

Annual Report to the Chancellor 2020-2021

Jeffery P. Braden, Dean

June 30, 2021

NC State University's College of Humanities and Social Sciences respectfully submits this annual report covering the 2020-2021 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. Due to COVID, for the most part new initiatives were paused, and the focus was on sustaining academic continuity and adapting current initiatives to the virtual format.

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 2020-2021 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 44 undergraduate research awards ranging over ten units.
- Internships: Courses were offered in ENG, COM, SPIA, SW and PSY.
- Study Abroad: During the spring 2021 semester we hosted, in partnership with the Study Abroad office, our first virtual #TravelingWhileBlack event. #TravelingWhileBlack, which started in our college in 2015, was a programming component of the Travel Scholars pilot program which ran successfully between 2015-2017, and continues to shape our approach to Study Abroad. The pilot program 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 travel resumes in the 21-22 year, we are continuing our pledge to support underrepresented and first-generation students with Getting Started with Study Abroad funds . These provide support for students with high needs, increasing the accessibility of study abroad for all our students.

- First-year experience course: We continued to run small 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: As travel resumes and face to face events can take place we will return to providing support 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) dual degree programs.
- Student Ambassadors: Ambassadors transitioned to online support. We held four ambassador panels for prospective students, used panels during Wolfpack Welcome Weeks in August and January, and had two panels during the college's visiting weeks for admitted first-year students in February and April. Ambassadors also participated virtually in University Open House, in the college's Park Scholars information session, and in all six of the Spring Experience NC State sessions for admitted first-year students. Additionally, ambassadors held some one-on-one email/Zoom meetings with prospective/admitted students, and helped to review the CHASS Council Abraham Holtzman scholarship applications.

New Academic Program Development

We continued discussions about a new BA/BS concentration in Interdisciplinary Studies with the College of Agriculture and Life Sciences: Food Systems and Society. We began implementation of curricular paperwork and infrastructure to support this new concentration, with a goal to launch it 2021-2022.

New Academic Initiatives

- 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 2020-2021, seven 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.
- College-wide Graduate Research Symposium: The college hosted its first virtual graduate research symposium, which brought together 23 presenters from seven departments. A team of graduate program directors judged submissions and the college honored four students (2 from humanities, 2 from social sciences) at a public event where they presented their research.

Enhance Brand Awareness and Support the NC State Experience

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

- Publishing two issues of our alumni [digital magazine](#); launching a [monthly college e-newsletter](#); publishing a wall calendar as a thank you to donors that told stories of the impact of their gifts; and partnering with a number of our departments to develop internal and external newsletters. Those units included Communication; CRDM; English; Philosophy and Religious Studies; MALS; the School of Public and International Affairs; and Sociology and Anthropology.
- Developing and launching a plan to transition all our department and program websites to a new WordPress-based system that's integrated with and supported by University Communications and Marketing. This multi-year project involves partners in each department and unit and requires thoughtful, strategic planning and implementation. Projects completed in the past year include the main college website, college intranet, Sociology and Anthropology website and the Social Innovation and Entrepreneurship site.
- Creating and launching a new, integrated college-wide faculty/staff directory.
- Transitioning to and promoting a new calendar system that is integrated with the university's calendar.
- Continuing to build our social media presence, using features such as [Wolfpack Writers](#).
- Conducting a strategic email campaign for admitted students, which aimed to increase enrollment yields and better inform this audience about our offerings. The campaign included 10 department-segmented emails, which had open rates ranging from 55-71%.
- Coordinating strategic advertising and digital communications campaigns for 12 graduate degree programs. Highlights include 15-80% increases in web traffic and upward of 50% increases in applications.
- Supporting the academic affairs staff's transition to remote recruitment as well as student orientation by providing digital assets for what the staff previously delivered in person.
- Publishing regular editorial content that helps inform and update our primary audiences about academic outcomes, experiences and resources. This includes [highlighting outstanding alumni](#) and showcasing our faculty's expertise.

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 2020-2021:

- We welcomed ten new members to the tenured/tenure track (T/TT) faculty.
- We had 225 T/TT faculty, which is slightly ahead of where we were ten years ago (212, or a 6% increase).

- We had 174 professional-track faculty members (FTE), four more than 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 advocacy activities led by NHA and COSSA in Spring 2021. The NHA's and COSSA's annual advocacy days were "virtual" events 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.

