; Heidi Hobbs is returning to faculty.
- Jason Delborne, a faculty member from the College of Natural Resources, will serve as interim director of the Science, Technology and Society program. Matthew Booker, who most recently directed the STS program, is serving as vice president for scholarly programs at the National Humanities Center.
- Traciel Reid served as interim director of the Institute for Nonprofits.

Diversity: Initiatives and Progress

We continued to dedicate resources to support, enhance and expand diversity in our college and on our campus through recruitment and retention of diverse students, faculty and staff. A few examples:

- The dean and the college's Diversity Advisory Committee (DAC) planned to convene another college town hall where students, faculty, staff and administrators would follow up conversations from last year's town hall. The event was cancelled due to the COVID-19 lockdown.
- Each department in our college has created and maintains a diversity recruitment and retention plan for faculty of color. Annual reports continue to highlight their efforts and achievements. Our college committee developed recommended strategies to enhance the inclusiveness of classrooms for diverse students. At the request of the dean, faculty in each department selected and began implementing three strategies to make their classrooms more inclusive.
- 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.
- Of the nine tenure track faculty and one executive director who joined us in 2019, eight were women, and two of the women were members of an underrepresented group.
- We held a college-wide professional development and advancement workshop for SHRA and EHRA non-faculty employees with presentations on “Wellness Opportunities” and “Partnering with the Community.”

Benchmarks for success in our diversity efforts include the following positive outcomes:

- We increased the proportion of female T/TT faculty since 2010-11 (from 41% to 48%), and doubled the proportion of T/TT faculty who are members of under-represented minorities in that same period, from 8% to 18%.
- We slightly increased the proportion of female undergraduates over the past eleven years (63% to 65%), and increased the proportion of students who identify as members of under-represented students (from 20% to 27%).
- For the eleventh consecutive year, the Office of Multicultural Student Affairs recognized us with an Outstanding College Performance Award for diversity in its incoming first-year students. The proportion of females and underrepresented students among our undergraduate and graduate students and our faculty exceeds the university average.
- Members of our college earned Chancellor’s Recognition in the areas of faculty, staff and student awards.

Related to student diversity initiatives, we continued diversity programming for undergraduate and graduate programs and/or students.

- CUBA: Four graduate programs participated in Conscious and Unconscious Bias Awareness workshops for graduate admissions committees.
- Student Diversity Coordinator Joe Johnson served as a member of the newly established *NC State Committee on Diversity and Inclusiveness in Graduate Education* and co-hosted several programs during spring and summer for incoming and returning students.
- Johnson engaged in mentoring activities that included Pack Promise, TRIO Student Support Services and Enrollment Management College Access Summer Programs.
- Johnson represented the college on several university diversity committees and councils: University Diversity Advisory Committee, American Indian Advisory Council, African American Coordinating Committee. These initiatives promote

campus diversity by providing forums for students, faculty, staff and other stakeholders to anticipate and respond to the challenges of campus and community life.

- Retention initiatives: We established three workshops (goal setting, educational resources, mentoring) for students whose GPA was below 2.0. These workshops occur each semester. Johnson also represented the college as a member of the university's Cares Team that supports students in crisis or who are identified as exhibiting concerning or worrisome behaviors.

Private Sector Fundraising

The college continued to increase private funding despite challenges related to staffing and COVID-19 during 2019-2020:

- The college raised \$1.7M, primarily for the creation of new endowments. All new gifts support the college's fundraising priorities, including high-impact experiences for undergraduates (internships, study abroad and undergraduate research); graduate student support; and our Dean's Scholars program (merit scholarships for freshmen).
- We continued to track on target to reach our campaign goal of \$35M, with \$2.9M remaining to be raised; our focus is on reaching our goal by June 30, 2021, when Dean Braden returns to faculty.
- A number of our gift discussions with donors were stalled by the uncertainty of COVID-19 during the final quarter of FY '20; we anticipate closing most of these gifts during FY '21.
- The college focused our fundraising efforts for the final quarter of FY '20 on the Student Emergency Fund. We had an outstanding participation rate from faculty, staff and Dean's Board members. Along with the cancellation of Day of Giving, focusing on SEF fundraising reduced total unrestricted funds that traditionally flow to the College's Excellence Fund.
- Going into FY '21 we are fully staffed, having been down both of our frontline fundraisers for most of FY '20.

Concerns and Recommendations for the Future

The dean of the college will return to faculty in July of 2021. His focus during the time he has remaining is to address structural issues within the college, rather than initiate new strategic directions. In other words, he wants to leave the college on a solid foundation to allow the new dean to focus on strategic issues aligned with the university's new

strategic plan. Three structural issues should be addressed prior to July 2021 to allow the university to recruit a top-flight candidate to sustain the college's momentum.

Space: The architect's office completed an audit of the space needs for the college with a focus on the Department of Psychology. Overall, our college is more than 20,000 square feet short of the space it is projected to need, and the Department of Psychology is more than 10,000 square feet short of its needs. As one of the most rapidly growing departments on the campus (it has more than 900 majors and 300 minors; more than 100 doctoral students; and accounts for nearly half of the college's extramural funding), it needs space, but is landlocked on the two upper floors of Poe Hall. Ensuring Psychology receives space when Engineering moves to Centennial Campus is the college's top priority. A secondary priority is to ensure the college obtains space that would allow the college to consolidate deans functions (academic affairs, research, communication, development, business services) in a common location from the four buildings where personnel are currently placed. We are earmarked for space in Page Hall for this purpose, but have concerns that our share of the space we were initially allocated is shrinking, and may therefore be inadequate for our needs.

Enrollment and T/TT faculty funding: The pandemic has created uncertainty regarding state funding and possible budget reversions or reductions. As a result, faculty searches for this coming year will be fewer overall, and will emphasize professional track hires where possible, to leave larger reserves for anticipated reversions and/or reductions in the current and next fiscal years. Additional concerns for funding T/TT faculty are created by mandatory increases in payments to university information technology, and the expectation that the college set aside reserves for self-funded increases. Currently, the funds freed up through resignations and retirements are the most reliable source for faculty and IT funding; self-funded increases and increased costs for IT diminish the funds available to hire or replace T/TT faculty.

Faculty salaries and student stipends: We were pleased that, with the provost's help, we were able to bring all of our professional track faculty to minimum compensation levels adopted across the university this past year. These minimum levels also apply to per course rates commensurate with FTEs. We also brought high-performing T/TT faculty who were below minimum compensation levels for their disciplines and ranks to minimum levels (or as close to those levels as allowed by university and system policies).

We partnered with the Graduate School to develop metrics to determine whether student stipends are competitive and/or provide a living wage. The application of those metrics to our college revealed a substantial gap, with no program providing either a competitive stipend or a living wage. We do not have a solution for closing the gap, but

we at least have clear methodologies for defining the scope of the problem, and for tracking our progress toward resolving it. We presented our methods and findings to the Deans Council in August 2020, and made the case that closing the gap should be part of our college and our campus commitment to reducing institutional inequities and building food and shelter security among our graduate students.