Investments in Extramural Funding

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

- In FY 2020-2021 we received \$5.5 M in external research funds, according to RADAR data, a decrease of 43% from FY 2019-2020. It is noteworthy that 2019-20 was our best year ever for external funding, so some decline may be expected, although not to this extent. It is noteworthy that we have landed 74 awards this year—one fewer than in the prior year. So part of this decline may be attributed to the significantly smaller average award in this fiscal year: approximately \$74,000, compared to \$128,500 in the prior year. This may reflect funders' budget constraints during COVID.
- This year's *proposal* volume — 79 proposals with a value of \$40M — is up 74% in dollar value, but is down 6% in the number of proposals over the prior fiscal year.
- Contract and grant expenditures were \$6M, a decline of about 7% from the prior fiscal year. We believe the disruption to research caused by the COVID pandemic caused this decline in spending. 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 in the fall semester. This decline in expenditures was proportionally less than what we experienced last year, and with research activity resuming, travel restrictions loosening, and with more on-campus research activity, we hope to see expenditures increase in FY 2021-22.
- We supported five 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

- Veljko Dublevic (Philosophy and Religious Studies) was awarded an NSF Early Career (CAREER) grant. He is the second faculty member in our college to win this prestigious funding, following the first CAREER award being awarded in 2019-20.
- Eight faculty members were promoted from assistant professor to associate professor. Six faculty were promoted from associate professor to professor.
- Four faculty members were named University Faculty Scholars: Jason Coupet (Public Administration), Huling Ding (English), Elan Hope (Psychology), and Kelly Lynn Mulvey (Psychology).
- Tim Stinson (English) was awarded a National Humanities Center Fellowship that he will take during the 2021-22 academic year.
- Julia Rudolph (History) was named a Guggenheim Fellow.
- The college recognized Laura Widman (Psychology) and Thomas Shriver (Sociology and Anthropology) with the college's Outstanding Social Scientist award in recognition of their excellence in research.
- Three of our faculty received the Alumni Association Outstanding Teacher Award and were inducted into the NC State Academy of Outstanding Teachers: Christopher Galik, associate professor of Public Administration; Dru McGill, assistant professor of anthropology; and Anne McLaughlin, professor of psychology.
- Stephen Wiley, associate professor of communication, won the university's Alumni Association Distinguished Graduate Professor Award, while Shevaun Neupert, professor of psychology, won the college's Outstanding Graduate Professor Award.
- Marina Bykova, professor of philosophy, was nominated for the Alumni Distinguished Undergraduate Professor Award.
- Bruce McDonald (Public Administration, SPIA) and Keiko Ueda (Foreign Languages and Literatures) were winners of the university's Outstanding Engagement Award.
- Shevaun Neupert, professor of psychology, was nominated for the Board of Governors Outstanding Teaching Award.
- Victoria Gallagher, professor of communication, won the NC State Outstanding Graduate Faculty Mentoring Award.

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:

- 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, continues its work as an exemplary interdisciplinary collaboration that seeks “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.”
- Adapting to the virtual format, Arts Now hosted three virtual lectures with nationally acclaimed artists in the 2020-2021 year.

Public Scholarship

We sustained intellectual leadership in such ways as:

- In February 2021, the Science, Technology and Society program hosted the 2021 Rolf Buchdahl lecture on Science, Technology and Human Values with guest lecturer Kimberly TallBear, a nationally renowned scholar of indigenous science and technology. TallBear is associate professor of native studies at the University of Alberta and Canada research chair in Indigenous peoples, technoscience and environment. She gave a well-attended virtual talk titled, “Indigenous STS, Governance and Decolonization.” The Genetic Engineering and Society Center partnered on the event to provide logistical support.

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

Academic Continuity

This year there was a focus on academic continuity, with an effort to provide continuity mentoring for faculty and graduate teaching assistants. Our 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). Academic Affairs implemented the following types of continuity mentoring:

- Academic Continuity General Workshops: We facilitated several general workshops to get faculty engaged in general topics related to course continuity.
- Google Hangout Room: Fall 2020 academic continuity: Intended for mentors to post ideas, articles, and tips. Faculty invited to join to ask questions and get just-in-time advice.
- No Lone Wolves Learning Circles: 12 academic continuity mentors facilitated 15 sessions prior to Fall 2020; 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.
- Academic Continuity Peer Mentoring Team: Faculty were invited to be placed in an academic continuity peer mentoring team, facilitated by a continuity mentor. Continuity mentors provided individualized help on continuity plans for Fall 2020. Each mentor was paired with three to five faculty.

Anti-Racism Audits

Our major improvement initiative this year was a college-wide audit to identify ways in which we sustain racism. Each department audited their own unit and developed a draft report to share with our college's Diversity Action Committee. The DAC reviewed the audits, provided feedback, and then faculty in each department finalized their reports and submitted them to the college in February. Dozens of policies, practices and procedures were identified for action (e.g., developing diversity recruitment plans for students and staff; eliminating test score requirements for graduate programs; revising/restructuring courses and creating new course offerings). In addition, two major initiatives (funded by generous current-use and endowment gifts from private donors) grew out of our efforts:

- Two student programs addressing inequality of opportunity for students of color: The Impact Scholars program seeks to provide high impact practices to underrepresented groups by pairing undergraduate research mentorship with another high-impact practice (e.g., study abroad, internship). The Scholars Network program invites all first-year students self-identifying as Black to join the network, which offers mentorship, personal development, goal setting and other supports to Black students in our college.
- A campus-wide research symposium focused on the scholarship of equity. This symposium will occur in the 2021-2022 academic year, but took shape and was a direct outcome of our DAC's diversity audit process.

Our audit was supported almost entirely through existing resources (allocation of time/effort), but was initiated with a modest investment in an external facilitator for our 2020 August leadership retreat. The audit reports provide a blueprint for future actions over the next few years.

College Leadership

After 13 years as dean of Humanities and Social Sciences, Jeff Braden will return to the Department of Psychology on July 1, 2021. The college celebrated Dean Braden in June through a series of events honoring his contributions and legacy.

The provost's office conducted a national search for a new dean, and announced in April that Deanna Dannels, professor of communication, will be the college's next dean, effective July 1. Dannels has more than 20 years of service to the university; since 2015, she has served as the college's associate dean of academic affairs.

Associate Dean Tom Birkland was due for his five-year review this year. Due to the pandemic and in light of the appointment of a new dean, Birkland's review was postponed to Fall 2021.

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:

- 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, an office within Wake County Human Services. WakeCUP includes interdisciplinary and cross-college initiatives. In 2020-21, our college's participation included:
 - Empowering Entrepreneurs and Seeding Innovation. WakeCUP completed an evaluation for this Adult and Youth entrepreneurial development program.
 - Crosby Advocacy Group Action Teams are citizen-involved working groups that develop strategies and programs focused on Community Leadership, Training for Upward Mobility, and Racial Equity and Social Justice..
 - WakeCUP is working with a local community organization to design a plan for converting the Top Green Community Center into a local African American Cultural Center.
 - CFACE partnered with community organizations to submit a proposal to the Kellogg Foundation focused on making Wake County the most equitable county in the country.
 - Southeast Raleigh Community Collaboration. In partnership with the Community Leadership Action Team, WakeCUP facilitated a steering group composed of community members to develop strategies and initiatives to honor the history, culture, and people of Black SE Raleigh. Several initiatives will be implemented beginning in August 2021.
- CFACE Family-Centered Practice training team: Training team members routinely engaged community, family and youth partners throughout North Carolina. The team delivered 52 online training events on a wide range of topics to approximately 800 participants.

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 director of the Center for Family and Community Engagement in January 2021.
- We dissolved the Institute for Nonprofits as an organizational entity. We reassigned the Social Entrepreneurship Initiative to our Office of Research and Engagement, and the nonprofit minor to an academic department (Public Administration) to sustain the institute's most successful features. We reassigned all permanent employees to better support the broader mission of the college.
- We conducted a successful dean search as Dean Braden returns to faculty on July 1, 2021. Deanna Dannels will assume leadership of the college at that time.

Diversity: Initiatives and Progress

Following Chancellor Woodson's July 31, 2020, memo on racial equity to the NC State Community, we have continued to dedicate ourselves to furthering racial equity in our college and the NC State community:

- The dean convened the CHASS annual leadership team retreat with a single focus on racism. At the end of the retreat, the leadership team committed to creating structures for ongoing actions.
- As a result, the dean asked all academic units to conduct a racism audit to "identify institutional policies, practices, or principles that either sustain institutional racism/white privilege, or that interfere with our ability to be actively anti-racist."
- Discussions in the units included current demographics, URM faculty, attracting/retaining underrepresented students, anti-racist curriculum development, practices and policies that sustain racism.
- Academic units submitted audits to the CHASS Diversity Action Committee (DAC). The DAC reviewed draft audits and provided feedback.
- Revised audits and final reports include adopted action items.
- The DAC has provided suggested strategies to promote anti-racism to all academic units. These offer examples of some best practices and strategies to promote anti-racism in our (inter)actions, in our teaching and research practices taken from the final reports.
- At the dean's request, each department will select and begin implementing three strategies from the DAC's Suggested Strategies.
- CHASS will sponsor a university-wide equity scholarship event, with confirmed participation from other colleges, that will bring together faculty and graduate students from across our campus who have active scholarly programs with a strong equity focus.
- For the third time in five years, CHASS won the 2021 Chancellor's Creating Community Award in the College, Organization or Unit category.

Faculty and Staff Recruitment/Retention

- For the fifth consecutive year, the proportion of T/TT underrepresented minority faculty grew within the college to reach an all-time high of 19.4%.
- The number of Black T/TT faculty increased by three over the past year, and by 41% over the past four years.
- The proportion of T/TT female faculty remained at 48.3%, while the proportion of female professional faculty grew slightly to 60.7%.
- Two thirds of the T/TT faculty joining us in fall of 2020, 40% were faculty of color and 70% were female.
- The proportion of our T/TT faculty has increased from FY11 in the proportion of females (+18%) and underrepresented minorities (+84%) despite a slight overall decrease in faculty numbers (-2%). Our professional faculty were unchanged in gender composition, but the proportion of underrepresented minorities increased by 54% over FY11 proportions.

Student Recruitment/Retention

- Compared to FY11 data, the proportion of underrepresented undergraduate students increased by 46%, and our proportion of female students increased by 10% despite an overall decrease in students enrolled (-9%).
- Compared to FY11 data, the proportion of underrepresented graduate students increased by 36%, and our proportion of female students increased by 1% despite a slight decrease in students enrolled (-2%).
- Most importantly, these increases were also seen in the proportion of baccalaureate and graduate degrees awarded to students compared to FY11.
- For the twelfth 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.

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

- Our student diversity coordinator established *The College Diversity Advocates*, a student group for undergraduate and graduate students who are passionate about creating an inclusive and welcoming college community.
- CUBA: one graduate program 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 campus Black Male Engagement Collaborative which hosted several programs during spring and summer for incoming and returning students undergraduate and graduate students.

- Johnson engaged in mentoring activities that included Pack Promise, TRIO Student Support Services, University Housing Native Space and Black Male Initiative 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, Black Males Engagement Collaborative, Graduate School Diversity, Equity and Inclusion 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 reached our campaign goal of \$35M in January. Our total as of June 30 is \$37.5M, timed with Dean Braden's return to faculty.

- The college raised a total of \$5.34M in FY'21, our highest single year of the Think and Do the Extraordinary Campaign.
- Following Dean Braden's lead, the development team focused on raising endowment support to serve our underrepresented students. Donor gifts include endowments totalling \$660,000 for High Impact Experiences for underrepresented students and an additional \$415,000 to fund the college's newly created Scholars Network to recruit and retain our Black students.
- A new gift of \$1M in support of our Creative Writing Program was made in honor of Dean Braden's service to the university.
- The college had a very successful Day of Giving, doubling our number of donors from FY'20 and tripling our total contributions.

Concerns and Recommendations for the Future

The dean of the college attempted to address three structural issues this year.

Space: The college made limited progress on its severe space shortage. Disbanding the Institute for Nonprofits freed up enough space to move our college's Office of Research and Engagement into Hunt Library pending its ultimate move to Page Hall. This helped us reduce lease costs for the year. However, our structural deficit has yet to be addressed. According to the university architect, our college is more than 20,000 square feet short of the space it is projected to need; 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 1,000 majors and 450 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 space vacated by Engineering is refurbished remains the college's top priority.

Enrollment and T/TT faculty funding: The pandemic created uncertainty regarding state funding. As a result, faculty searches for this year were down substantially (only three new hires instead of 12-15). Likewise, only three new searches were authorized for the 2021-2022 year, with hires expected in the 2022-2023 year. Additional concerns for funding T/TT faculty are created by the new mandate requiring colleges to purchase insurance on all buildings and their contents, mandatory increases in payments to university information technology, and — most critically — the expectation that the college set aside reserves for self-funded increases. Currently, the funds freed up through resignations and retirements are the only source for recurring funding, as there was no enrollment increase funding allocated in this year. Although it is essential that we provide regular salary increases to faculty and staff, self-funded increases increasingly pose an existential threat to the college. Because annual raise process (ARP) funds must come from resignations and retirements, we are unable to replace T/TT faculty who leave us. Therefore, we are rapidly reaching the point where we will be unable to sustain student enrollments, especially graduate enrollments. Reductions in enrollment could then lead to loss of recurring funding through enrollment change, leading to an economic death spiral that threatens the fiscal sustainability of the college.

Faculty salaries and student stipends: The lack of an ARP for the past two years has had the unfortunate effect of more than doubling the proportion of faculty who are below minimum in our college, according to the most recent HR data. This is demoralizing, as we had cut the proportion below minimum by more than 50% just two years ago. Although we remain competitive in hiring at the assistant professor level, we are struggling to remain competitive at the associate professor and professor ranks. As a result, we worked to retain more than 10 faculty this year, and were successful in 8 of those cases.

Although we partnered with the Graduate School to develop metrics to determine whether stipends are competitive and/or provide a living wage, we made no progress in increasing our graduate student stipends. We hope the Graduate School will use our methodology to define the challenge for the campus, and that our college will be able to partner with the provost and donors to make meaningful increases to student stipends over the next three to five years.

Looking to the future: Our college is delighted to welcome Dr. Deanna Dannels as our new dean. We look forward to her vision, leadership and energy as she leads the college in creating a new strategic plan this coming academic year.